

Level 2 Certificate in Children's Care, Learning and Development (4227- 10)

October 2012 Version 1.1 (October 2013)



Qualification at a glance

Subject area	Children and Young People's Workforce
City & Guilds number	4227
Age group approved	16+
Entry requirements	None
Assessment	Portfolio of Evidence (see pages 15 to 19 for specific guidance)
Qualification Approval	Automatic available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Certificate in Children's Care, Learning and Development	4227-10	600/6765/2

Version and date	Change detail	Section
1.1 October 2013	Corrected numbering of learning outcomes for unit 202	Units



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1 Introduction

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

Area	Description
Who is the qualification for?	This qualification meets the needs of learners who work or want to work in a wide range of children and young people's settings; for example in the roles of: <ul style="list-style-type: none">• Care Worker• Childminder• Nursery Nurse• Sure Start Assistant• Playground Assistant• After School Assistant
What does the qualification cover?	It allows learners to learn about Child Development and to develop and refine some of the practical and technical skills required for employment and/or career progression in the Children & Young People's sector
Is the qualification part of a framework or initiative?	It will meet the 22 credit level 2 qualification requirement of the Steps to Work (S2W) Programme as laid down by the Department of Employment and Learning Northern Ireland (DELNI). http://www.delni.gov.uk/stw-operational-guidelines-august-2012-revised_.pdf
What opportunities for progression are there?	It allows learners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 2 Diploma in Children's Care, Learning and Development

Structure

To achieve the **Level 2 Certificate in Children’s Care Learning and Development**, learners must achieve **22** credits; 9 credits from the mandatory units (M), 13 credits to come from the optional groups OA and OB of which at least 5 credits but no more than 7 credits must come from group OA.

Level 2 Certificate in Children’s Care, Learning and Development (Northern Ireland)				
Unit reference number	City & Guilds unit number	Unit title	Credit value	Mandatory/ Optional Group
H/601/3305	004	Child and young person development	2	M
J/601/4527	048	Understand how to safeguard the welfare of children and young people	3	M
K/500/5650	201	Understand the importance of play	3	M
D/502/3580	202	Health, safety & security in the workplace	1	M
M/601/3498	012	Understand partnership working in services for children and young people	2	OA
H/601/5474	117	Introduction to duty of care in health, social care or children’s and young people’s settings	1	OA
R/602/2954	203	Understand employment responsibilities and rights in health, social care or children and young people’s settings	3	OA
H/600/7794	204	Developing self for learning and work	2	OA
F/502/3569	206	Dealing with conflict	1	OA
A/500/5264	207	Understanding family relationships	3	OA
K/500/5096	176	Developing skills in caring for young children	3	OB
K/500/5583	177	Developing oral storytelling skills for performance	3	OB

F/503/8167	178	Understanding play for early learning	3	OB
R/500/5528	179	Understanding the physical and psychological needs of children	3	OB
R/500/5108	180	Using craft activities with children and young people	3	OB
K/500/5521	181	Understanding child development	3	OB
M/500/5097	182	Introduction to developing language and communication skills in children	3	OB
T/500/5523	183	Understanding children's social and emotional development	3	OB
K/500/5101	184	Understanding growth, social and emotional development of children	3	OB
Y/503/3184	185	Understanding the intellectual and language development of children from birth to eight	3	OB



2 Centre requirements

Approval

If your centre is approved to offer one of the following qualifications: -

- Level 2 Diploma for Children's Care, Learning and Development (Wales & Northern Ireland) (4227-02)
- Level 3 Diploma for Children's Care, Learning and Development (Wales & Northern Ireland) (4227-06)
- Level 5 Diploma in Leadership for Children's Care, Learning and Development (Wales & Northern Ireland) (4227-07)
- Level 5 Diploma in Leadership for Children's Care, Learning and Development (Wales & Northern Ireland) (4227-08)

you will be given automatic approval for the Level 2 Certificate in Children's Care, Learning and Development 4227-10.

If you are not an existing centre for the above named qualifications, to offer the Level 2 Certificate in Children's Care, Learning and Development 4227-10, 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 qualification before designing a course programme.

Existing City & Guilds centres not currently approved to offer qualifications in this area

Those City & Guilds centres already approved to deliver City & Guilds qualifications but who do not currently have approval to offer qualifications in this area will need to go through qualification approval.

Resource requirements

Physical resources and site agreements

This qualification is concerned with developing some of the core skills and understanding required to work with Children and Young People. Whilst some of the units include the requirement to demonstrate some core skills the assessment of these will NOT confirm full competence.

The provision of an occupational placement may be required by the funding agency and assessors should seek to make best use of this environment to embed skills and to provide a platform for learner reflection. However assessment of practical and technical skill can also occur if the learner participates in situational exercises or in simulations.

Centre staffing

This qualification must be delivered and assessed in line with the Skills for Care and Development Principles of Assessment .available directly from - www.skillsforcareanddevelopment.org.uk

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Quality Assurer

Please note that centre staff are not expected to have had experience of working across the entire 0 – 19 years age range but are expected to update their knowledge through demonstrable and continuous professional development as described on page 11 of this qualification handbook.

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

Teacher/trainer/tutor requirements: Northern Ireland

Tutors and lecturers:

A teaching qualification is not mandatory for appointment to posts in FE within Northern Ireland. Full-time and associate lecturers in FE without a teaching qualification (such as a BEd or a PGCE) are expected to complete the Postgraduate Certificate in Further and Higher Education delivered by the University of Ulster (the only recognised provider) within three years of taking up a post. Lecturers who go on to complete the Postgraduate Diploma in Further and Higher Education are also eligible to teach in schools. Issues surrounding a new award of Qualified Teaching, Learning and Skills (QTLS) are still under consultation with the Department for Employment and Learning in Northern Ireland (DELNI). For the latest information, visit Lifelong Learning UK (LLUK).

