

Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (4222-33)

Candidate logbook

501/1201/6

City Guilds

WWN.cityarguilds.com
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Version 1.0

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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0033

F +44 (0)20 7294 2413

www.cityandguilds.com

learnersupport@cityandguilds.com

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1 About your candidate logbook

1.1 Contact details

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

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

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete your Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland. It contains forms you can use to record and organise your evidence.

There are 58 units in total available for this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The recording forms for the units in this logbook are for the mandatory, competence based units only.

About City & Guilds

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

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

2 About this qualification

2.1 What are Diplomas?

The Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland is a nationally recognised qualification gained in the workplace. It is based on National Occupational Standards, which are standards written by employers and experts in your industry.

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

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

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

3 Using your logbook

Recording forms

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

Candidate recording forms

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

Candidate and centre contact details

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

Unit record form

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

Unit assessment and verification declaration

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

Please photocopy these forms as required.

Unit 4222-301 Promote communication in health, social care or children's and young people's settings

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

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand why effective communication is important in the work setting	1.1 Identify the different reasons people communicate			
	1.2 Explain how communication affects relationships in the work setting			
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Demonstrate how to establish the communication and language needs, wishes and preferences of individuals			
	2.2 Describe the factors to consider when promoting effective communication			
	2.3 Demonstrate a range of communication methods and styles to meet individual needs			
	2.4 Demonstrate how to respond to an individual's reactions when communicating			
3. Be able to overcome barriers to communication	3.1 Explain how people from different backgrounds may use and/or interpret communication methods in different ways			
	3.2 Identify barriers to effective communication			

	3.3	Demonstrate ways to overcome barriers to communication			
	3.4	Demonstrate strategies that can be used to clarify misunderstandings			
	3.5	Explain how to access extra support or services to enable individuals to communicate effectively			
4. Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality			
	4.2	Demonstrate ways to maintain confidentiality in day to day communication			
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

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

Candidate's name Signature Date

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Assessor's name Signature Date

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

Unit 4222-302 Engage in personal development in health, social care or children's and young people's settings

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

Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role			
	1.2 Explain expectations about own work role as expressed in relevant standards			
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided			
	2.2 Demonstrate the ability to reflect on practice			
	2.3 Describe how own values, belief systems and experiences may affect working practice			
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards			
	3.2 Demonstrate use of feedback to evaluate own performance and inform development			

4. Be able to agree a personal development plan	4.1	Identify sources of support for planning and reviewing own development			
	4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities			
	4.3	Demonstrate how to work with others to agree own personal development plan			
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice			
	5.2	Demonstrate how reflective practice has led to improved ways of working			
	5.3	Show how to record progress in relation to personal development			

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

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Unit 4222-303 Promote equality and inclusion in health, social care or children's and young people's settings

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

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by <ul style="list-style-type: none"> • Diversity • Equality • Inclusion 			
	1.2 Describe the potential effects of discrimination			
	1.3 Explain how inclusive practice promotes equality and supports diversity			
2. Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role			
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences			
3. Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice			
	3.2 Demonstrate how to support others to promote equality and rights			
	3.3 Describe how to challenge discrimination in a way that promotes change			

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

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Unit 4222-344 Promote child and young person development

Level: 3

Credit value: 3

UAN: R/601/1694

Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Be able to assess the development needs of children or young people and prepare a development plan	1.1 Explain the factors that need to be taken into account when assessing development			
	1.2 Assess a child or young person's development in the following areas <ul style="list-style-type: none"> • Physical • Communication • Intellectual/ cognitive • Social, emotional and behavioural • Moral 			
	1.3 Explain the selection of the assessment methods used			
	1.4 Develop a plan to meet the development needs of a child or young person in the work setting			
2. Be able to promote the development of children or young people	2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected			
	2.2 Evaluate and revise the development plan in the light of implementation			

	2.3	Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work			
	2.4	Listen to children or young people and communicate in a way that encourages them to feel valued			
	2.5	Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities			
3. Be able to support the provision of environments and services that promote the development of children or young people	3.1	Explain the features of an environment or service that promotes the development of children and young people			
	3.2	Demonstrate how own work environment or service is organised to promote the development of children or young people			
4. Understand how working practices can impact on the development of children and young people	4.1	Explain how own working practice can affect children and young people's development			
	4.2	Explain how institutions, agencies and services can affect children and young people's development			
5. Be able to support children and young people's positive behaviour	5.1	Demonstrate how they work with children and young people to encourage positive behaviour			
	5.2	Evaluate different approaches to supporting positive behaviour			

