Level 2 Certificate for the Children and Young People’s Workforce (4227-01) (England)

Qualification handbook for centres
500/9457/9
Mandatory units
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# Level 2 Certificate for the Children and Young People’s Workforce (4227-01) (England)

Qualification handbook for centres

<table>
<thead>
<tr>
<th>Version and date</th>
<th>Change detail</th>
<th>Section</th>
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<td>1.2 December 2012</td>
<td>Qualification structure updated</td>
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<td>1.3 February 2013</td>
<td>Assessment criteria numbered</td>
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<td>2.0 July 2014</td>
<td>Units 015 and 016 removed.</td>
<td>Introduction to the qualification</td>
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<td>3.0 September 2014</td>
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<tr>
<td>3.0 February 2016</td>
<td>Unit 007, LO 3, AC renumbered.</td>
<td>Mandatory units (optional units are in a separate handbook)</td>
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<td>3.1 November 2017</td>
<td>Added TQT and GLH details</td>
<td>Structure</td>
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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<table>
<thead>
<tr>
<th>Qualification title and level</th>
<th>Level 2 Certificate for the Children &amp; Young People's Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLH</td>
<td>261</td>
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<tr>
<td>TQT</td>
<td>350</td>
</tr>
<tr>
<td>City &amp; Guilds qualification number</td>
<td>(4227-01)</td>
</tr>
<tr>
<td>Qualification accreditation number</td>
<td>500/9457/9</td>
</tr>
<tr>
<td>Last registration date</td>
<td>31/12/2016</td>
</tr>
<tr>
<td>Last certification date</td>
<td>31/12/2018</td>
</tr>
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</table>

This qualification meets the needs of candidates who work or want to work in a wide range of children and young people’s settings covering the age range 0-19 years for example in the roles of:

- Care Worker
- Childminder
- Nursery Nurse
- Youth and Community Worker

This qualification replaces the City & Guilds Level 2 NVQ and Certificate in Children’s Care, Learning and Development (3171/3177).

Aim and purpose of the qualification

The Level 2 Certificate is a generic qualification that will be relevant across the Children and Young People’s Workforce. It is mapped to the CWDC Induction Standards and the CCLD National Occupational Standards and its main purpose will be to act as a bridging qualification towards the Level 3 Children and Young People’s Workforce Diploma. The qualification will also provide an inclusive pathway for entrants to the workforce across the Children’s workforce. It will confer occupational competence to work under supervision and enable practitioners to count in the ratio at level 2 identified in the Statutory Framework for the Early Years Foundation Stage. This qualification will form part of the apprenticeship.

This qualification has been designed to:

- provide a broad understanding of the children and young people’s workforce sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the children and young people’s sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
• provide opportunities for progression to the Level 3 Diploma and other related qualifications in the sector.
**Key purpose and principles and values of the sector**

The key purpose for those working in children's care learning and development has been identified by the SSBs to be:

‘To provide, in partnership with communities and other agencies, a firm foundation for growth, learning and development for children and young people and their families. This includes creating, developing and maintaining environments and services that enable children to have the best possible experience of childhood and to enable them and their families to make the most of opportunities to achieve their full potential.’

Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

The following principles and values underpin the complete set of standards in their entirety.

**Principles**

- The welfare of the child is paramount
- Practitioners contribute to children’s care, learning and development and this is reflected in every aspect of practice and service provision
- Practitioners work with parents and families who are partners in the care, learning and development of their children and are the child’s first and most enduring educators.

**Values**

- The needs, rights and views of the child are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children’s personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem, resilience and a positive self-image are recognised as essential to every child’s development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child’s protection and well-being are at stake
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires reflection and a continuous search for improvement.

In order to be assessed as competent candidates must demonstrate that they work within the context of the principles and values of the sector. Assessors will be expected to confirm this by signing the declaration form, Unit assessment and verification declaration.

### 1.1 Qualification structure

To achieve the Level 2 Certificate for the Children & Young People’s Workforce, learners must achieve 35 credits overall, 29 credits from the mandatory units and a minimum of 6 credits from the optional units available.

**Minimum** Guided Learning Hours (GLH) are 261.

**Maximum** Guided Learning Hours (GLH) are 278.
The table below illustrates the unit titles, the credit value of each unit and the title of the qualification, which will be awarded to candidates successfully completing the required combination of units and/or credits.

