

# Level 2 Diploma for Children's Care, Learning and Development (4227-02) (Wales and Northern Ireland)

**Qualification handbook for centres**

501/1904/7

Mandatory units



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# Level 2 Diploma for Children’s Care, Learning and Development (4227-02) (Wales and Northern Ireland)

## Qualification handbook for centres

Version and date	Change detail	Section
2.2 December 2012	Qualification structure updated	1.1 Qualification structure
3.0 February 2015	Units 015 and 016 has been removed from the structure	Qualification Structure
	Assessment for unit 048 has been amended and assessment type will now be portfolio of evidence.  Please note that Assignment 008 for Safeguarding is for England Only.	Page 18 and 96
3.1 November 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Throughout

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# 1 Introduction to the qualification

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

<b>Qualification title and level</b>	Level 2 Diploma for Children's Care, Learning & Development (Wales and Northern Ireland)
<b>GLH</b>	302
<b>TQT</b>	390
<b>City &amp; Guilds qualification number</b>	(4227-02)
<b>Qualification accreditation number</b>	501/1904/7
<b>Last registration date</b>	31/12/2013
<b>Last certification date</b>	31/12/2015

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

- Care Worker
- Childminder
- Nursery Nurse
- Sure Start Assistant
- Playground Assistant
- After School Assistant

This qualification replaces the City & Guilds Level 2 NVQ and Certificate in Children's Care, Learning and Development (3171/3177). It is approved by Skills for Care and Development for delivery in Wales and Northern Ireland and endorsed by the Care Council for Wales and the Northern Ireland Social Care Council.

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

- allow learners to learn, develop and practice selected skills required for progression in the sector
- provide opportunities for progression to the Level 3 Diploma 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. Assessors will be expected to confirm this by signing the declaration form, Unit assessment and verification declaration.

## **1.1 Qualification structure**

To achieve the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02, learners must achieve a minimum of 39 credits. These must include 27 credits from the mandatory Group A of units, and 12 credits from the optional units available.

**Minimum** Guided Learning Hours (GLH) are 307.

**Maximum** Guided Learning Hours (GLH) are 312.

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

This handbook contains the mandatory units only. Optional units can be found in the Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02 Optional units handbook available on [www.cityandguilds.com](http://www.cityandguilds.com)

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Knowledge/ Competence unit</b>
F/601/5465	Unit 001	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
L/601/5470	Unit 002	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
R/601/5471	Unit 003	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Mandatory	2	Competence
H/601/3305	Unit 004	Child and Young Person Development	Mandatory	2	Knowledge
Y/601/3236	Unit 006	Contribute to the Support of Child and Young Person Development	Mandatory	3	Competence
J/601/3491	Unit 009	Contribute to Children and Young People's Health and Safety	Mandatory	3	Competence
H/601/3496	Unit 011	Contribute to the Support of Positive Environments for Children and Young People	Mandatory	3	Competence
M/601/3498	Unit 012	Understand Partnership Working in Services for Children and Young People	Mandatory	2	Knowledge
J/601/4530	Unit 039	Contribute to the Support of Children and Young People's Development through Play	Mandatory	3	Competence
J/601/4527	Unit 048	Understand How to Safeguard the Welfare of Children and Young People	Mandatory	3	Knowledge
<b>See separate handbook for the following units (optional units).</b>					
A/601/6517	Unit 019	Support Children and Young People at Meal or Snack Times	Optional	3	Competence