Teachers:

The General Teaching Council for Northern Ireland (GTCNI) has a statutory duty to determine who should be a member of the teaching profession in Northern Ireland. The GTCNI is a self-regulatory professional body for teachers. All teachers who wish to have their qualifications approved for the purposes of registration with the GTCNI and eligibility to teach should contact the GTCNI, 4th Floor Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF.

Any queries regarding qualifications should be referred to the GTCNI at the address above, or alternatively telephone: (028) 90333390 or email: **infor@gtcni.org.uk**

Assessors and internal verifiers

The Assessors of units requiring the demonstration of practical or technical skills must:

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

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

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

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

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.

Learner entry requirements

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

Age restrictions

This qualification is approved for delivery only to learners who have reached their 16th birthday. City & Guilds cannot accept any registrations for learners less than 16 years of age.

Legal or sector restrictions may apply to learners under the age of 18 when working unsupervised with children. Centres and learners should be fully aware of minimum age requirements in their home nation and any implications these may pose for completing assessments.

Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in Providing City & Guilds qualifications.

Confidential records used as evidence

Learners may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose. Where appropriate, learners should seek consent from individual children and young people.

Confidential records should never be included in learners' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/learners should describe and record what evidence has been provided and where the evidence is located.

The External Quality Assurer (EQA) may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, in the unlikely event that the EQA should have concerns about the quality of such evidence, they will, after discussion and agreement with their qualification advisor acquaint the centre management with their concerns. They may also seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, the approved centre and the learner have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the learner of the following:

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

Learners entering the children and young people's sector are legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries, checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.



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.

City & Guilds recommends that, where appropriate, when designing and delivering the course, centres should also consider links to the National Occupational Standards, 'Essential Skills(NI)' and other related qualifications.

Support materials

Whilst there are no specific materials produced specifically for this qualification, centres may find it useful to look at the following material on SmartScreen:

Description	How to access
4227-004 - H/601/3305 - Child and Young person development	www.smartscreen.co.uk
4227-012 - M/601/3498 - Understand Partnership working in services for children and young people	www.smartscreen.co.uk
4227-117 - M/601/5474 - Introduction to duty of care in Health, Social Care or children and young people's setting.	www.smartscreen.co.uk

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

Assessment of the qualification

Learners must:

- have a completed portfolio of evidence for each unit

City & Guilds has written guidance for centres to write their own assessments/assignments.

Observation requirements

The prime source of evidence for the practical and technical skill based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to demonstrate the consistency of the learner's practice for each unit.

- **Expert witnesses** may observe learner practice and provide testimony for competence based units. This will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work based performance.
- **Work products** can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice. Please refer to section 3.3 of this document for further guidance in relation to Data Protection policy and legal requirements.
- **Professional discussion** should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence of the learner's ability to evaluate their knowledge and practice across the qualification.
- **Learner/ reflective accounts** describe learners' actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding

areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

- **Witness testimonies** should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments** Learners may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used. The City & Guilds policy on RPL can be found at: <http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents> .
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

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

Assessment decisions for the technical and skill based assessment criteria must be made by an assessor with appropriate occupational competence. It is preferred that observations of these skills should occur in a real work environment however where this is not possible or practicable situational or scenario based assessment and simulation may be an acceptable alternative. Centres should discuss this with their External Quality Assurer during the approval process.

Expert Witnesses may be used in circumstances where opportunities for direct observation exist but access would be problematical for an occupationally competent assessor. Expert witnesses can also be used for direct observation where:

- They have occupational expertise for specialist areas, or
- The observation is of a particularly sensitive nature
- Have **either** any qualification that includes assessment of workplace performance **and/or** a professional work role which involves evaluating the everyday practice of staff

The use of expert witnesses should be determined and agreed by the assessor.

Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

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 every day practice of staff.

Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

City & Guilds recommends that it is best practice for Internal Quality Assurers to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements, eg the City & Guilds 6317 such as the:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **OR**
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Quality Assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards that clearly link to V1 or other equivalent standards for Internal Quality Assurance.

Guidance for the assessment and verification for imported units

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Skills for Care & Development, any specific assessment requirements will be detailed in the unit itself.

**Level 2 Certificate in Children's Care, Learning and Development
(Northern Ireland)**

Unit Number	Unit Title	Assessment method
004	Child and young person development (Level 2) (2)	Portfolio
012	Understand partnership working in services for children and young people (Level 2) (2)	Portfolio
048	Understand how to safeguard the welfare of children and young people (Level 2) (3)	Portfolio
117	Introduction to duty of care in health, social care or children's and young people's settings (Level 2) (1)	Portfolio
176	Developing skills in caring for young children (Level 1) (3)	Portfolio
177	Developing oral storytelling skills for performance (Level 1) (3)	Portfolio
178	Understanding play for early learning (Level 1) (3)	Portfolio
179	Understanding the physical and psychological needs of children (Level 1) (3)	Portfolio
180	Using craft activities with children and young people (Level 1) (3)	Portfolio
181	Understanding child development (Level 1) (3)	Portfolio
182	Introduction to developing language and communication skills in children (Level 1) (3)	Portfolio
183	Understanding children's social and emotional development (Level 1) (3)	Portfolio
184	Understanding growth, social and emotional development of children (Level 1) (3)	Portfolio

