

Entry 3/Level 1 Awards/Certificate for Parents to be (0400- 01/02/03/04)

January 2013 Version 1.2



Qualification at a glance

Subject area	Parents to be Qualifications
City & Guilds number	0400
Age group approved	All
Entry requirements	n/a
Assessment	Assignment/Portfolio
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Entry Level 3 Award for Parents to be	0400-01	600/4557/7
Level 1 Award for Parents to be	0400-02	600/4579/6
Level 1 Award in Parenting	0400-03	600/4558/9
Level 1 Certificate for Parents to be and in Parenting	0400-04	600/4559/0

Version and date	Change detail	Section
1.1 Aug 2012	Amended credits and GHs	Units
1.2 January 2013	Age restrictions	2 centre requirements



Contents

1	Introduction	3
	Structure	5
2	Centre requirements	8
	Approval	8
	Resource requirements	8
	Candidate entry requirements	9
3	Delivering the qualification	10
	Support materials	10
4	Assessment	11
	Assessment of the qualification	11
	Test specifications	12
	Recognition of prior learning (RPL)	12
5	Units	13
Unit 001	Antenatal Care and Preparation for Birth	14
Unit 002	Caring for a Young Baby from Birth to Six Months	16
Unit 101	Managing Money for Parenting	19
Unit 102	Healthy Lifestyles for Parenting	21
Unit 103	Searching for a Job	24
Unit 104	Applying for a Job	27
Unit 105	Preparing for an Interview	30
Unit 106	Interview Skills	31
Unit 107	Career Progression	32
Unit 108	Developing Communication and Literacy with Children	36
Unit 109	Developing Relationships and Play with Children	38
Unit 110	Healthy Eating for Children	40
Unit 111	Keeping Children Safe and Well	42
Unit 112	Positive Parenting Skills	45
Unit 113	The Rights and Responsibilities of Parenting	47
Unit 114	Using Planning Skills to Make a Resource for a Baby	49
Unit 115	The Responsibilities of Caring for a Young Baby	51
Appendix 1	Sources of general information	54

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 aimed at young people who are either expecting a child or who are interested in developing parenting skills for the future.
What do the qualifications cover?	These qualifications will develop learner's knowledge, understanding and skills for caring for a baby. Learners also have the opportunity to take employability units such as applying for a job.
Are the qualifications part of a framework or initiative?	These qualifications are based on the Young Mums to Be (YMTB) Skills for Life Competence Award
What opportunities for progression are there?	<p>They allow candidates to progress on to the following City & Guilds qualifications:</p> <ul style="list-style-type: none">• Level 1 Award in Employability and Personal Development (7546-01)• Level 1 Certificate in Employability and Personal Development (7564-01)

Structure

To achieve the **Entry Level 3 Award for Parents to be (0400-01)**, learners must achieve **6** credits from the following units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/5521	001	Antenatal Care and Preparation for Birth	4
J/503/5531	002	Caring for a Young Baby from Birth to Six Months	3
F/503/5530	102	Healthy Lifestyles for Parenting	3
L/501/5958	103	Searching for a Job	1
Y/501/5848	104	Applying for a Job	1
M/501/5824	105	Preparing for an Interview	1
R/501/5847	106	Interview Skills	1
J/501/5814	107	Career Progression	2
J/503/5528	113	The Rights and Responsibilities of Parenting	3
Y/503/5520	114	Using Planning Skills to Make a Resource for a Baby	3
T/503/5525	115	The Responsibilities of Caring for a Young Baby	3

To achieve the **Level 1 Award for Parents to be (0400-02)**, learners must achieve **10** credits from the following units. A minimum of **6** credits must be achieved from the Level 1 units (101-107, 113-115).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/5521	001	Antenatal Care and Preparation for Birth	4
J/503/5531	002	Caring for a Young Baby from Birth to Six Months	3
H/503/5522	101	Managing Money for Parenting	3
F/503/5530	102	Healthy Lifestyles for Parenting	3
L/501/5958	103	Searching for a Job	1
Y/501/5848	104	Applying for a Job	1
M/501/5824	105	Preparing for an Interview	1
R/501/5847	106	Interview Skills	1
J/501/5814	107	Career Progression	2

J/503/5528	113	The Rights and Responsibilities of Parenting	3
Y/503/5520	114	Using Planning Skills to Make a Resource for a Baby	3
T/503/5525	115	The Responsibilities of Caring for a Young Baby	3

To achieve the **Level 1 Award in Parenting (0400-03)**, learners must achieve **8** credits from the following units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
H/503/5522	101	Managing Money for Parenting	3
F/503/5530	102	Healthy Lifestyles for Parenting	3
L/501/5958	103	Searching for a Job	1
Y/501/5848	104	Applying for a Job	1
M/501/5824	105	Preparing for an Interview	1
R/501/5847	106	Interview Skills	1
J/501/5814	107	Career Progression	2
K/503/5523	108	Developing Communication and Literacy with Children	4
A/503/5526	109	Developing Relationships and Play with Children	3
L/503/5529	110	Healthy Eating for Children	3
M/503/5524	111	Keeping Children Safe and Well	4
F/503/5527	112	Positive Parenting Skills	3