M/601/3310	Unit 020	Contribute to the Support of Children's Communication, Language and Literacy	Optional	2	Competence
H/601/3336	Unit 021	Contribute to the Support of Children's Creative Development	Optional	2	Competence
H/601/4549	Unit 040	Contribute to the Support of Children's Learning in Information Technology (ICT)	Optional	2	Knowledge
K/601/4536	Unit 041	Contribute to the Support of Children's Mathematical Development	Optional	2	Competence
H/601/3238	Unit 042	Contribute to the Development of Babies and Young Children	Optional	2	Competence
M/601/3243	Unit 043	Contribute to the Physical Care of Babies and Young Children	Optional	3	Competence
Y/601/3253	Unit 044	Contribute to the acquisition of a new language through immersion for children in early years settings	Optional	2	Competence
A/601/4539	Unit 045	Contribute to the Support of Disabled Children and Those with Specific Requirements	Optional	3	Competence
T/601/4541	Unit 047	Contribute to the Support of Children's Positive Behaviour in Early Years Settings	Optional	3	Competence
D/601/3335	Unit 049	Contribute to the Support of Children's Knowledge and Understanding of the World	Optional	2	Competence
K/601/3337	Unit 050	Contribute to the support of children's outdoor play	Optional	2	Competence
Y/600/9770	Unit 079	Understand How to Set up a Home Based Childcare Service	Optional	4	Knowledge
F/601/3442	Unit 120	Introductory Awareness of Sensory Loss	Optional	2	Knowledge
Y/601/3446	Unit 122	Introductory Awareness of Models of Disability	Optional	2	Knowledge
M/504/2182	Unit 623	Contribute to children's Welsh language development	Optional	4	Competence

J/504/2186	Unit 625	Contribute to the support of children's physical development through activities	Optional	3	Competence
D/504/2193	Unit 632	Working as part of a team in health and social care or children and young people's settings	Optional	2	Competence
M/504/2201	Unit 639	Working in partnership with parents and carers	Optional	3	Competence
T/503/2494	Unit 671	Contribute to promoting nutrition and hydration in early years and childcare settings	Optional	4	Competence
F/504/3370	Unit 700	Use Signing to Advance Speech, Language and Communication	Optional	6	Competence

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Diploma for Children's Care, Learning & Development (Wales and Northern Ireland)	302	390

## 1.2 Opportunities for progression

This Diploma will enable progression within and between levels.

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

- Early Years
- Health and Social Care
- Playwork
- Play groups
- After school clubs

## 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	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assignment guide for learners	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Marking guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Community & Society Guidance updates	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen available	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>

## 2 Centre requirements

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

### 2.1 Centre approval

#### Centres new to City & Guilds

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

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

Centres approved to offer the qualifications, Level 2 NVQ Children's Care, Learning and Development (3171) and the Certificate in Children's Care, Learning and Development (3177), will receive automatic approval for the new Level 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (4227-02).

#### 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 who do not currently have approval to offer qualifications in this area will need to go through qualification approval. Please refer to **Appendix 2** for further information.

### 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 demonstrable continuing professional development.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Quality Assurer but must never internally quality assure their own assessments.

#### Continuing professional development (CPD)

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

## 2.3 Role requirements

### Assessor requirements

The Assessors of competence based units must:

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

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

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

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

### 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](mailto: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:

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

### **Internal quality assurance**

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 – this could be full time, part time or voluntary work and either paid or unpaid.

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 2 Diploma is not approved for 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 (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 handbook

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,(NI) 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 Assurer 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 qualification advisor 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:

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

## 4 Assessment

### 4.1 Summary of assessment methods

This competence-based qualification is designed to be assessed in the learner's workplace as they undertake their normal work role – this could include full time, part-time and voluntary work and either paid or unpaid work.

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

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

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

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

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

## 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.

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

## 4.3 Assignments for knowledge based units

Assignments for knowledge based units 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](http://www.cityandguilds.com). These are **suggested** assignments for the knowledge based units. Centres may identify that alternative assessment is more applicable for a knowledge unit for an individual learner. In these cases a portfolio of evidence for the specific unit may be submitted.

- 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 is below.

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Assessment Method</b>
004	2	Child and Young Person Development	Assignment 4227-005 Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified. Graded as pass/refer/fail only.
012	2	Understand Partnership Working in Services for Children and Young People	Assignment 4227-013 Externally set assignment, covering all Learning Outcomes, locally marked and externally verified. Graded as pass/refer/fail only.
079	3	Understand how to set up a home-based childcare service	Assignment 4227-080 Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified. Graded as Pass, Merit, Distinction, Refer or Fail.
120	2	Introductory awareness of sensory loss	Assignment 4227-121 Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified. Graded as pass/refer/fail only.
122	2	Introductory awareness of models of disability	Assignment 4227-123 Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified. Graded as pass/refer/fail only.