185	Understanding the intellectual and language development of children from birth to eight (Level 1) (3)	Portfolio
201	Understand the importance of play (Level 2) (3)	Portfolio
202	Health, safety & security in the workplace (Level 2) (1)	Portfolio
203	Understand employment responsibilities and rights in health, social care or children and young people's settings (Level 2) (3)	Portfolio
204	Developing self for learning and work (Level 2) (2)	Portfolio
206	Dealing with conflict (Level 2) (1)	Portfolio
207	Understanding family relationships (Level 2) (3)	Portfolio

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All evidence must be completed and assessed within the learner's period of registration.
- If assignments are being used then centres should advise learners of any internal timescales for their completion and marking

Assessment strategy

This qualification can be assessed using a portfolio of evidence as describe above. However centres may elect to design their own assignments for the knowledge units. Information on this can be found here

http://cdn.cityandguilds.com/ProductDocuments/Health_and_Social_Care/Care/4212/Assessment_materials/4212_Assessor_guide_v1.pdf

Assignments that have been developed internally by centres must comply with the City & Guilds guidelines regarding reliability, sufficiency and authenticity. Internally set assignments must be completed in agreement within agreed assessment conditions.

Centres should expect to present some or all assignments to their External Quality Assurer as part of the verification process. In normal circumstances this will occur within the standard quality assurance arrangements however City & Guilds reserves the right to request that assignments are audited by our Assessment team in London.

All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments. Centre staff should guide learners to ensure excessive evidence gathering is avoided.

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

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.

Unit 004

Child and young person development

UAN:	H/601/3305
Level:	Level 2
Credit value:	2
GLH:	15
Aim:	This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

Learning outcome
The learner will: 1. Understand the kinds of influences that affect children and young people's development.
Assessment criteria
The learner can: 1.1 describe with examples the kinds of influences that affect children and young people's development including: a. background b. health c. Environment. 1.2 describe with examples the importance of recognising and responding to concerns about children and young people's development.

Learning outcome
The learner will: 2. Know the main stages of child and young person development.
Assessment criteria
The learner can: 2.1 describe the expected pattern of children and young people's development from birth to 19 years, to include: a. physical development b. communication and intellectual development c. social, emotional and behavioural development. 2.2 describe with examples how different aspects of development can affect one another.

Learning outcome
The learner will: 3. Understand the potential effects of transitions on children and young people's development.
Assessment criteria
The learner can: 3.1 identify the transitions experienced by most children and young people. 3.2 identify transitions that only some children and young people may experience eg. Bereavement. 3.3 describe with examples how transitions may affect children and young people's behaviour and development .

Supporting information

Guidance

Development must include:

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

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

Unit 012

Understand partnership working in services for children and young people

UAN:	M/601/3498
Level:	Level 2
Credit value:	2
GLH:	18
Aim:	This unit provides knowledge and understanding of the importance of partnership working and effective communication.

Learning outcome
The learner will: 1. Understand partnership working within the context of services for children and young people.
Assessment criteria
The learner can: 1.1 explain why working in partnership with others is important for children and young people. 1.2 identify who relevant partners would be in own work setting. 1.3 define the characteristics of effective partnership working. 1.4 identify barriers to partnership working.

Learning outcome
The learner will: 2. Understand the importance of effective communication and information sharing in services for children and young people.
Assessment criteria
The learner can: 2.1 describe why clear and effective communication between partners is required. 2.2 identify policies and procedures in the work setting for information sharing. 2.3 explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality. 2.4 describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements. 2.5 identify how communications and records are recorded and securely stored . 2.6 explain why and how referrals are made to different agencies.

Learning outcome
The learner will: 3. Understand the importance of partnerships with carers.
Assessment criteria
The learner can: 3.1 identify the reasons for partnerships with carers. 3.2 describe how partnerships with carers are developed and sustained in own work setting. 3.3 describe circumstances where partnerships with carers may be difficult to develop and sustain.

Unit 012

Understand partnership working in services for children and young people

Supporting information

Guidance

Others may include:

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

Unit 048

Understand how to safeguard the welfare of children and young people

UAN:	J/601/4527
Level:	Level 2
Credit value:	3
GLH:	25
Aim:	This unit provides learners with 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 in the context of own work setting.

Learning outcome
The learner will: 2. Understand how to safeguard children, young people and practitioners in a work setting.
Assessment criteria
The learner can: 2.1 describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting. 2.2 identify ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected. 2.3 identify where to access sources of support where concerns have not been addressed.

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 actions to take in response to evidence (including allegations) or concerns that a child or young person has been abused, harmed (including self harm), or bullied, or maybe at risk of harm, abuse or bullying. 3.3 describe the principles and boundaries of confidentiality and when to share information.

Learning outcome
The learner will: 4. 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: 4.1 identify the characteristics of different types of child abuse. 4.2 describe actions to take in response to evidence (including allegations) or concerns that a child or young person has been abused, harmed (including self harm), or bullied, or maybe at risk of harm, abuse or bullying. 4.3 describe the principles and boundaries of confidentiality and when to share information.

Unit 048

Understand how to safeguard the welfare of children and young people

Supporting information

Guidance

e-safety may include:

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

Unit 117

Introduction to duty of care in health, social care or children's and young people's settings

UAN:	H/601/5474
Level:	Level 2
Credit value:	1
GLH:	9
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. It introduces the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care.