To achieve the **Level 1 Certificate for Parents to be and in Parenting (0400-04)**, learners must achieve **13** credits from the following units. A minimum of **9** credits must be achieved from the Level 1 units (101-115)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/5521	001	Antenatal Care and Preparation for Birth	4
J/503/5531	002	Caring for a Young Baby from Birth to Six Months	3
H/503/5522	101	Managing Money for Parenting	3
F/503/5530	102	Healthy Lifestyles for Parenting	3
L/501/5958	103	Searching for a Job	1
Y/501/5848	104	Applying for a Job	1
M/501/5824	105	Preparing for an Interview	1
R/501/5847	106	Interview Skills	1
J/501/5814	107	Career Progression	2
K/503/5523	108	Developing Communication and Literacy with Children	4
A/503/5526	109	Developing Relationships and Play with Children	3
L/503/5529	110	Healthy Eating for Children	3
M/503/5524	111	Keeping Children Safe and Well	4
F/503/5527	112	Positive Parenting Skills	3
J/503/5528	113	The Rights and Responsibilities of Parenting	3
Y/503/5520	114	Using Planning Skills to Make a Resource for a Baby	3
T/503/5525	115	The Responsibilities of Caring for a Young Baby	3



2 Centre requirements

Approval

If your Centre is approved to offer the 7546 Employability and Personal Development qualifications then you can apply for approval for the new Entry 3/Level 1 Parents to be qualifications using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have 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 verifiers

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

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

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Support materials

The following resources are available for these qualifications:

Description	How to access
Qualification Handbook	www.cityandguilds.com
Assessment Pack	www.cityandguilds.com
Assessment Pack (Model Answers)	www.cityandguilds.com



4 Assessment

Assessment of the qualification

City & Guilds has written the following assessments to use with these qualifications:

- Assignments
- Portfolio of evidence

Please see the table below which outlines how each unit is to be assessed

Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
001	Antenatal Care and Preparation for Birth (Entry 3)	Assignment	Assessment Pack
002	Caring for a Young Baby from Birth to Six Months (Entry 3)	Assignment	Assessment Pack
101	Managing Money for Parenting (Level 1)	Assignment	Assessment Pack
102	Healthy Lifestyles for Parenting (Level 1)	Assignment	Assessment Pack
103	Searching for a Job (Level 1)	Portfolio	Qualification Handbook
104	Applying for a Job (Level 1)	Portfolio	Qualification Handbook
105	Preparing for an Interview (Level 1)	Portfolio	Qualification Handbook
106	Interview Skills (Level 1)	Portfolio	Qualification Handbook
107	Career Progression (Level 1)	Portfolio	Qualification Handbook
108	Developing Communication and Literacy with Children (Level 1) (2)	Assignment	Assessment Pack
109	Developing Relationships and Play with Children (Level 1)	Assignment	Assessment Pack

110	Healthy Eating for Children (Level 1)	Assignment	Assessment Pack
111	Keeping Children Safe and Well (Level 1)	Assignment	Assessment Pack
112	Positive Parenting Skills (Level 1)	Assignment	Assessment Pack
113	The Rights and Responsibilities of Parenting (Level 1)	Assignment	Assessment Pack
115	The Responsibilities of Caring for a Young Baby (Level 1)	Assignment	Assessment Pack

Test specifications

Assignment specifications can be found within the Assessment Pack.

Recognition of prior learning (RPL)

RPL is not allowed for this qualification.



5 Units

Availability of units

The following units can also be obtained from the centre resources section of the City & Guilds website.

They are also on 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
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

UAN:	D/503/5521
Level:	Entry 3
Credit value:	4
GLH:	40
Aim:	The learner will gain basic knowledge on antenatal development and how to prepare for the birth of the baby

Learning outcome

The learner will:

1. Know about antenatal development and antenatal care

Assessment criteria

The learner can:

- 1.1 Identify developmental features of the baby at the following **stages of pregnancy**
 - a. 6 weeks
 - b. 12 weeks
 - c. 24 weeks
- 1.2 Name **tests** which are included in antenatal care
- 1.3 Give reasons why different tests are carried out in ante-natal care

Range

- 1.1 **Stages of pregnancy** – recognized milestones that all pregnant women go through during the pregnancy, a calendar of events.
 - **6 weeks** – The fetus is now the size of a thumb nail (length – 20 mm weight 20 or 3 g) and has all the developing organs in place. The heart and other internal organs are now established. No movements can be felt but the fetus is moving around a lot.
 - **12 weeks** – The fetus is now approx: length 7.5cm, weight 18g. Genital organs can be seen on an ultrasound scan. Eyes are formed. Fingers and toes are developed but joined by skin. The movement of the baby is becoming stronger as the muscles are developing.
 - **24 weeks** – The baby is now approx: length 33cm, weight – 570g. Creases in the skin appear on baby's palms and fingertips. The baby can suck her thumb and hiccup. Physically the baby's body has grown in proportion to the size of the head.
- 1.2 **Tests** – these are for screening the health of baby and mother, usually undertaken routinely, eg: blood tests, ultrasound scans. Diagnostic tests can be offered if family history or personal medical circumstances dictate eg: amniocentesis.

Learning outcome
The learner will: 2. Know how to stay healthy in pregnancy
Assessment criteria
The learner can: 2.1 List healthy foods for an expectant mother 2.2 State foods which an expectant mother should not eat 2.3 List things an expectant mother should do to stay healthy

Range
2.1 Healthy foods – natural unprocessed fresh foods, 5 a day (fruit and veg), well balanced diet 2.2 Foods not to be eaten – soft cheeses, peanuts, raw eggs, shellfish, liver/liver pate, highly processed food, high fat contents. 2.3 To stay healthy – regular exercise, no smoking, no consumption of alcohol

Learning outcome
The learner will: 3. Know how to prepare for labour and the birth of a baby
Assessment criteria
The learner can: 3.1 List signs that labour is starting 3.2 State pain relief choices 3.3 Identify support a birth partner can give to a woman in labour 3.4 State steps that can be taken to help bonding with the baby just after birth

Range
3.1 Signs - may include 'show' (slight bloody mucus discharge from vagina), contractions, feelings of wanting to get everything 'ready' eg: cleaning of whole house. Labour – the process of giving birth to the baby. 3.2 Pain relief – TENS machine, gas and air, Epidural, Pethedine 3.3 Birth partner – someone to provide support and practical help during the labour and birth – this is usually the partner/husband, good friend or mother/sister of the expectant mother. 3.4 Bonding – to encourage closeness and attachment between the baby and mother. This is usually achieved by laying the baby on mother's breast skin to skin, having eye contact, to encourage first breast feed.