## 4.4 Evidence requirements

### Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods. Notes on assessment methods, evidence requirements and sources of evidence are also provided on pages 16 – 18 of this handbook.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to 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 assurers (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:	

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

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

<b>Internal Quality Assurer's details</b>			
Name:		Signature:	
Contact number:		Position:	

<b>Assessor details</b>			
(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):			

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

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

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

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

**Outline of current job role:**

--

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

--

**Previous relevant qualifications and training:**

--



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

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

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.

<b>Witness name and signature</b>	<b>Status*</b>	<b>Professional relationship to learner**</b>	<b>Unit or outcomes witnessed</b>	<b>Date</b>

**\*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.

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

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	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**

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

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

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: \_\_\_\_\_





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 quality assured the assessment work on this unit by carrying out the following (please tick):

- sampling learner and assessment evidence Date: \_\_\_\_\_
- discussion with learner Date: \_\_\_\_\_
- observation of assessment practice Date: \_\_\_\_\_
- 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)



# 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 <i>(if appropriate)</i>	Signatures			EV <i>(if sampled)</i>
		Date	Types of evidence <i>(see key)</i>		Assessor*	Candidate	IV*	

**Key for types of evidence** (please extend if necessary):  
 O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion;  
 A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning  
 \*If there is a second line assessor/IV, both must sign.

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

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

## 4.6 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence. 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 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. 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.

'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. 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 2 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland ) 4227-02 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)

### 5.1 Availability of units

The mandatory units for this qualification follow. The optional units are available in a separate document, entitled Level 2 Diploma for the Children's Care, Learning and Development (Wales and Northern Ireland) 4227-02, Qualification handbook for centres, Optional units.

The learning outcomes and assessment criteria are also viewable on The Register of Regulated Qualifications [www.register.ofqual.gov.uk](http://www.register.ofqual.gov.uk).

### 5.2 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.

### 5.3 Summary of mandatory units

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

011	MU2.8	Contribute to the Support of Positive Environments for Children and Young People	H/601/3496	3
012	MU 2.9	Understand Partnership Working in Services for Children and Young People	M/601/3498	2
039	MU2.10	Contribute to the Support of Children and Young People's Development Through Play	J/601/4530	3
048	MU2.3	Understand how to Safeguard the Welfare of Children and Young People	J/601/4527	3

## Unit 001

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

**Level:** 2

**Credit value:** 3

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to:

- CCLD 201
- GEN 22
- HSC 21

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

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- learner portfolio of evidence.

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

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

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

Outcome 1                      Understand why communication is important in the  
work setting

**Assessment Criteria**

The learner can:

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

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

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

### Assessment Criteria

The learner can:

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

### Additional Guidance

**Communication methods** may include:

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

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

Outcome 3                    Be able to reduce barriers to communication

### **Assessment Criteria**

The learner can:

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

### **Additional Guidance**

**Services** may include:

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

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

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

### **Assessment Criteria**

The learner can:

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

### **Additional Guidance**

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

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

Notes for guidance

See pages 17-21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 002

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

**Level:** 2

**Credit value:** 3

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to:

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

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

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- learner portfolio of evidence.

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

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

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

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

### **Assessment Criteria**

The learner can:

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

### **Additional Guidance**

**Standards** may include:

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

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

Outcome 2                      Be able to reflect on own work activities

**Assessment Criteria**

The learner can:

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

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

Outcome 3 Be able to agree a personal development plan

### Assessment Criteria

The learner can:

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

### Additional Guidance

**Sources of support** may include:

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

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

**Who should be involved** may include:

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

## **Unit 002**

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

### **Outcome 4**

Be able to develop own knowledge, skills and understanding

#### **Assessment Criteria**

The learner can:

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

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

Notes for guidance

See pages 17–21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 003

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

**Level:** 2

**Credit value:** 2

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to:

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

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

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- learner portfolio of evidence.

