

City & Guilds Level 1 Award/Certificate/ Diploma in Caring for Children (4237)

Version 1.2 (Feb 2022)



Qualification at a glance

Subject area	Children and Young People
City & Guilds number	4237
Age group approved	16+
Entry requirements	None
Assessment	Assignment
Approval	Automatic approval available
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Caring for Children	4237-01	600/8742/0
Level 1 Certificate in Caring for Children	4237-02	600/8583/6
Level 1 Diploma in Caring for Children	4237-03	600/8546/0

Version and date	Change detail	Section
1.1 April 2013	Changed “Health and social care” to “Childcare”	Centre Requirements
1.2 Feb 2022	Addition of TQT	Introduction



Contents

1	Introduction	5
	Structure	5
2	Centre requirements	10
	Approval	10
	Resource requirements	10
	Candidate entry requirements	11
3	Delivering the qualification	13
	Initial assessment and induction	13
4	Assessment	14
	Assessment of the qualification	14
	Assessment strategy	15
	Recognition of prior learning (RPL)	16
5	Units	17
Unit 001	Confidence building for the young child through play	18
Unit 002	Listening to and talking with a young child	19
Unit 101	Growth and development of young children	20
Unit 102	Sharing learning experiences with children	21
Unit 103	Human growth and development	23
Unit 104	Respecting and valuing children	24
Unit 105	Children's play and leisure activities in the community	25
Unit 106	Preparing for your next steps	27
Unit 107	Supporting babies to play	29
Unit 108	Craft activities for young children	31
Unit 109	Science activities for young children	33
Unit 110	Technology activities for young children	35
Unit 111	Musical activities for young children	36
Unit 112	Practical health and safety when with young children	37
Unit 113	Finding out about Forest Schools	39
Unit 114	Understanding learning and development through play	41
Unit 115	Contribute to own healthy living	43
Unit 116	Healthy eating for families	44
Unit 201	Exploring a vocational area for own development	46
Unit 202	Self development	47
Unit 203	Safeguarding the welfare of children and young people	49
Appendix 1	Relationships to other qualifications	51



1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	These qualifications are suitable for anyone wanting to gain knowledge and skills in caring for children
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the childcare sector.
What opportunities for progression are there?	Once learners have completed the Diploma, they could advance to the Level 2 Certificate for the Children and Young People's Workforce (4227) or Intermediate Apprenticeship in Children and Young People's Workforce (9735)

Structure

To achieve the **Level 1 Award in Caring for Children**, learners must achieve **10** credits from the optional units, with a minimum of **6** credits from units 101-114, 201-202.

To achieve the **Level 1 Certificate in Caring for Children**, learners must achieve **26** credits from the optional units, with a minimum of **14** credits from units 101-114, 201-202.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Optional			
T/601/3406	001	Confidence building for the young child through play	3
F/601/0119	002	Listening to and talking with a young child	3
F/601/3408	101	Growth and development of young children	2
Y/601/0109	102	Sharing learning experiences with children	4

A/601/3407	103	Human growth and development	2
M/601/0116	104	Respecting and valuing children	2
T/601/0117	105	Children's play and leisure activities in the community	3
L/601/0110	106	Preparing for your next steps	4
J/601/3409	107	Supporting babies to play	3
M/602/2900	108	Craft activities for young children	3
D/602/2388	109	Science activities for young children	3
R/602/2386	110	Technology activities for young children	2
D/602/2391	111	Musical activities for young children	2
H/602/2389	112	Practical health and safety when with young children	3
J/602/2384	113	Finding out about Forest Schools	3
A/504/0211	114	Understanding learning and development through play	3
D/504/8169	115	Contribute to own healthy living	2
R/601/0108	116	Healthy eating for families	4

R/504/8170	201	Exploring a vocational area for own development	2
Y/504/8171	202	Self development	3

To achieve the **Level 1 Diploma in Caring for Children**, learners must achieve **37** credits from the optional units, with a minimum of **25** credits from units 101-114, 201-203.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Optional			
T/601/3406	001	Confidence building for the young child through play	3
F/601/0119	002	Listening to and talking with a young child	3
F/601/3408	101	Growth and development of young children	2
Y/601/0109	102	Sharing learning experiences with children	4
A/601/3407	103	Human growth and development	2
M/601/0116	104	Respecting and valuing children	2
T/601/0117	105	Children's play and leisure activities in the community	3
L/601/0110	106	Preparing for your next steps	4
J/601/3409	107	Supporting babies to play	3