Unit 002

Caring for a Young Baby from Birth to Six Months

UAN:	J/503/5531
Level:	Entry 3
Credit value:	3
GLH:	30
Aim:	The learner will gain basic knowledge of how to care for a young baby including the needs of the parent.

Learning outcome
The learner will: 1. Know about the needs of a young baby
Assessment criteria
The learner can: 1.1 State the needs of a young baby

Range
1.1 Needs of a young baby – love, care, nourishment, warmth, safe environment (physical and emotional), appropriate stimulation to develop and grow.

Learning outcome
The learner will: 2. Know the benefits of breastfeeding
Assessment criteria
The learner can: 2.1 List benefits of breastfeeding for a baby. 2.2 List benefits of breastfeeding for the mother

Range
2.1 Benefits of breastfeeding – baby – good natural well balanced nourishment that is easy to digest, closeness and bonding with mother, eye contact with mother, hygienic.
2.2 Benefits of breastfeeding - mother – always available, good for relaxing and bonding with baby, good eye contact with baby, easy as no sterilizing of bottles required, knowing baby has good natural nourishment, helps with post birth weight loss.

Learning outcome
The learner will: 3. Know about weaning
Assessment criteria
The learner can: 3.1 Identify the signs which show that a baby is ready to be weaned 3.2 State why weaning should not be started early

Range
<p>3.1 /3.2 Weaned/weaning – the process of introducing solid food to a baby when milk (breast or formula) is not sufficient to allow healthy growth and development. This is not usual before a baby is six months old. The baby is usually the guide to the correct timings of this process by displaying signs that they are still hungry after their milk feed by being restless, crying, not sleeping, putting toys into their mouth.</p> <p>Beginning the process before the organs can cope with solid food may cause the baby discomfort and pain and give the baby an increased risk from allergies and infection.</p>

Learning outcome
The learner will: 4. Know about serious illness in a young baby
Assessment criteria
The learner can: 4.1 State ways to reduce the risk of cot death 4.2 Identify when urgent medical attention is needed for a baby

Range
<p>4.1 Risk of cot death – a safe environment should be provided to minimize the risk, including: placing baby to sleep on their back, putting baby's feet to bottom of crib/pram so that they can't snuggle under covers and smother, a room temperature of 18-20 degrees, not putting baby in parent's bed or sleeping with baby in chair or settee.</p> <p>4.2 Urgent medical attention – if a baby demonstrates signs of illness or is acting in a way to cause concern or worry to the parent then urgent medical attention should be sought. Signs including: high temperature, takes less than a third of feed, makes a high pitch or unusual sounding cry or moan, is pale or looks unwell, vomits (green fluid) unresponsive or can't be woken, has a convulsion, pulls up legs from discomfort in abdomen, has any rash and in particular a rash that will not disappear when pressed with a glass.</p>

Learning outcome
The learner will: 5. Know about the needs of new parents
Assessment criteria
The learner can: 5.1 State needs of new parents

Range.
5.1 Needs of new parents – regular sleep, good healthy nourishment, opportunities to relax and exercise, time for bonding with their baby, company from supportive adults, time to adjust to their new role.

Learning outcome
The learner will: 6. Be able to plan the care of a young baby
Assessment criteria
The learner can: 6.1 Produce a plan to care for a young baby over a 24-hour period

Range
6.1 Plan – a recognisable plan that identifies how to support and care for the needs a baby including: feeding, changing, playing and communicating, fulfilling rest and sleep needs.

UAN:	H/503/5522
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	To provide knowledge and understanding of how to manage money within a household with a new baby.

Learning outcome

The learner will:

1. Know about sources of income and expenditure for a household with a new baby

Assessment criteria

The learner can:

- 1.1 Identify **sources of income** for a household with a new baby
- 1.2 Outline items for **essential expenditure** in a household with a new baby

Range

- 1.1 **Sources of income** – wages, child benefit, statutory maternity pay, income support, child tax benefit, some grants are available eg; SureStart grants, healthy living grants (these are dependant on personal circumstances and are usually means tested and have strict varying criteria)
- 1.2 **Essential expenditure** – rent/mortgage, council tax, electric and gas for heating, lighting, and cooking, food including baby food(formula/milk), baby equipment, home insurance, TV license, existing hire purchase eg: furniture/TV, clothing.

Learning outcome

The learner will:

2. Understand how credit and interest applies when buying equipment for household with a new baby

Assessment criteria

The learner can:

- 2.1 Describe how different **interest rates** increase final purchase price

Range
2.1 Interest rates – The amount of money that must be paid in addition to the initial amount of money borrowed. This is usually a percentage of the original amount eg 10% of £100=£10 Total to repay is £110

Learning outcome
The learner will: 3. Know about debt management
Assessment criteria
The learner can: 3.1 Outline ways to manage debt

Range
3.1 Debt – Is the amount of money borrowed that must be repaid

Learning outcome
The learner will: 4. Be able to prepare a budget for a household with a new baby
Assessment criteria
The learner can: 4.1 Carry out basic calculations to compare income with outgoings for a week for a household with a new baby 4.2 Demonstrate ways savings can be made in outgoings given in 4.1 to have money for unplanned expenditure

Range
4.1 Income – the amount of money coming into a household usually on a regular basis eg wages, child benefit, statutory maternity pay, income support, child tax benefit, some grants are available eg SureStart grants, healthy living grants (these are dependant on personal circumstances and are usually means tested and have strict criteria) Outgoings – The amount of money that must be paid out of any income 4.2 Unplanned expenditure – Money that needs to be paid unexpectedly eg: washer repair

Unit 102

Healthy Lifestyles for Parenting

UAN:	F/503/5530
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	The learner will gain knowledge on how to live a healthy lifestyle as a parent

Learning outcome
The learner will: 1. Know how exercise helps parents and children to stay healthy
Assessment criteria
The learner can: 1.1 Identify benefits of exercise to health

Range
1.1 Benefits of exercise – encourages good health, assists in weight control and reduction of stress, through control of blood pressure and reduction of risk from heart disease. Gives participant a sense of well being through personal control. Children can gain physical skills and stamina which aids physical and mental growth and development through regular exercise.