### Learning outcome 2 must be assessed in a real work environment. Simulation is not allowed.

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

## Unit 003

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

### Outcome 1

Understand the importance of equality and inclusion

#### Assessment Criteria

The learner can:

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

## **Unit 003**

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

## **Outcome 2**

Be able to work in an inclusive way

### **Assessment Criteria**

The learner can:

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

## **Unit 003**

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

### **Outcome 3**

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

#### **Assessment Criteria**

The learner can:

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

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

Notes for guidance

See pages 17-21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

**Level:** 2

**Credit value:** 2

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

### **Unit aim**

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

### **Learning outcomes**

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

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

### **Guided learning hours**

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

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

This unit is linked to:

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

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

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

### **Assessment**

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

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

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

## Unit 004

### Outcome 1

## Child and Young Person Development

Know the main stages of child and young person development

### Assessment Criteria

The learner can:

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

### Additional Guidance

**Development** must include:

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

**Unit 004**  
Outcome 2

**Child and Young Person Development**  
Understand the kinds of influences that affect children and young people's development

**Assessment Criteria**

The learner can:

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

## Unit 004

### Outcome 3

## Child and Young Person Development

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

### Assessment Criteria

The learner can:

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

### Additional Guidance

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

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

### Notes for guidance

See pages 17-21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

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

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

**Learning outcomes**

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

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

**Guided learning hours**

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

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

This unit is linked to:

- CCLD 203 Support children's development

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

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- learner portfolio of evidence.

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

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

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

## Unit 006

# Contribute to the Support of Child and Young Person Development

### Outcome 1

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

#### Assessment Criteria

The learner can:

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

#### Additional Guidance

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

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

**Different observation methods** may include:

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

**Support assessments** may include:

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

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

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

- Provide challenge
- Flexible plans

## **Unit 006**

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

### **Outcome 2**

Be able to support the development of children and young people

#### **Assessment Criteria**

The learner can:

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

## Unit 006

# Contribute to the Support of Child and Young Person Development

### Outcome 3

Know how to support children and young people experiencing transitions

#### Assessment Criteria

The learner can:

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

#### Additional Guidance

**Different transitions** may include:

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

## Unit 006

# Contribute to the Support of Child and Young Person Development

### Outcome 4

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

#### Assessment Criteria

The learner can:

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

#### Additional Guidance

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

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

## **Unit 006**

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

### Outcome 5

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

#### **Assessment Criteria**

The learner can:

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

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

Notes for guidance

See pages 17–21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 009

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

**Level:** 2

**Credit value:** 3

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to:

- CCLD202.

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- learner portfolio of evidence.

### **Learning Outcome 6 must be assessed in a real work environment. Simulation is not allowed.**

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

## **Unit 009**

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

### Outcome 1

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

#### **Assessment Criteria**

The learner can:

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

## **Unit 009**

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

## **Outcome 2**

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

### **Assessment Criteria**

The learner can:

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

## Unit 009

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

## Outcome 3

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

### Assessment Criteria

The learner can:

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

### Additional Guidance

**Incidents and emergencies** may include:

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

## Unit 009

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

### Outcome 4

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

#### Assessment Criteria

The learner can:

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

#### Additional Guidance

**Injuries or illnesses** may include:

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

## **Unit 009**

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

### Outcome 5

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

#### **Assessment Criteria**

The learner can:

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

## Unit 009

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

## Outcome 6

Be able to follow infection control procedures

### Assessment Criteria

The learner can:

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

## **Unit 009**

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

### Outcome 7

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

#### **Assessment Criteria**

The learner can:

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

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

Notes for guidance

See pages 17–21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 011

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

**Level:** 2

**Credit value:** 3

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is linked to CCLD 205 – Prepare and maintain environments to meet children's needs.

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

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- learner portfolio of evidence.

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

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

## Unit 011

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

## Outcome 1

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

### Assessment Criteria

The learner can:

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

### Additional Guidance

**Environment** may include:

- Inside
- Outside

### Regulatory

Relevant to the framework within UK home nation.

## Unit 011

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

## Outcome 2

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

### Assessment Criteria

The learner can:

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

### Additional Guidance

**Individual needs** may include:

- Physical
- Social and emotional
- Intellectual
- Language and communication
- Cultural
- Religious
- Personal choice

**Senses** may include:

- Smell
- Taste
- Touch
- Hear
- Sight

**Praise and encouragement** may include:

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

## Unit 011

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

### Outcome 3

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

#### Assessment Criteria

The learner can:

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

#### Additional Guidance

**Personal care routines** may include:

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

**Individual needs** may include:

- Physical
- Social and emotional
- Intellectual
- Language and communication
- Cultural
- Religious
- Personal choice

## Unit 011

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

## Outcome 4

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

### Assessment Criteria

The learner can:

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

### Additional Guidance

**Dietary requirements** may include:

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

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

Notes for guidance

See pages 17–21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 012

# Understand Partnership Working in Services for Children and Young People

**Level:** 2

**Credit value:** 2

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

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

This unit is endorsed by Skills for Care and Development.