This handbook contains the mandatory units only. Optional units can be found in a separate document.

<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Credit value</th>
<th>Knowledge / competency unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/601/5465</td>
<td>Unit 001</td>
<td>Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings</td>
<td>Mandatory</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>L/601/5470</td>
<td>Unit 002</td>
<td>Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings</td>
<td>Mandatory</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>R/601/5471</td>
<td>Unit 003</td>
<td>Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings</td>
<td>Mandatory</td>
<td>2</td>
<td>Competence</td>
</tr>
<tr>
<td>H/601/3305</td>
<td>Unit 004</td>
<td>Child and Young Person Development</td>
<td>Mandatory</td>
<td>2</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Y/601/3236</td>
<td>Unit 006</td>
<td>Contribute to the Support of Child and Young Person Development</td>
<td>Mandatory</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>K/601/3323</td>
<td>Unit 007</td>
<td>Safeguarding the Welfare of Children and Young People</td>
<td>Mandatory</td>
<td>3</td>
<td>Knowledge</td>
</tr>
<tr>
<td>J/601/3491</td>
<td>Unit 009</td>
<td>Contribute to Children and Young People’s Health and Safety</td>
<td>Mandatory</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>T/601/7407</td>
<td>Unit 010</td>
<td>Support Children and Young People’s Positive Behaviour</td>
<td>Mandatory</td>
<td>2</td>
<td>Competence</td>
</tr>
<tr>
<td>H/601/3496</td>
<td>Unit 011</td>
<td>Contribute to the Support of Positive Environments for Children and Young People</td>
<td>Mandatory</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>M/601/3498</td>
<td>Unit 012</td>
<td>Understand Partnership Working in Services for Children and Young People</td>
<td>Mandatory</td>
<td>2</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Code</td>
<td>Unit</td>
<td>Title</td>
<td>Type</td>
<td>Level</td>
<td>Comment</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>D/601/7403</td>
<td>Unit 014</td>
<td>Maintain and Support Relationships with Children and Young People</td>
<td>Mandatory</td>
<td>3</td>
<td>Competence</td>
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<tr>
<td>D/601/6526</td>
<td>Unit 017</td>
<td>Support Children and Young People with Disabilities and Special Educational Needs</td>
<td>Optional</td>
<td>4</td>
<td>Competence</td>
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<tr>
<td>T/601/6564</td>
<td>Unit 018</td>
<td>Support Children and Young People's Play and Leisure</td>
<td>Optional</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>A/601/6517</td>
<td>Unit 019</td>
<td>Support Children and Young People at Meal or Snack Times</td>
<td>Optional</td>
<td>3</td>
<td>Competence</td>
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<tr>
<td>M/601/3310</td>
<td>Unit 020</td>
<td>Contribute to the Support of Children's Communication, Language and Literacy</td>
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<tr>
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<td>Unit 021</td>
<td>Contribute to the Support of Children's Creative Development</td>
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<td>2</td>
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<tr>
<td>L/601/1693</td>
<td>Unit 022</td>
<td>Understand Child and Young Person Development</td>
<td>Optional</td>
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<td>Knowledge</td>
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<tr>
<td>R/601/1694</td>
<td>Unit 024</td>
<td>Promote Child and Young Person Development</td>
<td>Optional</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>Y/601/1695</td>
<td>Unit 025</td>
<td>Understand How to Safeguard the Wellbeing of Children and Young People</td>
<td>Optional</td>
<td>3</td>
<td>Knowledge</td>
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<tr>
<td>D/601/1696</td>
<td>Unit 027</td>
<td>Support Children and Young People's Health and Safety</td>
<td>Optional</td>
<td>2</td>
<td>Competence</td>
</tr>
<tr>
<td>H/601/1697</td>
<td>Unit 028</td>
<td>Develop Positive Relationships with Children, Young People and Others Involved in their Care</td>
<td>Optional</td>
<td>1</td>
<td>Competence</td>
</tr>
<tr>
<td>K/601/1698</td>
<td>Unit 029</td>
<td>Working Together for the Benefit of Children and Young People</td>
<td>Optional</td>
<td>2</td>
<td>Competence</td>
</tr>
<tr>
<td>M/601/1699</td>
<td>Unit 030</td>
<td>Understand How to Support Positive Outcomes for Children and Young People</td>
<td>Optional</td>
<td>3</td>
<td>Knowledge</td>
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</table>