Learning outcome
The learner will: 1. Understand the implications of duty of care.
Assessment criteria
The learner can: 1.1 define the term 'duty of care' 1.2 describe how the duty of care affects own work role.

Learning outcome
The learner will: 2. Understand support available for addressing dilemmas that may arise about duty of care.
Assessment criteria
The learner can: 2.1 describe dilemmas that may arise between the duty of care and an individual's rights. 2.2 explain where to get additional support and advice about how to resolve such dilemmas.

Learning outcome
The learner will: 3. Know how to respond to complaints.
Assessment criteria
The learner can: 3.1 describe how to respond to complaints. 3.2 identify the main points of agreed procedures for handling complaints.

Unit 176

Developing skills in caring for young children

UAN:	K/500/5096
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit can be used to raise awareness of the skills needed to care for young children including the practical and social requirements of care, as a starting point for the learner who may wish to explore childcare as a work option.

Learning outcome
The learner will: 1. Know how to wash/bathe babies and children.
Assessment criteria
The learner can: 1.1 Demonstrate through simulation the correct procedure when bathing a baby/toddler. 1.2 Identify products available for personal care of children. 1.3 Describe the importance of hygiene for specific areas of the body.

Learning outcome
The learner will: 2. Know the correct procedures when feeding young children.
Assessment criteria
The learner can: 2.1 Use a correct method for sterilising feeding equipment. 2.2 Use the correct method for preparing a bottle-feed. 2.3 Use appropriate hygiene and safety procedures when feeding young children.

Learning outcome

The learner will:

3. Know how to dress children appropriately.

Assessment criteria

The learner can:

3.1 Identify suitable clothing for children for different ages and for different seasons.

3.2 Demonstrate how to care for these clothes appropriately.

Learning outcome

The learner will:

4. Know how to respond to a baby/child's need for sleep and rest.

Assessment criteria

The learner can:

4.1 Identify when a child/baby requires sleep.

4.2 Describe the correct method for putting a child/baby to bed.

4.3 Collect information showing equipment available for aiding rest and sleep.

Unit 177

Developing oral storytelling skills for performance

UAN:	K/500/5583
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit focuses on the understanding of the learner as performer in developing and using the disciplines and techniques central to effective performance realisation and developing a style of storytelling. This unit enables the learner to reflect on the effectiveness of the realisation.

Learning outcome
The learner will: 1. Understand the difference between written and oral stories.
Assessment criteria
The learner can: 1.1 Identify the basic differences in language, length of sentence and style between written and oral stories. 1.2 Give an example of each.

Learning outcome
The learner will: 2. Understand the different kinds of stories in the oral tradition.
Assessment criteria
The learner can: 2.1 Identify the characteristic motifs and archetypes in different kinds of traditional stories including myth, legend and folktale.

Learning outcome
The learner will: 3. Understand the relevance of personal experience in oral storytelling.
Assessment criteria
The learner can: 3.1 Tell a short personal story.

Learning outcome

The learner will:

4. Use a range of basic storytelling techniques.

Assessment criteria

The learner can:

- 4.1 Tell a short story using basic physical gestures.
- 4.2 Demonstrate a basic range of pace, vocal tone and volume.
- 4.3 Comment on effectiveness of techniques used.

Learning outcome

The learner will:

5. Understand the basic structure and appeal of popular stories.

Assessment criteria

The learner can:

- 5.1 Identify the plot and theme of a popular story and recount it.
- 5.2 Identify the enduring qualities of the story.

Learning outcome

The learner will:

6. Reflect on own work.

Assessment criteria

The learner can:

- 6.1 Comment on own work.

Unit 178

Understanding play for early learning

UAN:	R/500/5531
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit asks the learner to recognise the features of a positive learning environment and identify the ways in which positive play activities can help children's 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 or 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.social c.emotional d.intellectual e. linguistic.

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 179

Understanding the physical and psychological needs of children

UAN:	R/500/5528
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit is about recognising the physical and psychological needs of children and how such needs can be met by a variety of agencies and strategies. It will enable the learner to consider their own role in meeting such needs.

Learning outcome
The learner will: 1. Recognise some of the physical and psychological needs of children.
Assessment criteria
The learner can: 1.1 Outline some of the likely physical and psychological needs of a child of a given age.

Learning outcome
The learner will: 2. Understand some of the difficulties that s/he may have in meeting the needs of a child.
Assessment criteria
The learner can: 2.1 Outline some of the difficulties that s/he may have in meeting the needs of a child.

Learning outcome

The learner will:

3. Know some of the agencies and organisations that can offer support in meeting the needs of children.

Assessment criteria

The learner can:

- 3.1 Outline the roles of two agencies or organisations that can offer support in meeting the physical and psychological needs of children.

Learning outcome

The learner will:

4. Understand the importance of exercise and rest in children's healthy development.

Assessment criteria

The learner can:

- 4.1 Outline some reasons why rest and exercise are important in child development.

Learning outcome

The learner will:

5. Know how to provide physical care for children of different ages.

Assessment criteria

The learner can:

- 5.1 Outline key factors in caring for the:
 - a.hair
 - b.skin
 - c.teeth
 - d.feet .
- 5.2 of a baby, toddler, pre-school and school-aged child.

Learning outcome

The learner will:

6. Recognise some common childhood illnesses and their effects.

Assessment criteria

The learner can:

- 6.1 Identify some common childhood illnesses and outline their effects.

