

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

Candidate logbook
501/1904/7



www.cityandguilds.com
June 2011
Version 1.1 (May 2012)

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City & Guilds Group

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Version and date	Change detail	Section
1.1 May 2012	Added missing learning outcomes to unit 006	Units

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1 About your candidate logbook

1.1 Contact details

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

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

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete your Level 2 Diploma in Children's Care, Learning and Development (Wales and Northern Ireland). It contains forms you can use to record and organise your evidence.

There are 33 units in total available for this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The recording forms for the units in this logbook are for the mandatory, competence based units only.

About City & Guilds

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

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

2 About this qualification

2.1 What are Diplomas?

The Level 2 Diploma in Children's Care, Learning and Development (Wales and Northern Ireland) is a nationally recognised qualification gained in the workplace. It is based on National Occupational Standards, which are standards written by employers and experts in your industry.

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

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

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

3 Using your logbook

Recording forms

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

Candidate recording forms

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

Candidate and centre contact details

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

Unit record form

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

Unit assessment and verification declaration

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

Please photocopy these forms as required.

Unit 4227-001 Introduction to communication in health, social care or children’s and young people’s settings

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

Unit aim

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

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

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

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

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

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

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

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

Unit aim

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

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

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

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

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(only if sampled)

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

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

Unit aim

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

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

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

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

Candidate's name Signature Date

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Assessor's name Signature Date

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

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

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

Unit aim

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

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

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

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

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Assessor's name Signature Date

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

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

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

Unit aim

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

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

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

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

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

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

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

Unit aim

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

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

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

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Unit 4227-039 Contribute to the support of children and young people’s development through play

Level: 2
Credit value: 3
UAN: J/601/4530

Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of play for children and young people’s development and well being	1.1 Describe how play supports children and young people’s development and well being			
	1.2 Explain the difference between adult directed play and child initiated play			
	1.3 Describe how the UN Convention on the Rights of the Child promotes the importance of play			
2. Be able to support children and young people’s learning and play through risk and challenge	2.1 Outline the value of risk and challenge in children and young people’s learning and play			
	2.2 Describe what is meant by ‘unacceptable risk and challenge’ in children and young people’s play and learning			
	2.3 Describe why it is important for children and young people to be able to manage risk and challenge for themselves			
	2.4 Demonstrate how to encourage children or young people to manage risk and challenge to support their learning and play			

	2.5	Demonstrate in direct work with children or young people how to balance risk and challenge against requirements for health and safety			
3. Be able to contribute to an inclusive and stimulating environment for children and young people's play	3.1	Provide flexibility, variety and choice of resources to support inclusive play			
	3.2	Support children or young people to explore and investigate during play activities			
4. Be able to reflect on supporting children and young people's learning and play	4.1	Outline the value of reflecting on own practice in supporting children and young people learning and play			
	4.2	Demonstrate how to reflect on practice that supports children and young people's learning and play			
	4.3	Demonstrate how own practice has been adapted following reflection			

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

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Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

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

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

Equal Opportunities

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

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

Access to assessment

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

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

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

Complaints and appeals

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

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

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

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

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: centresupport@cityandguilds.com

Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

E: singlesubjects@cityandguilds.com

International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: intops@cityandguilds.com

Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

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Publications

Logbooks, Centre documents, Forms, Free literature

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F: +44 (0)20 7294 2413

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

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WL-02-4227