See separate handbook for the following units (optional units)
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<tr>
<th>Code</th>
<th>Unit</th>
<th>Title</th>
<th>Type</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>M/600/9807</td>
<td>032</td>
<td>Support the Creativity of Children and Young People</td>
<td>Optional</td>
<td>3</td>
<td>Competence</td>
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<tr>
<td>F/600/9777</td>
<td>033</td>
<td>Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage</td>
<td>Optional</td>
<td>5</td>
<td>Knowledge</td>
</tr>
<tr>
<td>M/601/2884</td>
<td>035</td>
<td>Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties</td>
<td>Optional</td>
<td>3</td>
<td>Knowledge</td>
</tr>
<tr>
<td>H/601/5474</td>
<td>036</td>
<td>Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings</td>
<td>Optional</td>
<td>1</td>
<td>Knowledge</td>
</tr>
<tr>
<td>J/504/2186</td>
<td>625</td>
<td>Contribute to the support of children’s physical development through activities</td>
<td>Optional</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>D/504/2193</td>
<td>632</td>
<td>Working as part of a team in health and social care or children and young people’s settings</td>
<td>Optional</td>
<td>2</td>
<td>Competence</td>
</tr>
<tr>
<td>M/504/2201</td>
<td>639</td>
<td>Working in partnership with parents and carers</td>
<td>Optional</td>
<td>3</td>
<td>Competence</td>
</tr>
<tr>
<td>T/503/2494</td>
<td>671</td>
<td>Contribute to promoting nutrition and hydration in early years and childcare settings</td>
<td>Optional</td>
<td>4</td>
<td>Competence</td>
</tr>
<tr>
<td>F/504/3370</td>
<td>700</td>
<td>Use Signing to Advance Speech, Language and Communication</td>
<td>Optional</td>
<td>6</td>
<td>Competence</td>
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</table>
Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Certificate for the Children &amp; Young People’s Workforce</td>
<td>261</td>
<td>350</td>
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</tbody>
</table>

1.2 Opportunities for progression

This Certificate will enable progression within and between levels.

Laterally it will allow candidates who complete the requirements for a Certificate to take up continuing professional development opportunities through the optional units.

Vertically it will allow movement up to another level and across sectors.

This new suite of units will support progression in/to employment in the following areas:
- Early Years
- Health and Social Care
- Playwork
- Teaching and education welfare
- Youth and community work

Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment guide for centres</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Assignment guide for candidates</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Marking guide</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>Community &amp; Society Guidance updates</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>fast track approval forms/generic fast track approval form</td>
<td><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></td>
</tr>
<tr>
<td>SmartScreen</td>
<td><a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a></td>
</tr>
<tr>
<td>City &amp; Guilds official candidate textbook – publication early 2011</td>
<td><a href="http://www.cityandguilds.com/publications">www.cityandguilds.com/publications</a></td>
</tr>
</tbody>
</table>
2 Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

2.1 Centre approval

Centres new to City & Guilds
To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to Appendix 2 for further information.

Centres already offering City & Guilds qualifications in this subject area
Centres approved to offer the qualification, Level 2 NVQ and the Certificate in Children's Care, Learning and Development, will receive automatic approval for the new Level 2 Certificate for the Children & Young People’s Workforce (4227-01)

Existing City & Guilds centres
Those City & Guilds centres already approved to deliver City & Guilds qualifications will need to go through qualification approval. Please refer to Appendix 2 for further information.

Human resources
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 Verifier

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 continuing professional development.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

Continuing professional development
Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.
Role requirements
Assessor requirements
The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency 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 AI 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 Verifier

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

Teachers, trainers and tutors
All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding. For further information visit www.cityandguilds.com/qttls
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

Expert witness
An expert witness must:

- have a working knowledge of the 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 verifiers/Internal quality assurance
Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those carrying out internal quality assurance role must be
occupation knowledge in the area they are assuring and be qualified to make quality assurance decisions.