Unit 180

Using craft activities with children and young people

UAN:	R/500/5108
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit will enable the learner to understand the use of craft activities with children and select appropriate activities to meet the physical and psychological stage of the child's development. It will enable the learner to develop planning and organisational skills in order to carry out a craft activity.

Learning outcome
The learner will: 1. Understand the uses of craft activities.
Assessment criteria
The learner can: 1.1 State some reasons for using craft activities with a child/young person. 1.2 Identify some of the factors to be taken into account when choosing activities.

Learning outcome
The learner will: 2. Know appropriate craft techniques.
Assessment criteria
The learner can: 2.1 Identify appropriate and inappropriate techniques for the child/young person.

Learning outcome
The learner will: 3. Be aware of the safety factors necessary in craft activities
Assessment criteria
The learner can: 3.1 Produce written evidence of investigation into safety aspects such as use of materials, design, material standards for toy safety.

Learning outcome
The learner will: 4. Know how to plan and organise an appropriate craft activity.
Assessment criteria
The learner can: 4.1 Choose a craft activity for the child/young person. 4.2 Plan how to carry out the activity/make the item/toy identifying: time needed, materials needed and the techniques which will be used. 4.3 Incorporate appropriate safety aspects in the practical production of the activity, item or toy. 4.4 Carry out the activity. Make the planned item or toy. 4.5 Reflect on the appropriateness of the chosen activity, item or toy.

Unit 181

Understanding child development

UAN:	K/500/5521
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This is a basic introduction to child development from 0-3 and enables the learner to understand the key stages of development whilst recognising the resources available to meet them including childcare provision.

Learning outcome
The learner will: 1. Understand the development of children from 0-1 year.
Assessment criteria
The learner can: 1.1 Create a chart illustrating the physical development of a baby 0-1 year. 1.2 Select and examine three toys suitable for a child 0-6 months and suggest how you would use them with a child. 1.3 Select and examine three toys suitable for a child 6-12 months and suggest how you could use them with a child.

Learning outcome
The learner will: 2. Understand the development of children from 1-3 years.
Assessment criteria
The learner can: 2.1 Select play materials that will encourage walking, talking, social skills, colour and shape identification and creative skills.

Learning outcome
The learner will: 3. Be aware of a range of childcare provision.
Assessment criteria
The learner can: 3.1 Identify and present information on a range of childcare provision such as nannies, childminders, nursery/playgroups, after school clubs.

Learning outcome
The learner will: 4. Understand the need for a safe environment.
Assessment criteria
The learner can: 4.1 Identify a variety of safety products for children 0-3 years, and say how they contribute to developing a safe environment.

Unit 182

Introduction to developing language and communication skills in children

UAN:	M/500/5097
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit enables the learner to identify the sequence of language development and how to facilitate language and communication when working with children.

Learning outcome
The learner will: 1. Know about the sequence of language development and communication in children.
Assessment criteria
The learner can: 1.1 State key elements of language and communication development in children.

Learning outcome
The learner will: 2. Understand the importance of developing language skills in children.
Assessment criteria
The learner can: 2.1 Identify ways that language communication skills can be developed in children.

Learning outcome
The learner will: 3. Understand the role of the child care worker in promoting language skills.
Assessment criteria
The learner can: 3.1 Identify ways of promoting language skills development in children.

Learning outcome

The learner will:

4. Recognise the importance of children's needs in respect of language.

Assessment criteria

The learner can:

- 4.1 Identify the language needs of children in respect of culture, religion or special educational needs.

Learning outcome

The learner will:

5. Understand links between language and communication skills.

Assessment criteria

The learner can:

- 5.1 Identify links between language and communication skills.
- 5.2 Give an example of how to promote a child's communication skills.

Unit 183

Understanding children's social and emotional development

UAN:	T/500/5523
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit raises awareness of the social and emotional development of children and will encourage the learner to recognise social and emotional needs in children as well as consider ways of meeting those needs and managing different behaviours.

Learning outcome
The learner will: 1. Understand key elements children's social and emotional development.
Assessment criteria
The learner can: 1.1 Give examples of 2 stages of children's social and emotional development.

Learning outcome
The learner will: 2. Understand children's social and emotional needs.
Assessment criteria
The learner can: 2.1 Outline some social and emotional needs of young children.

Learning outcome
The learner will: 3. Know how children acquire their behaviour patterns.
Assessment criteria
The learner can: 3.1 Give examples of how and why children learn to behave in particular ways.

Learning outcome

The learner will:

4. Understand how to meet children's social and emotional needs.

Assessment criteria

The learner can:

- 4.1 Identify key ways to meet some of the social and emotional needs of young children.

Learning outcome

The learner will:

5. Understand how to encourage children to feel positive about themselves.

Assessment criteria

The learner can:

- 5.1 Give examples of ways of encouraging children to feel positive about themselves.
- 5.2 Identify some of the benefits of encouraging children to feel positive about themselves.

Unit 184

Understanding growth, social and emotional development of children

UAN:	K/500/5101
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit looks at growth and development from birth to adolescence and considers the factors that affect growth and development both physically, socially and emotionally.

Learning outcome

The learner will:

1. Understand the sequence of growth and development from birth to adolescence.

Assessment criteria

The learner can:

- 1.1 Give an example of changes in a person's physical appearance, physical abilities, mental abilities, ways of learning, communication skills and emotional needs from birth to adolescence.

Learning outcome

The learner will:

2. Understand some of the factors that affect growth and development.

Assessment criteria

The learner can:

- 2.1 Identify how diet, exercise and environment may affect growth and development.