M/602/2900	108	Craft activities for young children	3
D/602/2388	109	Science activities for young children	3
R/602/2386	110	Technology activities for young children	2
D/602/2391	111	Musical activities for young children	2
H/602/2389	112	Practical health and safety when with young children	3
J/602/2384	113	Finding out about Forest Schools	3
A/504/0211	114	Understanding learning and development through play	3
D/504/8169	115	Contribute to own healthy living	2
R/601/0108	116	Healthy eating for families	4
R/504/8170	201	Exploring a vocational area for own development	2
Y/504/8171	202	Self development	3
K/601/3323	203	Safeguarding the welfare of children and young people	3

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 1 Award in Caring for Children	85	100	4237-01	600/8742/0
City & Guilds Level 1 Certificate in Caring for Children	229	260	4237-02	600/8583/6
City & Guilds Level 1 Diploma in Caring for Children	321	370	4237-03	600/8546/0



2 Centre requirements

Approval

If your Centre is approved to offer the qualification 3249-01 Caring for Children you will be given automatic approval

Resource requirements

Centre staffing

Staff (tutors/assessors/internal quality assurers) delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

- Have occupational knowledge in the area they are delivering training and conducting assessments, they must have sufficient knowledge and current practice in the sector to ensure the credibility of their judgements. This knowledge must be at least to the same level as the training being delivered.
- Credible experience of providing training.
- Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal quality assurers

Internal quality assurers must:

- Be occupationally knowledgeable in the Childcare sector
- Their knowledge must be at least to the same level as the qualification being verified
- They must have experience of using quality assurance systems as applied to qualifications
- Be organised and participate in standardisation activities.

All **new** teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher-Learning and Skills framework. Details are available on the QTLS pages of www.cityandguilds.com/qtls

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

These qualifications are not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Other legal considerations

Candidates either working voluntarily or in placement in Care services may be legally required to undergo criminal record checks prior to employment or placement. Centres will need to liaise with one another to ensure that any safeguarding requirements for the particular area of work are fully met. As the requirements vary between work contexts, checks should be made with the appropriate regulatory body and/or government departments if centres and employers are uncertain of requirements. These are usually the responsibility of the employer. The appropriate service regulatory body and the ISA (Independent Safeguarding Authority) for England should be able to provide the detail of the requirements, not the Awarding Body.

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 candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

Protecting identity

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards these qualifications, candidates are expected in particular to protect the identity of children in their care, and that of the placement/workplace by disguising their names and that of the placement nursery.

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, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the

- Need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- Reasons and restrictions for using photographs or video recordings as evidence
- Period of time for which the photographs or video recordings may be kept
- Obligation to keep photographs or video recordings secure from unauthorised access
- Secure electronic storage requirement of photographs or video recordings
- Associated child protection legislation.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.



4 Assessment

Assessment of the qualification

The table below indicates how each unit of this qualification is to be assessed.

Unit	Title	Assessment method	Where to obtain assessment materials
001	Confidence building for the young child through play	Assignment	www.cityandguilds.com
002	Listening to and talking with a young child	Assignment	www.cityandguilds.com
101	Growth and development of young children	Assignment	www.cityandguilds.com
102	Sharing learning experiences with children	Assignment	www.cityandguilds.com
103	Human growth and development	Assignment	www.cityandguilds.com
104	Respecting and valuing children	Assignment	www.cityandguilds.com
105	Children's play and leisure activities in the community	Assignment	www.cityandguilds.com
106	Preparing for your next steps	Assignment	www.cityandguilds.com
107	Supporting babies to play	Assignment	www.cityandguilds.com
108	Craft activities for young children	Assignment	www.cityandguilds.com
109	Science activities for young children	Assignment	www.cityandguilds.com
110	Technology activities for young children	Assignment	www.cityandguilds.com
111	Musical activities for young children	Assignment	www.cityandguilds.com
112	Practical health and safety when with young children	Assignment	www.cityandguilds.com
113	Finding out about Forest Schools	Assignment	www.cityandguilds.com
114	Understanding learning and development through play	Assignment	www.cityandguilds.com
115	Contribute to own healthy living	Assignment	www.cityandguilds.com
116	Healthy eating for families	Assignment	www.cityandguilds.com

Unit	Title	Assessment method	Where to obtain assessment materials
201	Exploring a vocational area for own development	Assignment	www.cityandguilds.com
202	Self development	Assignment	www.cityandguilds.com
203	Safeguarding the welfare of children and young people	Assignment	www.cityandguilds.com

Assessment strategy

Assessment principles

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based Learning Outcomes 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. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (eg those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

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

Definitions

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

Expert witness:

An expert witness must:

- have a working knowledge of the QCF 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 everyday practice of staff.