2.2 Candidate entry requirements
There are no formal entry requirements for candidates undertaking this Certificate. However, centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the workplace.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Candidates should choose optional units that are appropriate to their chosen work role.

Age restrictions
This Level 2 Certificate is not approved for the use of those who are under 16 years of age, and City & Guilds cannot accept any registrations for candidates in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

2.3 Assessment decisions
Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

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

Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where:
- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.
- 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.
3 Course design and delivery

3.1 Initial assessment and induction
Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:
- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

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

Centres may design course programmes of study in any way which:
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards. The relationships to the relevant NOS can be found in each unit.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:
- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

City & Guilds recommends that, where appropriate, when designing and delivering the course centres should also consider links to the National Occupational Standards, functional skills and other related qualifications.
3.3 Data protection, confidentiality and legal documents

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

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

Confidential records used as evidence
Candidates 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.

Confidential records should never be included in candidates’ portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/candidates should describe and record what evidence such documents should provide and where the evidence is located.

External Verifiers 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 EV should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and 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 qualifications the approved centre and the candidates have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the candidate of the following:
- The need for the candidate to obtain permission from the minor’s parent/guardian prior to collecting the evidence
- 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
4 Assessment

4.1 Summary of assessment methods
This competence-based qualification is designed to be assessed in the candidate’s workplace as they undertake their normal work role.

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector. The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Guidance on providing evidence for the extended age ranges
This diploma applies to learners who are working with children and young people from 0-19 years. It is important to note that the requirement for the extended age range focuses on knowledge not competence. Learners need to have knowledge and understanding of children’s development 0-19 years but are only expected to demonstrate competence for the age range for which they normally work.

Centre staff are not expected to have experience of working across this entire age range but are expected to update their knowledge through continuing professional development.

Competence based units
There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of candidate’s performance by a qualified occupationally competent assessor and the assessor’s judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

Knowledge based units
Learners may choose to undertake the knowledge one of two ways,
- portfolio of evidence, using diverse range of assessment methods
- Externally set and internally verified assignments

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.
4.2 Observation requirements

The prime source of evidence for competency 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 make the consistency of the candidate’s practice for each unit.

- **Expert witnesses** may observe candidate practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.

- **Work products** can be any relevant products of candidates’ own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.

- **Professional discussion** should be in the form of a planned and structured review of candidates’ practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.

- **Candidate/reflective accounts** describe candidates’ actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates can evaluate their knowledge and practice across the activities embedded in this qualification.

- **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate 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**. These should be from people who are in a position to provide evidence of candidate 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**. Candidates 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.

- **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 candidates’ portfolios but must be referred to in the assessment records.

4.3 Assignments

Assignments may be found in the City & Guilds assignment guides (Assignment Guide for Centres and Centre Guide for Candidates), which are accessible as a free download from www.cityandguilds.com. These are suggested assessments only and centres may decide that some candidates do not have the necessary skills to carry out an assignment. In these cases, a portfolio of evidence may be submitted.
Centre staff should guide candidates to ensure excessive evidence gathering is avoided.

All assignments must be completed and assessed within the candidate’s period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.4 Evidence requirements

Competence evidence requirements

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods. Notes on assessment methods, evidence requirements and sources of evidence are also provided on pages 17 – 18 of this handbook.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidate’s assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace. It may also ensure that children’s/young people’s privacy and confidentiality are not infringed.

Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for the knowledge units, where assessor observation is not required.

The qualified and occupationally competent assessor or coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates’ portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of children, young people and their families must be upheld.

Knowledge evidence requirements

If the assessor cannot positively infer the knowledge and understanding from candidates’ work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates’ qualified occupationally knowledgeable assessors and is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates’ assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.
4.5 Recording forms

City & Guilds has developed these recording forms, for new and existing centres to use as appropriate and can be copied as many times as needed. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Alternatively, City & Guilds endorses a number of electronic recording systems. For details, go to the e-Portfolios page on SmartScreen.co.uk.

*Forms 4, 5, 6, 7, 9, 10 and 11, or approved alternatives, are a requirement. The other forms have been designed to support the assessment and recording process.

Candidate and centre details (Form 1)
Form used to record candidate and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).
This should be the first page of the candidate portfolio.