### Assessment

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

- learner portfolio of evidence (012)
- an assignment covering Learning Outcomes and assessment criteria (013).

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

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

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

### **Assessment Criteria**

The learner can:

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

### **Additional Guidance**

**Others** may include:

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

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

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

### **Assessment Criteria**

The learner can:

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

## **Unit 012**

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

## Outcome 3

Understand the importance of partnerships with carers

### **Assessment Criteria**

The learner can:

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

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

Notes for guidance

See pages 17–21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 039

# Contribute to the Support of Children and Young People's Development through Play

**Level:** 2

**Credit value:** 3

**NDAQ number:** J/601/4530

### Unit aim

This unit provides knowledge, understanding and skills to enable learners to contribute to supporting children and young people's development through play.

### Learning outcomes

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

1. Understand the importance of play for children and young people's development and well being
2. Be able to support children and young people's learning and play through risk and challenge
3. Be able to contribute to an inclusive and stimulating environment for children and young people's play
4. Be able to reflect on supporting children and young people's learning and play

### Guided learning hours

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

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

This unit is linked to CCLD 210.

### 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, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.

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

## Unit 039

# Contribute to the Support of Children and Young People's Development through Play

### Outcome 1

Understand the importance of play for children and young people's development and well being

#### Assessment Criteria

The learner can:

1. Describe how **play** supports children and young people's development and well being
2. Explain the difference between adult directed **play** and child initiated play
3. Describe how the UN Convention on the Rights of the Child promotes the importance of **play**.

#### Additional Guidance

**Play** may include:

- creative play
- physical play
- imaginative/pretend play
- environmental play

## Unit 039

# Contribute to the Support of Children and Young People's Development through Play

## Outcome 2

Be able to support children and young people's learning and play through risk and challenge

### Assessment Criteria

The learner can:

1. Outline the value of risk and challenge in children and young people's learning and **play**
2. Describe what is meant by 'unacceptable risk and challenge' in children and young people's **play** and learning
3. Describe why it is important for children and young people to be able to manage risk and challenge for themselves
4. Demonstrate how to encourage children or young people to manage risk and challenge to support their learning and **play**
5. Demonstrate in direct work with children or young people how to balance risk and challenge against requirements for health and safety.

### Additional Guidance

**Play** may include:

- creative play
- physical play
- imaginative/pretend play
- environmental play

## Unit 039

# Contribute to the Support of Children and Young People's Development through Play

## Outcome 3

Be able to contribute to an inclusive and stimulating environment for children and young people's play

### Assessment Criteria

The learner can:

1. Provide flexibility, variety and choice of resources to support inclusive **play**
2. Support children or young people to explore and investigate during **play** activities.

### Additional Guidance

**Play** may include:

- creative play
- physical play
- imaginative/pretend play
- environmental play

## **Unit 039**

# **Contribute to the Support of Children and Young People's Development through Play**

## **Outcome 4**

Be able to reflect on supporting children and young people's learning and play

### **Assessment Criteria**

The learner can:

1. Outline the value of reflecting on own practice in supporting children and young people learning and play
2. Demonstrate how to reflect on practice that supports children and young people's learning and play
3. Demonstrate how own practice has been adapted following reflection.

## **Unit 039                      Contribute to the Support of Children and Young People’s Development through Play**

Notes for guidance

See pages 17–21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 048

# Understand How to Safeguard the Welfare of Children and Young People

**Level:** 2

**Credit value:** 3

**NDAQ number:** J/601/4527

### Unit aim

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

### Learning outcomes

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

1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
2. Understand how to safeguard children, young people and practitioners in a work setting
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

### Guided learning hours

It is recommended that 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 202.