Recognition of prior learning (RPL)

The City & Guilds policy on RPL can be found at:

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Documents-Library/Policies-and-Procedures/Quality-Assurance-Documents>.



5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 001

Confidence building for the young child through play

UAN:	T/601/3406
Level:	Entry 3
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to enable the learner to understand how play can build a child's confidence, self esteem and communication skills

Learning outcome
The learner will: 1. know the support a young child needs to gain confidence through play
Assessment criteria
The learner can: 1.1 list play activities that would help build a child's confidence 1.2 state the support that the child may need whilst gaining confidence in an activity.

Learning outcome
The learner will: 2. know how to encourage a young child to express their feelings through play
Assessment criteria
The learner can: 2.1 give an example of an activity that will support a child to express their feelings 2.2 identify how interaction can help build a child's self esteem.

Unit 002

Listening to and talking with a young child

UAN:	F/601/0119
Level:	Entry 3
Credit value:	3
GLH:	30
Aim:	The aim of this unit is to help the learner understand the importance of listening to and talking with a young child. It will also explore activities that will help develop a child's communication skills.

Learning outcome
The learner will: 1. know skills for communicating with a young child
Assessment criteria
The learner can: 1.1 state ways an adult can be responsive when listening to a young child 1.2 give an example of active listening.

Learning outcome
The learner will: 2. understand activities that will develop a child's talking and listening skills
Assessment criteria
The learner can: 2.1 list activities for listening to and talking with a 2 year old child 2.2 identify the role of the adult in these activities 2.3 state the active part taken by the child in each of these activities.

Unit 101

Growth and development of young children

UAN:	F/601/3408
Level:	1
Credit value:	2
GLH:	18
Aim:	This unit focuses on the stages and influences on growth and development of children from birth to 5 years 11 months, enabling learners to develop their knowledge of the adults' role to support and promote the growth and development

Learning outcome
The learner will: 1. know about factors which influence growth and development of children from birth to 5 years 11 months
Assessment criteria
The learner can: 1.1 outline the patterns and stages of growth for children from birth to 5 years 11 months 1.2 identify factors which influence growth and development from birth to 5 years 11 months 1.3 state the importance of diet and exercise for children's growth and development.

Learning outcome
The learner will: 2. know how to support growth and development of children
Assessment criteria
The learner can: 2.1 identify activities which promote children's physical development 2.2 outline ways to help children to develop communication and language skills 2.3 describe ways to encourage children to play socially.

Unit 102

Sharing learning experiences with children

UAN:	Y/601/0109
Level:	1
Credit value:	4
GLH:	36
Aim:	The aim of this unit is to develop the learners' knowledge and understanding of types of learning experiences, which could be shared with children, and the importance of these experiences to promote learning.

Learning outcome
The learner will: 1. know how children learn
Assessment criteria
The learner can: 1.1 identify ways that children can learn 1.2 outline ways that children use senses to find out about the world 1.3 state the importance of investigation for children's learning.

Learning outcome
The learner will: 2. know how to use stories and rhymes with young children
Assessment criteria
The learner can: 2.1 identify stories and rhymes for children 0-5 years 2.2 identify sensory aid(s) to support children's enjoyment of stories 2.3 state ways to encourage children to take part in stories or rhymes.

Learning outcome

The learner will:

3. understand that the natural world can support children's learning

Assessment criteria

The learner can:

- 3.1 identify objects of interest from the natural world
- 3.2 list natural environments which may be used to extend children's experiences
- 3.3 give an example of how outdoor experiences can develop children's curiosity.

Learning outcome

The learner will:

4. know how the local community can be used to broaden children's experiences

Assessment criteria

The learner can:

- 4.1 list local organisations, services or people that can provide experiences for children
- 4.2 state the benefits of finding out about the local community for children
- 4.3 give examples of ways that local organisations, services or people working in the community can broaden children's experiences.