Learning outcome

The learner will:

3. Recognise that different experiences affect emotional or social development.

Assessment criteria

The learner can:

- 3.1 Outline ways in which emotional and social needs may be affected by experience.

Learning outcome
The learner will: 4. Understand some of the ways in which a child learns to communicate.
Assessment criteria
The learner can: 4.1 Outline three ways in which child can be helped to develop communication/language skills. 4.2 Suggest why the ways selected are likely to be successful.

Unit 185

Understanding the intellectual and language development of children from birth to eight

UAN:	Y/503/3184
Level:	Level 1
Credit value:	3
GLH:	27
Aim:	This unit enables the learner to outline the key stages of intellectual and emotional development and recognise the factors that can influence/promote language and intellectual development. It would encourage the learner working with children to optimise the development of these skills.

Learning outcome
The learner will: 1. Understand the stages of intellectual development in children.
Assessment criteria
The learner can: 1.1 identify the key stages of intellectual development in children 1.2 outline how a child's intellect develops at two of these stages.

Learning outcome
The learner will: 2. Understand the stages of language development in children.
Assessment criteria
The learner can: 2.1 identify the key stages of language development in children 2.2 outline how a child's language develops at two of these stages.

Learning outcome

The learner will:

3. Understand why it is important to communicate with young children.

Assessment criteria

The learner can:

- 3.1 identify why communicating with children is important to their language and intellectual development .
- 3.2 outline different ways of communicating with children.

Learning outcome

The learner will:

4. Understand factors which affect intellectual and language development in children.

Assessment criteria

The learner can:

- 4.1 identify key factors which may affect language and intellectual development in children.
- 4.2 outline how two of these factors may affect a child's language and intellectual development.

Unit 201

Understand the importance of play

UAN:	K/500/5650
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit requires the learner to understand the role of play in the child's development and how play activities can be planned for children at different levels of physical, social and emotional development.

Learning outcome

The learner will:

1. Understand the role of play in children's development.

Assessment criteria

The learner can:

- 1.1 describe how play activities can encourage a child's development.

Learning outcome

The learner will:

2. Recognise the purpose and potential of play activities for children at different levels of development.

Assessment criteria

The learner can:

- 2.1 give some examples of play activities suitable for different levels of development.

Learning outcome

The learner will:

3. Understand the importance of an overall curriculum plan in relation to selection, layout and presentation of materials and equipment for children's activities.

Assessment criteria

The learner can:

- 3.1 describe in his/her own words what is meant by curriculum.
- 3.2 select a range of materials related to the overall curriculum plan and describe how these materials would be presented.

Learning outcome
The learner will: 4. Recognise and counteract ways in which gender and other forms of stereotyping can affect children's participation in activities.
Assessment criteria
The learner can: 4.1 describe activities which could result in stereotypical play and suggest ways in which this could be avoided.

Unit 202

Health, safety & security in the workplace

UAN:	D/502/3580
Level:	Level 2
Credit value:	1
GLH:	6
Aim:	This unit introduces the learner to working safely and being healthy at work. The unit covers keeping a place of work safe and healthy for employees, working in a safe manner, and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context. It will look at personal security and security of the place of work.

Learning outcome
The learner will: 1. Appreciate the role of health and safety legislation in keeping people safe in a work situation.
Assessment criteria
The learner can: 1.1 Describe why health and safety legislation is necessary. 1.2 Describe giving examples, ways in which health and safety legislation materialises as practice in the place of work, looking at how a company can deal with its responsibilities through: a. Company Policies b. Personnel c. Training d. Awareness raising.

Learning outcome
The learner will: 2. Understand how health and safety legislation impacts a particular place of work.
Assessment criteria
The learner can: 2.1 Describe how one important local employer deals with its health and safety responsibilities.

- 2.2 Describe what expectations the local employer has of its workers where health and safety is concerned.
- 2.3 Demonstrate that they can behave appropriately and safely in a place of work.

Unit 202 Health, safety & security in the workplace

Supporting information

Guidance

For 1.1 the learner needs to describe why health and safety legislation is in place. The learner must have a good knowledge of Health & Safety legislation and may use some of the knowledge gained in a Level 2 Health & Safety Certificate for this unit.

It could be helpful to access a safety officer who would have a wider knowledge of the reasoning for certain legislation. The learner should be allowed time to interview the safety officer at their placement to learn the impact on that organisation of Health & Safety legislation.

For 1.2 the learner needs to give a description for each example above. They may choose to produce this as a chart highlighting each area with the practices employed and the responsibilities for the management

For 2.1 the learner needs to have access to the work placement manager responsible for Health & Safety enabling them to be able to describe of how the employer is managing the health and safety of their employees, members of the public and service users if appropriate.

For 2.2 the learner needs to **describe** of what the employer expects of the employee and how they monitor that process. They should look at how this could be audited for Health & Safety management purposes

For 2.3 the learner needs to **demonstrate** putting their knowledge of safe working practices into action in their work place.

Unit 203

Understand employment responsibilities and rights in health, social care or children and young people's settings

UAN:	R/602/2954
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

Learning outcome
The learner will: 1. Know the statutory responsibilities and rights of employees and employers within own area of work.
Assessment criteria
The learner can: 1.1 List the aspects of employment covered by law . 1.2 List the main features of current employment legislation. 1.3 Outline why legislation relating to employment exists. 1.4 Identify sources and types of information and advice available in relation to employment responsibilities and rights.