Learning outcome
The learner will: 2. Understand the responsibilities of parents with regard to smoking and health
Assessment criteria
The learner can: 2.1 Explain the effects of smoking on the health of the parent 2.2 Explain how a parent who smokes can affect the health of their child

Range
<p>2.1 Effects of smoking – increases risk of early death through heart disease, blood clot, diabetes, stroke, lung cancer. Causes chest complaints eg: bronchitis, stains and causes decay in teeth.</p> <p>2.2 Health of their child – prenatal: low birth weight, in babies and children: increase risk of respiratory illnesses, ear infections, glue ear, increased risk of cot death, asthma, and may increase risk of cancer when adult.</p>

Learning outcome
<p>The learner will:</p> <p>3. Know how alcohol affects a healthy lifestyle for parenting</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Identify the effects of alcohol on the health of the parent</p> <p>3.2 Explain effects of alcohol abuse on parenting</p>

Range
<p>3.1 Effects of alcohol – can cause damage to baby's development if alcohol consumed in pregnancy, can cause physical damage to liver and death of brain cells, can cause depression.</p> <p>3.2 Effects of alcohol abuse on parenting – the effects can cause unstable behaviour that can cause family difficulties, lack of money causing financial problems, difficulties with relationships (adults and children in household) eg abusive and violence – links to heavy alcohol abuse.</p>

Learning outcome
<p>The learner will:</p> <p>4. Understand how the use of illegal drugs affect a healthy lifestyle for parenting</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 Explain possible effects on children in households where there is illegal drug use.</p>

Range
<p>4.1 Illegal drug use – drugs that have not been prescribed on prescription eg cannabis, cocaine, heroin etc. This can mean that the household is chaotic and that children and babies maybe neglected or at serious risk of harm</p>

Learning outcome
<p>The learner will:</p> <p>5. Know about sexual health for a healthy lifestyle</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 State advantages and disadvantages of different methods of contraception.</p> <p>5.2 Identify sources of information and advice about contraception and sexual tests.</p>
Range
<p>5.1 Methods of contraception – Hormonal eg the Pill, hormone patches, hormone implant, injection, the pill given as an antidote – the morning after pill. Non-hormonal: eg the coil (IUD), condom, cap, spermicides.</p> <p>5.2 Sources of information and advice – General Practitioner, Health Visitor, Midwife, Family Planning clinic, Hospital (local), Agencies like Marie Stopes/Brook clinic, NHS direct.</p>

UAN:	L/501/5958
Level:	Level 1
Credit value:	1
GLH:	10
Aim:	The learner will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.

Learning outcome
The learner will: 1. Know potential job sources
Assessment criteria
The learner can: 1.1 Describe different types of sources of employment available for job-seekers 1.2 Describe the roles/functions of these sources

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (1.1) the candidate needs to describe different types of sources available for job-seekers to find employment. Sources can include job centres, publications, agencies, direct contact with employers.</p> <p>For 1.2 the candidate needs to describe the roles/functions of at least two of the sources described in 1.1.</p> <p>Evidence for 1.1 and 2.1 may be a candidate statement, talk/presentation, leaflet.</p>

Learning outcome
The learner will: 2. Know potential job roles related to their skills and interests
Assessment criteria
The learner can: 2.1 Match their skills and interests to potential job roles

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (2.1) the candidate needs to match their skills and interests to potential job roles. Skills are likely to include soft skills as well as skills obtained from training courses and employment experience. Candidates should match their skills and interests to at least two job roles.</p> <p>Evidence may be a candidate statement or witness statement/assessor observation/audio recording of a discussion with an appropriate person.</p>

Learning outcome
The learner will: 3. Be able to search for job vacancies
Assessment criteria
The learner can: 3.1 Understand the layout and format of job adverts in relation to their personal circumstances 3.2 Identify sources of information available for carrying out job searches 3.3 Select appropriate methods to search for particular job vacancies

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (3.1) the candidate needs to understand the layout and format of job adverts in relation to their personal circumstances. This includes key words eg salary, commission, pro-rata, and abbreviations, eg CV.</p> <p>For 3.2 the candidate needs to identify at least three sources of information available for carrying out job searches eg trade journals, agencies, job centres.</p> <p>For 3.3 the candidate needs to select appropriate methods to search for particular job vacancies. This may include family and friends, internet searches, trade journals.</p> <p>Evidence for 3.1 to 3.3 may be a candidate statement supported by annotated advertisements and results of job search.</p>

Unit 103 Searching for a Job

Supporting information

Guidance

This unit could be linked to literacy development and research activities. Learners could visit the Jobcentre or external speakers could be used.

Potential resources

These websites might be useful:

www.direct.gov.uk/en/YoungPeople/index.htm

<http://www.direct.gov.uk/en/Employment/Jobseekers/index.htm>

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.ac.uk

UAN:	Y/501/5848
Level:	Level 1
Credit value:	1
GLH:	10
Aim:	This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.