Unit 103

Human growth and development

UAN:	A/601/3407
Level:	1
Credit value:	2
GLH:	18
Aim:	This unit introduces the main stages and patterns of growth across the human lifespan. Learners will explore factors and events in individuals' lives which may affect their growth and development

Learning outcome
The learner will: 1. know about human growth and development
Assessment criteria
The learner can: 1.1 identify the main stages of growth and development across the human lifespan 1.2 outline what is meant by physical, intellectual, emotional and social development.

Learning outcome
The learner will: 2. know factors which affect human growth and development
Assessment criteria
The learner can: 2.1 identify factors which may affect physical growth and development 2.2 outline circumstances or life events which may affect an individual's emotional and social wellbeing 2.3 outline the effects of ageing in later stages of life.

Unit 104

Respecting and valuing children

UAN:	M/601/0116
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to gain an understanding of respecting and valuing children and some knowledge of the organisations that support children's rights.

Learning outcome
The learner will: 1. know how to respect and value children as individuals
Assessment criteria
The learner can: 1.1 give ways to value children as individuals 1.2 state reasons why children need to be respected as individuals.

Learning outcome
The learner will: 2. understand ways to respect and value children
Assessment criteria
The learner can: 2.1 identify ways to communicate with children to ensure that they feel valued 2.2 outline behaviour that shows respect and value of children.

Learning outcome
The learner will: 3. know that children have rights
Assessment criteria
The learner can: 3.1 list organisations that promote the rights of children.

Unit 105

Children's play and leisure activities in the community

UAN:	T/601/0117
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to develop learners' knowledge of the play and leisure facilities which exist in the local community and the benefits for children's development. Learners will find out about the role of adults to support children in play and leisure opportunities.

Learning outcome
The learner will: 1. know about play and leisure activities for children in the local community
Assessment criteria
The learner can: 1.1 list organisations which provide play and leisure activities in the local community 1.2 give examples of leisure and play activities for children in the local community.

Learning outcome
The learner will: 2. know the benefits of play and leisure activities for children
Assessment criteria
The learner can: 2.1 state the way that children's development is supported by play and leisure activities in the following areas: a. physical b. social and emotional c. language and communications.

Learning outcome
The learner will: 3. know the role of adults in supporting play and leisure activities in the community
Assessment criteria
The learner can: 3.1 outline ways that adults support children in play and leisure activities 3.2 identify factors which may prevent children from taking part in play and leisure activities in the community 3.3 outline the ways that adults include children with particular needs or disability in play and leisure activities.

UAN:	L/601/0110
Level:	1
Credit value:	4
GLH:	36
Aim:	The aim of this unit is to help learners to focus on personal career plans, recognising their skills and abilities. It will support learners to prepare and take the next steps into training or work

Learning outcome
The learner will: 1. know about personal career goals
Assessment criteria
The learner can: 1.1 investigate potential career goals 1.2 describe next steps to achieve personal goals 1.3 identify barriers to achieving personal goals.

Learning outcome
The learner will: 2. understand opportunities for training and work
Assessment criteria
The learner can: 2.1 identify sources of information for training or employment 2.2 list training opportunities 2.3 outline employment options.

Learning outcome
The learner will: 3. know how to prepare for work or training
Assessment criteria
The learner can: 3.1 outline personal skills 3.2 identify personal information for application forms or CV 3.3 describe skills and knowledge required for identified career path.

Learning outcome
The learner will: 4. know about the recruitment process
Assessment criteria
The learner can: 4.1 identify the steps to recruitment 4.2 describe the importance of personal preparation for interview.

UAN:	J/601/3409
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to help learners gain understanding of development areas and learn about the adult's role in supporting babies to play.

Learning outcome
The learner will: 1. know how babies' development is supported by play
Assessment criteria
The learner can: 1.1 state the way that babies' development is supported by play in the following areas: a. physical b. social and emotional c. intellectual and language 1.2 give examples of how the individual needs of babies can be supported through play.

Learning outcome
The learner will: 2. know about play activities for babies
Assessment criteria
The learner can: 2.1 identify different play activities and the resources to support play for the following ages: a. babies from birth to 3 months b. babies from 4 months to 7 months c. babies from 8 months to 11 months d. babies from 12 months to 15 months 2.2 State what the benefits are to babies of each play activity identified.

Learning outcome
The learner will: 3. know the role of the adult in providing play for babies
Assessment criteria
The learner can: 3.1 identify the adult's role in ensuring that babies can play safely 3.2 give examples of how adults encourage babies to play.