Learning outcome
The learner will: 2. Understand agreed ways of working that protect own relationship with employer.
Assessment criteria
The learner can: 2.1 Describe the terms and conditions of own contract of employment. 2.2 Describe the information shown on own pay statement. 2.3 Describe the procedures to follow in event of a grievance. 2.4 Identify the personal information that must be kept up to date with own employer. 2.5 Explain agreed ways of working with employer.

Learning outcome

The learner will:

3. Understand how own role fits within the wider context of the sector.

Assessment criteria

The learner can:

- 3.1 Explain how own role fits within the delivery of the service provided.
- 3.2 Explain the effect of own role on service provision.
- 3.3 Describe how own role links to the wider sector.
- 3.4 Describe the main roles and responsibilities of representative bodies that influence the wider sector.

Learning outcome

The learner will:

4. Understand career pathways available within own and related sectors.

Assessment criteria

The learner can:

- 4.1 Explore different types of occupational opportunities.
- 4.2 Identify sources of information related to a chosen career pathway.
- 4.3 Identify next steps in own career pathway.

Learning outcome

The learner will:

5. Understand how issues of public concern may affect the image and delivery of services in the sector.

Assessment criteria

The learner can:

- 5.1 Identify occasions where the public have raised concerns regarding issues within the sector.
- 5.2 Outline different viewpoints around an issue of public concern relevant to the sector.
- 5.3 Describe how issues of public concern have altered public views of the sector.
- 5.4 Describe recent changes in service delivery which have affected own area of work.

Unit 203

Understand employment responsibilities and rights in health, social care or children and young people's settings

Supporting information

Guidance

Law – includes Employment law and other legislation such as:

- Disability Discrimination Act
- Health & Safety
- Other relevant equalities legislation

Unit 204

Developing self for learning and work

UAN:	H/600/7794
Level:	Level 2
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to help the learner plan for progression by being able to recognise and build on personal strengths.

Learning outcome
The learner will: 1. Understand how to improve own performance through learning.
Assessment criteria
The learner can: 1.1 Identify formal learning opportunities. 1.2 Identify informal learning opportunities. 1.3 Describe how he/she learns effectively. 1.4 Identify how to maximise own learning opportunities.

Learning outcome
The learner will: 2. Understand which personal attributes (qualities and attitudes) are needed for success in learning and work.
Assessment criteria
The learner can: 2.1 Describe positive qualities and attitudes needed for learning and work. 2.2 Outline own personal strengths and weaknesses. 2.3 Explain why it is important to continuously develop own strengths and improve on weaknesses.

Learning outcome

The learner will:

3. Understand the importance of transferable skills for success in learning and work.

Assessment criteria

The learner can:

- 3.1 Differentiate between vocational skills and transferable skills.
- 3.2 Explain the importance of transferable skills.
- 3.3 Outline own current transferable skills.

Learning outcome

The learner will:

4. Be able to action plan for self development.

Assessment criteria

The learner can:

- 4.1 Identify areas for development in his/her:
 - a.vocational skills
 - b.transferable skills
 - c.personal attributes.
- 4.2 Identify realistic short term targets and long term goals for each area.
- 4.3 Prepare an action plan or contract to meet short term targets.
- 4.4 Identify arrangements for reviewing progress.

Supporting information

Guidance

For 1.1 the learner needs to identify formal learning opportunities. These may include lessons, lectures, presentations and/or training opportunities at work. Evidence may include prospectuses, programme plans and brochures for training courses.

For 1.2 the learner needs to identify informal learning opportunities. These may include working with others, discussions with others, learning on the job. Evidence may be a learner statement.

For 1.3 the learner needs to describe how he/she learns effectively eg learning styles. Evidence may be a learner statement or a completed learning styles questionnaire.

For 1.4 the learner needs to identify how to maximise own learning opportunities eg managing time effectively. Evidence may be a learner statement.

For 2.1 the learner needs to describe positive qualities and attitudes needed for learning and work eg being positive, motivated, honest, punctual, conscientious, attentive to detail, polite, hard working. Learners do not need to distinguish between qualities and attitudes.

For 2.2 the learner needs to outline own personal strengths (eg in relation to the qualities and attitudes described in 2.1) and weaknesses eg lack of confidence.

For 2.3 the learner needs to explain why it is important to continuously develop own strengths and improve on weaknesses eg for progression, for promotion, to enhance career opportunities.

Evidence for 2.1 to 2.3 may be a learner statement .

Unit 206

Dealing with conflict

UAN:	F/502/3569
Level:	Level 2
Credit value:	1
GLH:	6
Aim:	This unit introduces conflict in the place of work. It covers why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.

Learning outcome
The learner will: 1. Understand how conflicts can arise and how they are commonly resolved.
Assessment criteria
The learner can: 1.1 Describe some of the common causes of conflict in the place of work. 1.2 Describe 3 different approaches used to prevent conflict arising or escalating.

Learning outcome
The learner will: 2. Understand what attitudes and behaviours help when dealing with conflict.
Assessment criteria
The learner can: 2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise. 2.2 Describe how language can play an important role in starting or resolving conflict. Look at the role of language in: a. Emails b. Conversation c. Giving instructions. 2.3 Describe some of the types of language an employee might encounter in the work place.

Learning outcome

The learner will:

3. Understand employee rights in the place of work and recognise unacceptable behaviour.

Assessment criteria

The learner can:

- 3.1 Describe what would constitute unacceptable behaviour and unacceptable language.
- 3.2 Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected.
- 3.3 Collect appropriate information about the rights employees have in the place of work and summarise their findings.