Learning outcome
The learner will: 1. Understand different methods of applying for jobs
Assessment criteria
The learner can: 1.1 Describe different methods of applying for a job 1.2 Describe how and when different methods of applying for a job are used

Range
Explanation of criteria and examples of evidence For the first criterion (1.1) the candidate needs to describe at least two different methods of applying for a job, eg application form. For 1.2 the candidate needs to describe how and when at least two of the different methods of applying for a job from 1.1 are used eg an ICT role may require completing a form on the organisation's website. Evidence for 1.1 and 1.2 may be a candidate statement.

Learning outcome
The learner will: 2. Know how to complete a job application form
Assessment criteria
The learner can: 2.1 Identify the information needed to prepare the job application form 2.2 Assemble the relevant information for the job application form

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (2.1) the candidate needs to identify the information needed to prepare the job application form. This may include details of any qualifications achieved and the dates of any previous employment.</p> <p>For 2.2 the candidate needs to assemble the relevant information for the job application form. For example, the candidate could have a record of examination results, examination certificates, a personal profile or records from their initial interview when he/she produced the certificates.</p> <p>Evidence for 2.1 and 2.2 may be a candidate statement/list of information needed and where this is located signed by the assessor to confirm relevant information was assembled.</p>

Learning outcome
<p>The learner will:</p> <p>3. Be able to apply for a job using the appropriate method</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Describe the conventions, formats and styles of presenting information in job applications (for either real or simulated job application)</p> <p>3.2 Present the job application information accurately and in a suitable format</p>

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (3.1) the candidate needs to describe the conventions, formats and styles of presenting information in different job applications eg a formal letter. This can be for either a real or simulated job application.</p> <p>Evidence may be a candidate statement.</p> <p>For 3.2 the candidate needs to present the job application information accurately and in a suitable format.</p> <p>This can be for either a real or simulated job application.</p> <p>Evidence should be the job application information eg application form.</p>

Unit 104 Applying for a Job

Supporting information

Guidance

This unit could be linked to literacy development and form filling.
External speakers such as employers could be invited to talk to the learners and offer an insight into the selection process.

Potential resources

Application forms from a variety of sources.

These websites might be useful:

www.direct.gov.uk/en/YoungPeople/index.htm

<http://www.direct.gov.uk/en/Employment/Jobseekers/index.htm>

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.ac.uk

UAN:	M/501/5824
Level:	Level 1
Credit value:	1
GLH:	10
Aim:	The learner will develop the skills of planning appropriate interview questions and responses ahead of an interview. They will also look at how to make effective travel plans for an interview.

Learning outcome
The learner will: 1. Know how to respond to questions they might be asked at the interview
Assessment criteria
The learner can: 1.1 Prepare answers to questions they might be asked at the interview

Learning outcome
The learner will: 2. Be able to prepare appropriate questions to ask the interviewer
Assessment criteria
The learner can: 2.1 Identify questions to ask which show their interest in the job, placement or course

Learning outcome
The learner will: 3. Plan to arrive at the interview on time
Assessment criteria
The learner can: 3.1 Confirm the time and place where the interview will be held 3.2 Plan a route and means of transport which will allow them to arrive on time

UAN:	R/501/5847
Level:	Level 1
Credit value:	1
GLH:	10
Aim:	The purpose of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

Learning outcome
The learner will: 1. Present themselves appropriately at an interview
Assessment criteria
The learner can: 1.1 Arrive in good time for the interview 1.2 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice

Learning outcome
The learner will: 2. Answer the interviewer's questions appropriately
Assessment criteria
The learner can: 2.1 Respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation

Learning outcome
The learner will: 3. Understand their performance in an interview
Assessment criteria
The learner can: 3.1 Describe what went well and what did not

UAN:	J/501/5814
Level:	Level 1
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.

Learning outcome
The learner will: 1. Understand skills and qualities needed to progress in a career
Assessment criteria
The learner can: 1.1 Discuss personal skills, qualities and experience relevant to career progression 1.2 Discuss areas of work or study that might be best suited to their personal skills, qualities or experience

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (1.1) the candidate needs to discuss personal skills, qualities and experience relevant to career progression (eg communication skills, teamwork skills, reliability, honesty, enthusiasm). The discussion can be with any appropriate person such as a careers adviser, tutor, trainer or assessor.</p> <p>For 1.2 the candidate needs to discuss areas of work or study that might be best suited to their personal skills, qualities or experience. This criterion may be evidenced in the same discussion as 1.1.</p> <p>Evidence for 1.1 and 1.2 is likely to be a witness statement or assessor observation or product evidence from the discussion, eg interview notes.</p>

Learning outcome
The learner will: 2. Understand information and guidance related to career progression
Assessment criteria
The learner can: 2.1 With support, identify sources of career progression information and guidance 2.2 From sources of information and guidance, identify different career and course options

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (2.1) the candidate needs to identify (with support from a careers adviser, tutor, trainer or other appropriate person) at least three sources of career progression information and guidance.</p> <p>For 2.2 the candidate needs to use the information and guidance sources identified in 2.1 to identify at least two different career and/or course options.</p> <p>Evidence may be a candidate statement or annotated documents such as career printouts and course details.</p>

Learning outcome
The learner will: 3. Understand the importance of career progression
Assessment criteria
The learner can: 3.1 Explain the importance of career progression for the individual 3.2 Explain the importance of career progression for others

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (3.1) the candidate needs to explain orally or in writing the importance of career progression for the individual.</p> <p>Evidence may be a candidate statement.</p> <p>For 3.2 the candidate needs to explain orally or in writing the importance of career progression for others.</p> <p>Evidence may be a candidate statement.</p>

Learning outcome
The learner will: 4. Be able to plan the next stage in their career progression
Assessment criteria
The learner can: 4.1 With support, identify short-term goals that will help them progress their career 4.2 With support, identify a realistic timeline and relevant resources for achieving the career progression goals

Range
<p>Explanation of criteria and examples of evidence</p> <p>For the first criterion (4.1) the candidate needs to identify short-term goals that will help them progress their career. Support should be given by an appropriate person eg a careers adviser, tutor or trainer. A short-term goal is one that is likely to be achieved within a timescale of two to ten weeks, depending on the nature of the course.</p> <p>For 4.2 the candidate needs to identify a realistic timeline and relevant resources for achieving the career progression goals. Resources can be people (eg tutor, family) as well as things (eg books, internet).</p> <p>Evidence for 4.1 and 4.2 may be a plan showing a timeline for achieving goals and the resources required.</p>

Unit 107 Career Progression

Supporting information

Guidance

How could this be delivered?