Unit 108

Craft activities for young children

UAN:	M/602/2900
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to enable the learner to gain an understanding of craft activities for young children.

Learning outcome
The learner will: 1. know the benefits of craft activities for young children
Assessment criteria
The learner can: 1.1 list craft activities for the following aged children: a. babies over 6 months b. young children 1 to 2 years c. young children 3 to 5 years 1.2 describe a craft activity for each age range 1.3 identify the benefits for the young child for each activity described.

Learning outcome
The learner will: 2. understand health and safety when providing craft activities for young children
Assessment criteria
The learner can: 2.1 list aspects of health and safety risks that need to be considered when providing craft activities for young children 2.2 identify how to deal with the health and safety risks listed in relation to craft activities 2.3 identify the support a young child may need when carrying out craft activities in relation to health and safety.

Learning outcome
The learner will: 3. know the learning which young children can gain from craft activities
Assessment criteria
The learner can: 3.1 identify what would be the expected learning for the child in each craft activity described.

Unit 109

Science activities for young children

UAN:	D/602/2388
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to enable the learner to gain an understanding of science activities for young children.

Learning outcome
The learner will: 1. know science activities suitable for young children
Assessment criteria
The learner can: 1.1 list science activities suitable for children aged: a. 18 months to 2 years b. 3 years to 5 years 1.2 describe a science activity for each age range.

Learning outcome
The learner will: 2. know how to set up science activities to support the young child's learning
Assessment criteria
The learner can: 2.1 list the resources needed to carry out the science activity for each age range 2.2 identify the possible health and safety risks for the listed science activities 2.3 identify the support the child may need when carrying out the identified science activities previously listed.

Learning outcome
The learner will: 3. know the learning which young children can gain from science activities
Assessment criteria
The learner can: 3.1 identify what would be the expected learning for the child in each activity listed.

Unit 110

Technology activities for young children

UAN:	R/602/2386
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to enable the learner to gain an understanding of technology activities for young children.

Learning outcome
The learner will: 1. know technology toys or activities for young children
Assessment criteria
The learner can: 1.1 list technology toys or activities suitable for the following aged children: a. babies under 12 months b. young children 1 to 2 years c. young children 3 years to 5 years 1.2 identify the benefits for the child for an activity in each age range listed.

Learning outcome
The learner will: 2. know how technology toys or activities to support children's learning and development
Assessment criteria
The learner can: 2.1 list the expected learning for the young child from technology toys or activities listed for each age range 2.2 identify how technology toys and activities support the following development in the young child: a. physical b. intellectual c. language.

Unit 111

Musical activities for young children

UAN:	D/602/2391
Level:	1
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to enable the learner to gain an understanding of musical activities for young children.

Learning outcome
The learner will: 1. know the benefits of musical activities for young children
Assessment criteria
The learner can: 1.1 list musical activities suitable for the following aged children: a. babies under 6 months b. young children 1 to 2 years c. young children 3 years to 5 years 1.2 identify the benefits for the child for each activity listed.

Learning outcome
The learner will: 2. know how to make musical activities or musical games for young children
Assessment criteria
The learner can: 2.1 describe how to make a musical activity or musical game for young children 2.2 identify the value to young children of chosen musical activity or musical game 2.3 identify the learning that could take place for young children taking part in chosen musical activity or musical game.

Unit 112

Practical health and safety when with young children

UAN:	H/602/2389
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to enable the learner to gain an understanding of health and safety requirements when with a young child.

Learning outcome
The learner will: 1. know about health and safety guidelines and instructions
Assessment criteria
The learner can: 1.1 identify health and safety guidance, symbols or instruction on young children's equipment and toys 1.2 identify health and safety instructions on cleaning materials which may be found in a house 1.3 identify health and safety rules, guidelines or instructions when taking children out: a. into the street b. to the park.

Learning outcome
The learner will: 2. know about health and safety equipment which helps to keep children safe
Assessment criteria
The learner can: 2.1 list potential hazards to young children in the home 2.2 identify safety features to ensure young children stay safe in the home 2.3 identify safety equipment or controls which help to keep young children safe a. when going out for a walk b. when in a car c. when in a children's playground.