6. Be able to support children and young people experiencing transitions	6.1 Explain how to support children and young people experiencing different types of transitions			
	6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives			

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Unit 4222-346 Support children and young people’s health and safety

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

Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how to plan and provide environments and services that support children and young people’s health and safety	1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services			
	1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely			
	1.3 Identify sources of current guidance for planning healthy and safe environments and services			
	1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service			
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues			
	2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits			

	2.3	Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk			
	2.4	Explain how health and safety risk assessments are monitored and reviewed			
3. Understand how to support children and young people to assess and manage risk for themselves	3.1	Explain why it is important to take a balanced approach to risk management			
	3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements			
	3.3	Give example from own practice of supporting children or young people to assess and manage risk			
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness			
	4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies			

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Unit 4222-347 Develop positive relationships with children, young people and others involved in their care

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

Unit aim

To enable the learner to understand and practice the skills required to develop positive relationships with children, young people and carers.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Be able to develop positive relationships with children and young people	1.1 Explain why positive relationships with children and young people are important and how these are built and maintained			
	1.2 Demonstrate how to listen to and build relationships with children and young people			
	1.3 Evaluate own effectiveness in building relationships with children or young people			
2. Be able to build positive relationships with people involved in the care of children and young people	2.1 Explain why positive relationships with people involved in the care of children and young people are important			
	2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people			

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

Unit 4222-348 Working together for the benefit of children and young people

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

Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand integrated and multi agency working	1.1 Explain the importance of multi agency working and integrated working			
	1.2 Analyse how integrated working practices and multi agency working in partnership deliver better outcomes for children and young people			
	1.3 Describe the functions of external agencies with whom your work setting or service interacts			
	1.4 Explain common barriers to integrated working and multi agency working and how these can be overcome			
	1.5 Explain how and why referrals are made between agencies			
	1.6 Explain the assessment frameworks that are used in own UK Home Nation			

2. Be able to communicate with others for professional purposes	2.1	Select appropriate communication methods for different circumstances			
	2.2	Demonstrate use of appropriate communication methods selected for different circumstances			
	2.3	Prepare reports that are accurate, legible, concise and meet legal requirements			
3. Be able to support organisational processes and procedures for recording, storing and sharing information	3.1	Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information			
	3.2	Demonstrate how to maintain secure recording and storage systems for information: <ul style="list-style-type: none"> • paper based • electronic 			
	3.3	Analyse the potential tension between maintaining confidentiality with the need to disclose information: <ul style="list-style-type: none"> • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed 			

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Unit 4222-390 Assessment and planning with children and young people

Level: 3
Credit value: 5
UAN: M/600/9750

Unit aim

This unit provides a basis of knowledge, understanding and competence in order to make effective contributions to the assessment and planning for the lives of children and young people in need. The unit stresses the importance of children and young people engaging with the process of assessment and planning

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how to place children and young people at the centre of assessment and planning	1.1 Explain the value of a child centred model of assessment and planning			
	1.2 Explain how to identify the needs of children and young people			
	1.3 Explain the importance of working with others to assess the needs of children and young people to inform planning			
	1.4 Analyse current evidence about effective methods of ensuring participation and engagement of children and young people of all ages and levels of understanding in assessment and planning			
	1.5 Explain the importance of permanency planning for children and young people			

2. Be able to participate in assessment and planning for children and young people towards the achievement of positive outcomes	2.1	Demonstrate in own practice engagement with children or young people and their carers in expressing their needs and aspirations to inform planning			
	2.2	Demonstrate how to encourage a child or young person to plan realistic, achievable but challenging goals			
	2.3	Explain how the goals and targets identified will support the achievement of positive outcomes			
	2.4	Develop a plan with a child or young person and others to meet their needs with a focus on the achievement of positive outcomes			
	2.5	Explain how to support a child or young person and others to understand and agree the goals, targets and outcomes of the plan			
3. Be able to work with children and young people to implement the plan for the achievement of positive outcomes	3.1	Demonstrate how a child, young person and others are provided with clear information about the roles and responsibilities of all those involved in the plan			
	3.2	Agree with a child, young person and others how goals and targets will be			
	3.3	Demonstrate how a positive approach is used to encourage children or young people work towards the achievement of goals and targets			
	3.4	Demonstrate how progress towards goals and targets is agreed and recorded with the child or young person			