Visits could be organised to the Careers Advisory Service and/or to particular employers, training providers or colleges. External speakers such as Information, Advice and Guidance (IAG) professionals could be invited to talk to the learners and discuss their individual plans.

Potential resources

These websites might be useful:

www.direct.gov.uk/en/YoungPeople/index.htm

<http://www.direct.gov.uk/en/Employment/Jobseekers/index.htm>

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.ac.uk

UAN:	K/503/5523
Level:	Level 1
Credit value:	4
GLH:	40
Aim:	The learner will gain knowledge of how to communicate with children and develop the child's literacy

Learning outcome
The learner will:
1. Know about communication with children
Assessment criteria
The learner can:
1.1 Identify ways to communicate with children

Range
1.1 Communicate – through verbal methods eg speaking, listening, singing, non-verbal methods eg smiling, facial expressions, eye contact (always ensuring that baby/child can see speaker's face and eyes), gestures

Learning outcome
The learner will:
2. Know how to encourage language development
Assessment criteria
The learner can:
2.1 Outline how to encourage the language development of babies
2.2 Identify ways to support children's language development

Range
<p>2.1 Language development of babies - smiling, speaking to baby from birth, facial expressions, talk through of routines being followed, rhymes and singing to baby with gestures and movements, telling of stories and looking at books.</p> <p>2.2 Children's language development - reading to children, talking together about everyday routines and repeating the 'gist' of the conversation so that there is an extension to the words used by the child. Repeating back what a child has said using the correct words and grammar eg: tense. Singing or rhyme games eg: alphabet or number games.</p>

Learning outcome
<p>The learner will:</p> <p>3. Know about reading with children.</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 State how children benefit from sharing books with adults</p> <p>3.2 Outline how to read to children to encourage their communication and literacy</p> <p>3.3 Describe books suitable for babies and children</p>

Range
<p>3.1 Benefit from sharing books with adults – special bonding time, an enjoyable experience that is relaxing, increases vocabulary and imagination.</p> <p>3.2 To encourage their communication and literacy – ensure that the book is interesting, and age appropriate, the interaction is a partnership with the child so they are involved in seeing the pictures, turning the pages, pointing to pictures and words, extending the vocabulary by asking questions and listening to the replies! Making the whole experience fun and enjoyable.</p>

Learning outcome
<p>The learner will:</p> <p>4. Be able to make a resource to support story reading</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 State the title of the book for the resource</p> <p>4.2 Make a resource to use when reading a book to a child</p>

Range
<p>4.1 /4.2 Resource .a visual or audible assistor in the reading of a story, a model, puppet, game or story sack (including several items from story) eg: very hungry caterpillar – with models of food items in a story sack.</p>

UAN:	A/503/5526
Level:	Level 1
Credit value:	3
GLH:	10
Aim:	The learner will gain knowledge of how relationships are formed with babies and children and the importance of play to the child's development

Learning outcome
The learner will:
1. Know about developing relationships with babies and children
Assessment criteria
The learner can:
1.1 Define bonding
1.2 Outline how bonding can be encouraged
1.3 Identify ways adults can help children to develop secure relationships

Range
1.1 Bonding – closeness formed through care, love and attention given to the child so that attachment can be formed, which is integral to the well being of any person.

Learning outcome
The learner will:
2. Understand the importance of play for children
Assessment criteria
The learner can:
2.1 Explain why play is important for children

Range
2.1 Play – is an essential part of a child's life; it encourages all aspects of development and growth. It helps children to form relationships, cement bonding, aids concentration, assists in building friendships, dealing with emotions, problem solving, learning about sharing and caring of others and generally about patience and understanding. It can also support physical development and growth by providing healthy exercise and movement.

Learning outcome
The learner will: 3. Know about ways adults can play with children to encourage their development
Assessment criteria
The learner can: 3.1 Give examples of activities for an adult and a child of a stated age to play together to encourage the child's development 3.2 Explain how the activities given in 3.1 will promote the child's development

Range
3.1 Activities – examples of games, interactions, arts and crafts, play with specific toys for encouraging : Physical skills –eg kicking or throwing a ball, climbing on frame or slide, running games, 'runarounds' (trikes/scooters) Social skills – eg snap or families (card game for turn taking) Communication skills – eg singing finger rhymes together Intellectual skills – eg matching shapes or colours together Emotional skills – eg playing with 'persona' dolls together 3.2 Development – The growth and increase of essential skills covering social, physical, intellectual, communication and emotional aspects.

UAN:	L/503/5529
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	The learner will gain knowledge about the importance of a healthy diet and know how to plan a healthy meal. The unit also covers dental health and weaning

Learning outcome
The learner will: 1. Know the importance of healthy diets for children
Assessment criteria
The learner can: 1.1 Outline food sources of key nutrients 1.2 Describe how children may be affected by an unhealthy diet

Range
1.1 Key nutrients – protein, carbohydrates, vitamins and minerals, fibre and fluid 1.2 Unhealthy diet – insufficient nutrients that will effect health and development of child, eg cause tooth decay, poor immunity to disease, poor growth, diabetes, obesity, poor concentration, behaviour issues, low energy.