Learning outcome
The learner will: 3. know about fire safety when with young children
Assessment criteria
The learner can: 3.1 list fire safety equipment that is recommended to be in a house 3.2 list possible fire hazards to young children and adults in a house 3.3 identify own action to maintain a young child's safety if there was fire in the house.

Unit 113

Finding out about Forest Schools

UAN:	J/602/2384
Level:	1
Credit value:	3
GLH:	27
Aim:	The aim of this unit is to enable the learner to gain an understanding of how children learn in a Forest School.

Learning outcome
The learner will: 1. know about Forest Schools
Assessment criteria
The learner can: 1.1 identify the main features of Forest Schools.

Learning outcome
The learner will: 2. know how to choose an outdoor learning environment
Assessment criteria
The learner can: 2.1 list different types of outdoor environments where children can explore 2.2 describe one chosen outdoor environment where children could learn 2.3 identify safety issues for children in the chosen environment.

Learning outcome
The learner will: 3. know how to use the outdoor environment to support learning
Assessment criteria
The learner can: 3.1 describe a project that children can carry out in the chosen outdoor environment 3.2 list learning that could take place in the chosen outdoor environment 3.3 list skills that children could develop in the chosen outdoor environment.

Learning outcome
The learner will: 4. know the benefits of outdoor learning
Assessment criteria
The learner can: 4.1 list benefits to children of learning in the outdoor environment.

Unit 114

Understanding learning and development through play

UAN:	A/504/0211
Level:	1
Credit value:	3
GLH:	27
Aim:	This unit will consider the impact of play and activities within a positive environment with regard to learning and development.

Learning outcome
The learner will: 1. understand the features of a positive learning environment
Assessment criteria
The learner can: 1.1 identify features of a setting that contribute to a positive learning environment 1.2 state how these features might help children to learn through the use of play activities and strategies.

Learning outcome
The learner will: 2. understand how play can help children's learning and development
Assessment criteria
The learner can: 2.1 outline some ways in which play can help children's learning in each of the following developmental areas: a. physical b. intellectual c. language d. emotional e. social.

Learning outcome
The learner will: 3. understand how play activities can avoid stereotyping and discrimination
Assessment criteria
The learner can: 3.1 give an example of stereotyping in play 3.2 identify how a given set of materials, resources or activities can challenge stereotyping and discrimination.

Unit 115

Contribute to own healthy living

UAN:	D/504/8169
Level:	1
Credit value:	2
GLH:	20
Aim:	In order to begin to understand the effects of a healthy lifestyle, a learner must know and be able to influence their lifestyle. They then will have a better understanding of how food, exercise and the pursuit of different activities contribute to healthy lifestyles of those around them and they will have a solid foundation in place to influence those in their care or those around them.

Learning outcome
The learner will: 1. understand the importance of leading a healthy lifestyle.
Assessment criteria
The learner can: 1.1 describe the key elements of a healthy lifestyle 1.2 explain why a healthy lifestyle is important.

Learning outcome
The learner will: 2. describe how they contribute to own healthy lifestyle
Assessment criteria
The learner can: 2.1 select and carry out activities which contribute to a healthy lifestyle.

Learning outcome
The learner will: 3. review the activities undertaken to maintain a healthy lifestyle
Assessment criteria
The learner can: 3.1 carry out a review of their activities 3.2 describe what went well and areas for improvement 3.3 describe how the activities have improved their lifestyle 3.4 suggest further activities which could contribute to a healthy lifestyle.

Unit 116

Healthy eating for families

UAN:	R/601/0108
Level:	1
Credit value:	4
GLH:	36
Aim:	The aim of this unit is to introduce learners to the principles of a healthy diet for families and children, including groups who may have particular food restrictions

Learning outcome
The learner will: 1. understand the importance of a balanced diet
Assessment criteria
The learner can: 1.1 list the main food groups 1.2 state what is meant by a balanced diet 1.3 state the effects of a balanced diet on health.

Learning outcome
The learner will: 2. know about good eating habits for families
Assessment criteria
The learner can: 2.1 outline the importance of family mealtimes 2.2 describe ways to encourage children to eat healthily 2.3 identify a healthy meal for children.

Learning outcome
The learner will: 3. know special food requirements for groups and individuals
Assessment criteria
The learner can: 3.1 identify food restrictions for religious groups 3.2 outline special dietary requirements 3.3 identify food allergies.

Learning outcome
The learner will: 4. know how to store and handle food safely
Assessment criteria
The learner can: 4.1 give reasons for hand washing before food preparation 4.2 state hazards of poor food storage and preparation 4.3 identify ways to prevent cross contamination of food.