4. Be able to work with children and young people to review and update plans	4.1	Demonstrate how to record relevant information to prepare for a review			
	4.2	Demonstrate how to support children and young people to contribute to reviewing achievement of goals and targets			
	4.3	Demonstrate how to contribute to reviews based on measurement of progress of the child or young person			
	4.4	Present information to reviews about aspects of the plan that are working well and those that need to be changed			

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Unit 4222-391 Promote the well being and resilience of children and young people

Level: 3
Credit value: 4
UAN: F/600/9780

Unit aim

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of promoting positive well being and resilience of children and young people	1.1 Explain the factors that influence the well being of children and young people			
	1.2 Explain the importance of resilience for children and young people			
	1.3 Analyse effective ways of promoting well being and resilience in the work setting			
	1.4 Describe ways of working with carers to promote well being and resilience in children and young people			
2. Understand how to support the development of children and young people's social and emotional identity and self esteem in line with their age and level of understanding	2.1 Explain why social and emotional identity are important to the well being and resilience of children and young people			
	2.2 Explain how to support children and young people to identify with their own self image and identity			
	2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements			

	2.4	Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives			
	2.5	Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people			
3. Be able to provide children and young people with a positive outlook on their lives	3.1	Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable			
	3.2	Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives			
	3.3	Support and encourage children and young people to respond positively to challenges and disappointments			
	3.4	Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes			
	3.5	Support children and young people to reflect on the impact of their own actions and behaviour			
4. Be able to respond to the health needs of children and young people	4.1	Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding			
	4.2	Encourage children and young people to make positive choices about all of their health needs			

	4.3 Assess any risks or concerns to the health and well being of children and young people and take appropriate action			
	4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being			
	4.5 Record concerns about a child or young person's health or well being following recognised procedures			

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Unit 4222-392 Professional practice in children and young people's social care

Level: 3
Credit value: 3
UAN: F/601/0315

Unit aim

This unit introduces the competence required for the application of principles and values in day-to-day practice. It introduces the concepts of the practitioner's duty of care and the need to support positive outcomes for children and young people.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the legislation and policy framework for working with children and young people in social care work settings	1.1 Explain how current and relevant legislation and policy affects work with children and young people			
	1.2 Describe the impact of social care standards and codes of practice on work with children and young people			
	1.3 Explain the importance of the United Nations Convention on the Rights of the Child (UNCRC)			
2. Understand the professional responsibilities of working with children and young people	2.1 Explain the responsibilities of a <ul style="list-style-type: none"> • corporate parent • professional carer 			
	2.2 Explain what is meant by a 'duty of care'			
	2.3 Analyse the impact of professional relationships on children and young people			
	2.4 Give examples of poor practice and unprofessional conduct that may impact on outcomes for children and young people			

	2.5	Explain the actions to take where poor practice and unprofessional conduct are having a negative impact on outcomes for children and young people			
3. Be able to meet professional responsibilities by reflecting on own performance and practice	3.1	Explain the professional responsibility to maintain current and competent practice			
	3.2	Demonstrate how to engage with professional supervision in order to improve practice			
	3.3	Demonstrate how to seek, and learn from, feedback on own practice from colleagues and children and young people			
	3.4	Explain the importance of understanding the limits of personal competence and when to seek advice			
4. Be able to develop effective working relationships with professional colleagues	4.1	Demonstrate how to respect and value the professional competence and contribution of colleagues			
	4.2	Explain own rights and expectations as a professional and how to assert them			
5. Understand the implications of equalities legislation for working with children, young people and families	5.1	Explain how current equalities legislation affects work with children young people and families			
	5.2	Identify examples of good practice in promoting equality and explain how and why they are effective			

6. Understand the value of diversity and the importance of equality and anti-discriminatory practice	6.1 Explain what is meant by diversity			
	6.2 Explain what is meant by anti-discriminatory practice giving examples of how it is applied in practice with children, young people and families			
	6.3 Describe the effects of discrimination and explain the potential results for children and young people			

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Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

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

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

Equal Opportunities

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

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

Access to assessment

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

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

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

Complaints and appeals

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

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

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

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

City & Guilds

Skills for a brighter future



www.cityandguilds.com

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

E: singlesubjects@cityandguilds.com

International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0033
F +44 (0)20 7294 2413
www.cityandguilds.com

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