Learning outcome
The learner will: 2. Know how to encourage children to eat healthily
Assessment criteria
The learner can: 2.1 Describe ways to encourage children to eat healthily

Range
2.1 To eat healthily – involves getting the right nutrients from a satisfying, balanced and varied diet.

Learning outcome
The learner will: 3. Understand how to wean a baby
Assessment criteria
The learner can: 3.1 Outline how to begin weaning 3.2 Identify foods which should be avoided until a baby is over 12 months

Range
3.1 Weaning – is a process for moving babies from a milk diet onto a mixed food diet to suit developmental needs eg growing child

Learning outcome
The learner will: 4. Know how to care for children's teeth
Assessment criteria
The learner can: 4.1 Describe ways to keep children's teeth healthy

Range
4.1 Ways to keep children's teeth healthy – to set up a tooth cleaning routine from an early age eg brushed twice each day. Visit dentist on a regular basis, no sugary drinks and get child to drink from a cup from 6-9 months.

Learning outcome
The learner will: 5. Be able to use healthy eating guidance to plan menus for children
Assessment criteria
The learner can: 5.1 Plan a day's menu for a child using healthy eating guidance

Range
5.1 Healthy eating guidance – Guidance given by Department of Health on nutrients a child should be having on daily basis eg 5 a day (fruit and veg)

UAN:	M/503/5524
Level:	Level 1
Credit value:	4
GLH:	40
Aim:	The learner will gain knowledge of how to prevent an accident or harm to a child. They will learn about food hygiene, childhood immunisation and how to care for children with common illnesses/conditions.

Learning outcome
The learner will:
1. Know how to protect children from accidents in the home
Assessment criteria
The learner can:
1.1 Identify ways children may be harmed in a garden
1.2 Identify ways to prevent accidents to children in different rooms in the home

Range
1.1 Harmed in a garden – accidents can happen in any garden measures should be taken to reduce risks eg cover any pond, ensure dangerous plants and berries are not accessible eg yew tree
1.2 Prevent accidents to children – to supervise child so that risk of harm is minimised, use equipment and have toys that have been tested and kite marked for safety, ensure safety measures are in place eg plug sockets, safety gates, harness in high chair/pushchair.

Learning outcome
The learner will: 2. Understand food safety when preparing food for children
Assessment criteria
The learner can: 2.1 Explain why it is important to follow hygiene measures when preparing food for children 2.2 Outline food safety measures to take when preparing a meal for a child which includes frozen food

Range
2.1 Hygiene measures – routines that ensure that the environment and utensils are of a hygienic standard eg clean surfaces and fridges. 2.2 Safety measures – the storage and cooking of food to ensure that it is safe for consumption eg defrost raw chicken thoroughly before cooking, fridge should be between 3-5 degrees for storage of food.

Learning outcome
The learner will: 3. Know about childhood immunisation
Assessment criteria
The learner can: 3.1 State how immunisations protect children from infections 3.2 Outline the effects on children of different infections in the immunisation programme

Range
3.1 Immunisations produce antibodies to ensure that the child does not suffer from the illness eg MMR, polio The child routinely goes through an immunisation programme to ensure they are protected from the illnesses.

Learning outcome
The learner will: 4. Know about how to care for children with common childhood conditions
Assessment criteria
The learner can: 4.1 Identify signs of illness in a child 4.2 Outline how to take care of a child who has a common childhood condition 4.3 State safety measures to be followed with medicine for children

Range
4.1 signs of illness <ul style="list-style-type: none">•Physical signs eg: pale or flushed, high temperature, rash, vomiting, cough, diarrhoea•Behavioural signs eg; sleepy, loss of appetite, crying, not interested in toys
4.2 If the child has a high temperature give paediatric paracetamol, ensure fluids are taken eg cool drinks, keep cool, contact GP or NHS direct if concerned, check for other signs eg rash. Ensure that child is always comforted as they may be frightened and distressed. If the child has stomach ache or vomiting keep them off dairy (milk products) for 24 hours
4.3 Follow instructions exactly, times and doses as stated, ensure that the medicine is suitable for the child eg age, ingredients. Store safely and out of direct reach of children.

UAN:	F/503/5527
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	The learner will gain an understanding of how to encourage positive behaviour and be able to help children with difficult behaviour and to encourage child development

Learning outcome
The learner will:
1. Understand how parents can help children to behave positively
Assessment criteria
The learner can:
1.1 Explain different ways parents can encourage positive behaviour

Range
1.1 Positive behaviour – children understand limits and respond positively to guidelines and encouragement, rewards given for wanted behaviour.

Learning outcome
The learner will:
2. Know ways to help children in difficult behaviour situations
Assessment criteria
The learner can:
2.1 Identify difficult behaviour situations which may occur with children of different ages
2.2 Describe how the parent can help the child in each difficult behaviour situation

Range
2.1 Difficult behaviour situations – tantrums, eg screaming, kicking, throwing toys, attention seeking behaviour, rude, refusing to eat, refusing to go to bed

Learning outcome
The learner will: 3. Be able to plan ways for parents to encourage children's development
Assessment criteria
The learner can: 3.1 Plan ways a parent can encourage a child's development
Range
3.1 Child's development - The growth and increase of essential skills covering social, physical, intellectual, communication and emotional aspects

Unit 113

The Rights and Responsibilities of Parenting

UAN:	J/503/5528
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	The learner will gain knowledge of parents rights and responsibilities regarding the child and know how to protect them from abuse.