Unit 201

Exploring a vocational area for own development

UAN:	R/504/8170
Level:	2
Credit value:	2
GLH:	16
Aim:	This unit is about selecting and researching a vocational area of interest for learners own development

Learning outcome
The learner will: 1. know how to research a vocational area
Assessment criteria
The learner can: 1.1 explain own reasons for interest in a specific vocational area 1.2 use relevant sources of information to research a vocational area, and explain what has been learned from each 1.3 describe three job roles associated with the vocational area 1.4 describe the skills, knowledge and personal qualities required to perform the job roles identified 1.5 explain how a candidate might show that they meet the job specification for one of the job roles identified.

Learning outcome
The learner will: 2. know how to develop the skills and knowledge for a chosen job role
Assessment criteria
The learner can: 2.1 assess own current skills, knowledge and personal qualities relevant to the chosen job role 2.2 assess and prioritise areas for own development 2.3 prepare an action plan for developing skills and knowledge for the chosen job role.

UAN:	Y/504/8171
Level:	2
Credit value:	3
GLH:	24
Aim:	The aim of this unit is to introduce the learner to ways in which they can reflect on own personal development and how their personal skills, abilities and behaviours can be developed.

Learning outcome
The learner will: 1. recognize the significance of own achievements and interests to own development
Assessment criteria
The learner can: 1.1 describe at least two: a. achievements and how they were achieved b. interests and how they were pursued 1.2 describe how each of the above has contributed to own development and current situation.

Learning outcome
The learner will: 2. recognise own strengths and areas for further development
Assessment criteria
The learner can: 2.1 describe own strengths in relation to skills, qualities and abilities and assess their importance for the future in life, work and training 2.2 describe own areas for further development and explain why they need to be improved and how they could be improved 2.3 match own skills, qualities and abilities to the requirements of preferred learning progression destination or career choice.

Learning outcome
The learner will: 3. understand how a person's learning style influences career and education choices
Assessment criteria
The learner can: 3.1 describe the characteristics of own learning style and how their career/education choices may be influenced by their learning style.

Learning outcome
The learner will: 4. be able to set personal goals and objectives
Assessment criteria
The learner can: 4.1 identify a range of personal goals, taking into consideration own skills, qualities, abilities and available opportunities 4.2 describe why the goals are relevant to own current situation and to available opportunities.

Learning outcome
The learner will: 5. be able to make action plans to achieve personal goals
Assessment criteria
The learner can: 5.1 produce an action plan which: a. identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed) b. incorporates a checklist of actions to be taken towards personal goals c. timetables the actions to be undertaken.

Unit 203

Safeguarding the welfare of children and young people

UAN:	K/601/3323
Level:	2
Credit value:	3
GLH:	20
Aim:	This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Learning outcome
The learner will: 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: 1.1 identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety 1.2 describe the roles of different agencies involved in safeguarding the welfare of children and young people.

Learning outcome
The learner will: 2. know what to do when children or young people are ill or injured, including emergency procedures
Assessment criteria
The learner can: 2.1 identify the signs and symptoms of common childhood illnesses 2.2 describe the actions to take when children or young people are ill or injured 2.3 identify circumstances when children and young people might require urgent medical attention 2.4 describe the actions to take in response to emergency situations including: a. fires b. security incidents c. missing children or young people.

Learning outcome

The learner will:

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:

- 3.1 identify the characteristics of different types of child abuse
- 3.2 describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- 3.3 describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying
- 3.4 describe the actions to take in response to concerns that a colleague may be:
 - a. failing to comply with safeguarding procedures
 - b. harming, abusing or bullying a child or young person
- 3.5 describe the principles and boundaries of confidentiality and when to share information.



Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



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**.

Centre Manual - Supporting Customer Excellence 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, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates 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:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

www.cityandguilds.com

Guidance note

To ensure that the back cover and the inside back cover print in the correct position, the document must have an EVEN number of pages.

If this page currently occupies an EVEN numbered page, leave it here and delete this note.

If your document has an ODD number of pages, please remove this page, to allow the back cover to fall on the left-hand page (even number).

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, Certificates, Registrations/enrolment, 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, e-assessment, 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

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
5-6 Giltspur Street
London EC1A 9DE
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

Docushare Ref [via Publishing]