### 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 allowed.

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

## Unit 048

# Understand How to Safeguard the Welfare of Children and Young People

### Outcome 1

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

#### Assessment Criteria

The learner can:

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

#### Additional Guidance

**e-safety** may include:

- internet
- mobile phones
- social networking sites
- other electronic media

## **Unit 048**

# **Understand How to Safeguard the Welfare of Children and Young People**

## **Outcome 2**

Understand how to safeguard children, young people and practitioners in a work setting

### **Assessment Criteria**

The learner can:

1. Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting
2. Identify 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
3. Identify where to access sources of support where concerns have not been addressed.

## **Unit 048**

# **Understand How to Safeguard the Welfare of Children and Young People**

### **Outcome 3**

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

#### **Assessment Criteria**

The learner can:

1. Identify the characteristics of different types of child abuse
2. Describe actions to take in response to evidence (including allegations) or concerns that a child or young person has been abused, harmed (including self harm), or bullied, or maybe at risk of harm, abuse or bullying
3. Describe the principles and boundaries of confidentiality and when to share information.

## **Unit 048            Understand How to Safeguard the Welfare of Children and Young People**

Notes for guidance

See pages 17–21 of this handbook (Level 2 Diploma for Children’s Care, Learning & Development (Wales and Northern Ireland) (4227-02) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

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

City & Guilds unit	Unit title	SSC ref no.	Unit linked to:
001	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	SHC21	CCLD 201 GEN 22 HSC 21
002	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	SHC22	CCLD 204 GEN 12 GEN 13 HSC 23
003	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	SHC23	CCLD 203 GEN 12 GCU 5 HSC 24 and HSC 234
004	Child and Young Person Development	TDA2.1	STL2 Support children's development (CCLD 203) SWiS 2.1 Explore and respond to the needs of pupils Introductory training materials: Role and context Understanding how children learn
006	Contribute to the Support of Child and Young Person Development	MU2.2	CCLD 203
009	Contribute to Children and Young People's Health and Safety	MU2.4	CCLD202

011	Contribute to the Support of Positive Environments for Children and Young People	MU2.8	CCLD205
012	Understand Partnership Working in Services for Children and Young People	MU2.9	N/A
015	Paediatric Emergency First Aid	PEFAP001	Mapped against the EYDC standards
016	Managing paediatric illness and injury	MPII002	Mapped against the EYDC standards
019	Support children and young people at meal or snack times	TDA2.14	N/A
020	Contribute to the support of children's communication, language and literacy	OP2.15	CCLD 201, 203, 205, 208
021	Contribute to the support of children's creative development	OP2.17	CCLD, 203, 205, 208
039	Contribute to the support of children and young people's development through play	MU2.10	CCLD210
040	Contribute to the support of children's learning in Information and Communication Technology (ICT)	OP2.1	CCLD 203, 205, 208
041	Contribute to the support of children's mathematical development	OP2.2	CCLD 203, 205, 208
042	Contribute to the development of babies and young children	OP2.3	CCLD 203, 208
043	Contribute to the physical care of babies and young children	OP2.4	CCLD 203, 208
044	Contribute to the acquisition of a new language through immersion for children in early years settings	OP2.5	CCLD 247
045	Contribute to the support of disabled children and those with specific requirements	OP2.6	CCLD209
047	Contribute to the support of children's positive behaviour in early years settings	OP2.11	CCLD202
048	Understand how to safeguard the welfare of children and young people	MU2.3	CCLD202
049	Contribute to the support of children's knowledge and understanding of the world	OP2.16	CCLD 203, 205, 208
050	Contribute to the support of children's outdoor play	OP2.18	CCLD 203, 205, 208
079	Understand how to set up a home based childcare service	CYPOP5	CCLD, 302, 303, 305, 316
120	Introductory awareness of sensory loss	SS MU2.1	Sensory Services 1 – 9, 11
122	Introductory awareness of models of disability	SS OP2.1	Sensory Services 1 – 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](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](http://www.cityandguilds.com).

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

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

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of 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 Quality Assurance 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
- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLLA assessments.

## Useful contacts

### UK learners

#### General qualification information

**T: +44 (0)844 543 0033**

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

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

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

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### Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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

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### International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

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

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### Publications

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](mailto:feedbackandcomplaints@cityandguilds.com)**

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