Learning outcome

The learner will:

1. Know about the rights of parents with regard to the welfare and upbringing of their children

Assessment criteria

The learner can:

- 1.1 Identify examples of **parents' rights** with regard to the welfare and upbringing of their children

Range

- 1.1 **Parents' rights** – these are now established as part of the law including parental rights for unmarried fathers eg to be involved in decisions about the child's welfare, access to the child.

Learning outcome

The learner will:

2. Understand parental responsibilities

Assessment criteria

The learner can:

- 2.1 Explain the rights of children
- 2.2 Explain ways parents meet their **responsibilities** to their children

Range

- 2.1 **Rights of children** – UN Convention on Children's Rights eg right to develop, right to education, right to be involved in decision making about them.
- 2.2 **Responsibilities** – to provide shelter, food, appropriate clothing, medical care, emotional care, social care, to have an education, protection from abuse, harm and neglect.

Learning outcome
The learner will: 3. Know how to protect children from abuse
Assessment criteria
The learner can: 3.1 List different types of child abuse 3.2 Outline ways children may behave if they are being abused 3.3 Identify action to take if child abuse is suspected
Range
3.1 Types of child abuse – physical, emotional, sexual, neglect.

Unit 114

Using Planning Skills to Make a Resource for a Baby

UAN:	Y/503/5520
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	The learner will know different resources available to young babies and children and be able to plan and make resources for a child

Learning outcome
The learner will: 1. Know about resources that can be made for a baby
Assessment criteria
The learner can: 1.1 Identify different resources that can be made for babies 0-6 months and 6 months – 1 year 1.2 Describe a resource to make for a baby 0-6 months or 6 months – 1 year.

Range
1.1 Resources - aids for a baby to play with and/or be stimulated by eg mobile, books, toys, treasure chest, puppet, mat, or rattle etc.

Learning outcome
The learner will: 2. Be able to plan and make a resource for a baby
Assessment criteria
The learner can: 2.1 Use IT skills when planning the resource. 2.2 Demonstrate self-management skills while planning and making the resource. 2.3 Demonstrate problem-solving skills while planning and making the resource. 2.4 Meet agreed deadlines. 2.5 Ensure safety of self while planning and making the resource 2.6 Ensure the safety of the resource for the baby.

Range
<p>2.1 IT skills – Information technology using computer – ie: internet, word processing, desk top publishing – tools to plan the baby's resource</p> <p>2.2 Self-management skills – An ordered and systematic approach whilst planning and making the resource eg: plan of action, set timings for completion of work</p> <p>2.3 Problem-solving skills – Identifying what is wrong and then proceeding with correcting the problem and putting it right.</p>

Learning outcome
<p>The learner will:</p> <p>3. Be able to assess own skills in planning and making a resource for a baby</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Review own skills demonstrated in undertaking the task</p> <p>3.2 Identify skills that could be improved</p>

Range
<p>3.1 Review own skills – Assess own skills and describe what skills worked well and what skills could have been improved on whilst undertaking the task.</p>

Unit 115

The Responsibilities of Caring for a Young Baby

UAN:	T/503/5525
Level:	Level 1
Credit value:	3
GLH:	30
Aim:	The learner gain knowledge of the legal responsibilities of parents and will know the advice available to them. The will also be able to recognise common illnesses.

Learning outcome
The learner will: 1. Know the legal responsibilities of parents when caring for a young baby
Assessment criteria
The learner can: 1.1 Identify legal responsibilities of parents with a young baby

Range
1.1 Legal responsibilities of parents – the responsibilities that parents must undertake by law eg: registering the birth, safeguarding the child by making sure they are looked after, not left alone, use correct car safety seat, etc.

Learning outcome
The learner will: 2. Understand how to communicate when caring for a young baby
Assessment criteria
The learner can: 2.1 Explain different ways to communicate 2.2 Discuss ways to communicate effectively in situations that may arise when caring for a young baby

Range
2.1 Ways to communicate - through verbal methods eg: speaking, listening, singing. Non-verbal methods eg: smiling, facial expressions, eye contact (always ensuring that baby/child can see speaker's face and eyes), gestures

Learning outcome
The learner will:
3. Know about the support and advice available to those caring for a baby
Assessment criteria
The learner can:
3.1 Outline the support provided by the health visitor
3.2 List organisations which provide support and advice to those caring for a baby

Range
3.1 Support provided by health visitor – the health visitor provides help and advice about a wide range of family connected issues including: health and welfare of child or baby, health and welfare of parents, relationships, housing, health related subjects eg immunisation, social issues eg local support groups or CAB surgeries etc., parenting issues and support.
3.2 Organisations - Each local community will have their own groups with some that are unique to the local area (eg parent and toddler group at your local village hall) and others that are regional or even national. eg: CAB, Gingerbread, Relate

Learning outcome
The learner will:
4. Know how to recognise common illnesses of babies
Assessment criteria
The learner can:
4.1 Describe signs of common illnesses of babies

Range
4.1 Signs of common illnesses - physical signs eg pale or flushed, high temperature, rash, vomiting, cough, diarrhoea. Behavioural signs eg sleepy, loss of appetite, crying, not interested in world around them

Learning outcome
The learner will: 5. Be able to select appropriate toys for a baby
Assessment criteria
The learner can: 5.1 Describe toys suitable for a baby of a stated age 5.2 Explain why the toys selected in 5.1 are suitable for the baby

Range
5.1 Toys suitable for a baby The toy must be kite marked for safety with no small removable parts that could cause choking or injury to the baby. The materials used in the manufacture of the toy should be non-toxic. The toy should be stimulating and the baby should be able to hold it easily. If the toy makes a sound it should not be alarming to the baby. eg soft body doll, cloth books.



Appendix 1 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 GOLLA/e-volve assessments.

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 Land Based Services (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

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

DOCUSHARE REF [set by Publishing]