Supporting information

Guidance

For 1.1 the learner needs to describe at least three common causes of conflict in the workplace. The conflict may be minor incidents which cause disharmony, irritation, or difference of opinion that may occur with some frequency within the workplace.

For 1.2 the learner needs to describe three approaches (these may be personal, actions for colleagues to take or management responses). Using the common causes of conflict identified in the learner should describe the steps to prevent the conflict happening and how the conflict should be managed to prevent it escalating.

For 2.1 the learner needs to demonstrate how they would be able to prevent or de-escalate conflict. This could be evidenced through the use of role-play, completion of a case study or a reflective account (which details how they dealt with conflict).

For 2.2 the learner needs to describe how language in emails, conversation and 'giving instructions' can start conflict or resolve conflict. Language can include positive and negative, written and oral communication, (content, tone, message and the use of written symbols, such as exclamation marks). The learner may give an example of each to support the description.

For 2.3 the learner needs to describe a range of positive or negative communication they may experience and the context in which this occurs.

For 3.1 the learner needs to be able to describe what they believe is unacceptable behaviour and language in the workplace and clarify the reasons why they believe it is unacceptable. Examples could support the descriptions given.

For 3.2 the learner needs to work with one employee's code of conduct / manual or similar document (this could be a contract of employment which states the type of conduct expected). The tutor will be able to advise on the suitability of a document if guidance is required. If there is no employer's code of conduct available for use, the learner may be given a document typically given to employees. To create a summary the learner is not expected to copy the document verbatim rather they should give an overview of it in their own words.

For 3.3 the learner needs to collect appropriate information from a variety of sources such as on the internet from reputable sites such as ACAS and Business Link which are contain up to date information. The learner should summarise the content of key information found in their own words and state where it is sourced. The information gathered should be appropriate (from reputable sources, related to law in the UK, and based on fact).

Unit 207

Understanding family relationships

UAN:	A/500/5264
Level:	Level 2
Credit value:	3
GLH:	24
Aim:	This unit develops awareness about family relationships and the differing roles and needs within a family.

Learning outcome
The learner will: 1. Recognise the changing nature of families.
Assessment criteria
The learner can: 1.1 Outline the variety of forms the family may take. 1.2 Identify the strengths and weaknesses of each type of family unit.

Learning outcome
The learner will: 2. Appreciate the different roles within the family.
Assessment criteria
The learner can: 2.1 Describe the different roles of members of a family unit and how these may change over time.

Learning outcome
The learner will: 3. Understand some of the causes and effects of problems in family life.
Assessment criteria
The learner can: 3.1 Describe the most common causes of problems and the possible effects these may have on the family. 3.2 Assess strategies to alleviate some of these problems.

Learning outcome

The learner will:

4. Understand their personal responsibilities within the family to family members.

Assessment criteria

The learner can:

- 4.1 Describe their main responsibilities within the family to other members and suggest how these can be carried out.

Learning outcome

The learner will:

5. Recognise that family members have changing needs.

Assessment criteria

The learner can:

- 5.1 Describe how the needs of family members may change as circumstances change.
- 5.2 Outline the consequences of this.

Learning outcome

The learner will:

6. Develop their own strategies for future direction and personal development as a member of the family unit.

Assessment criteria

The learner can:

- 6.1 Produce a life plan for the future in relation to their own and their family's needs identifying possible problems and solutions.

Supporting information

Guidance

For 1.1 the learner needs to outline at least five types of family. The learner may or create a diagram or poster with annotation or a table which describe the variety of families in society today.

For 1.2 the learner needs to identify strengths and weaknesses for each family. The strengths and weaknesses should be well considered and should be based on a range of information and evidence. Evidence for should be presented in a non judgemental way without bias.

For 2.) the learner needs to describe the roles of a family unit and describe how their roles change as consequence of aging, changes in finances, education, employment, housing, health and well-being, and family and social relationships.

For 3.1 the learner needs to describe at least four common causes of problems within families and the effects each problem has on the family and family members. Common problems are issues that are well publicised as causes of family breakdown.

For 3.2 the learner needs to assess (judge the advantages of) strategies to alleviate two of the problems identified in 3.1. The strategies may be those offered by government funded services, health providers, strategies offered over the internet or self determined.

For 4.1 the learner needs to describe their own responsibilities (legal and moral) to their family members and suggest how these may be carried out. Learners without immediate family should discuss the way evidence should be sourced with their tutor. A scenario may be used for this purpose.

For 5.1 the learner needs to describe how the needs of at least three family members change as circumstances change. Circumstances may be advancing age, changes in finances, education, employment, housing, health and well-being, and family and social relationships. The learner should select three members of their own family or another family unit, to outline changes which have occurred.

For 5.2 the learner needs to outline the consequences (the effects of) to the family member in 5.1 of issues such as advancing age, changes in finances, education, employment, housing, health and well-being, and family and social relationships. The learner should select three members of their own family or another family unit, to outline changes which have occurred.

For 6.1 the learner needs to produce a life plan which outlines the future of their own and family needs. The needs will likely refer to education, housing, employment, health and well-being. The life plan should identify potential problems and solutions self and for the family. Learners without immediate family should discuss the way evidence should be sourced with their tutor. A scenario may be used for this purpose.



Appendix 1 Relationships to other qualifications

Links to other qualifications

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

This qualification has connections to the:

- Awards, Certificates and Diplomas in Employability and Personal Development (7546)

Literacy, language, numeracy and ICT skills development

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

- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni



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 learners
- 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 learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners 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.

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

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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).

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