Candidate profile (Form 2)
Form used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio.

Candidate skill scan (Form 3)
Form used to record the candidate’s existing skills and knowledge.

Expert/witness status list (Form 4)*
Form used to record the details of all those who have witnessed candidate evidence.

Assessment plan, review and feedback (Form 5)*
Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 6)*
Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

Questioning evidence record (Form 7)*
Form used to record the focus of, and responses to, assessor devised questions. (For qualifications which use question banks or online testing, the location of this evidence should be recorded on Form 9, Evidence location sheet.)

Professional discussion evidence record (Form 8)
Form used to record the scope and outcome of professional discussion if it is used.

Evidence location sheet (Form 9)*
Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

This form is available in portrait (9A) and landscape (9B) format.

Unit assessment and verification declaration (Form 10)*
Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See Ensuring Quality, ref 5.4, page 28.)

Summary of unit and qualification achievement (Form 11)*
Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

This form is available in portrait (11A) and landscape (11B) format.

Please photocopy the forms as required.
## Candidate and centre details

Keep a record of relevant contact details in the space provided below:

<table>
<thead>
<tr>
<th>City &amp; Guilds qualification title:</th>
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<tbody>
<tr>
<td>Qualification number:</td>
<td>Level:</td>
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### Candidate details

<table>
<thead>
<tr>
<th>Name:</th>
<th>Signature:</th>
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<tr>
<th>City &amp; Guilds registration / unique learner number (ULN):</th>
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<th>Date enrolled with centre:</th>
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<th>Date registered with City &amp; Guilds:</th>
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### Centre details

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<th>Name:</th>
<th>Number:</th>
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<th>Contact number:</th>
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<th>Quality assurance co-ordinator name and contact (QAC) number:</th>
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### Internal verifier details

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<th>Name:</th>
<th>Signature:</th>
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<th>Contact number:</th>
<th>Position:</th>
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### Assessor details

#### (1) Name:

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<th>Name:</th>
<th>Signature:</th>
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<th>Contact number:</th>
<th>Position:</th>
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<th>Type (please tick):</th>
<th>Work-based</th>
<th>Peripatetic</th>
<th>Independent</th>
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<tr>
<th>Assessing unit(s):</th>
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#### (2) Name:

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<th>Name:</th>
<th>Signature:</th>
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<th>Position:</th>
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<th>Type (please tick):</th>
<th>Work-based</th>
<th>Peripatetic</th>
<th>Independent</th>
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<th>Assessing unit(s):</th>
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If you have a CV you can use that instead of this form.

Name: __________________________________________________________

Place of work: __________________________________________________

Assessor: _________________________________________________________

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<th>Outline of current job role:</th>
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<th>Previous relevant work roles and responsibilities, including voluntary work:</th>
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<th>Previous relevant qualifications and training:</th>
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Candidate name: ________________________________________________________________

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<th>Unit</th>
<th>Duties</th>
<th>Examples Experience/qualifications</th>
<th>Training required</th>
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Qualification title: ________________________________________________________________
Unit title: ____________________________________________________________________
Candidate name: ____________________________

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

<table>
<thead>
<tr>
<th>Witness name and signature</th>
<th>Status*</th>
<th>Professional relationship to candidate**</th>
<th>Unit or outcomes witnessed</th>
<th>Date</th>
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*Witness status categories

**Professional relationship to candidate
Manager = M  Supervisor = S  Colleague = Coll  Customer = Cus  Other (please specify)  _________

Assessor signature: ____________________________  Date: ____________________________
Candidate name: ______________________________________________________
Assessor name: ______________________________________________________
Unit number(s) and title(s): _____________________________________________

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

<table>
<thead>
<tr>
<th>Date action agreed</th>
<th>What has to be done / reviewed and the feedback / Record of judgment or outcome</th>
<th>Date to be done by / Date done</th>
<th>Candidate and assessor signatures</th>
<th>Evidence reference</th>
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<td>Date to be done by / Date done</td>
<td>Candidate and assessor signatures</td>
<td>Evidence reference</td>
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The above is an accurate record of the discussion.

Candidate signature: ___________________________ Date: ______________

Assessor signature: ___________________________ Date: ______________
Form 6  Performance evidence record

Qualification/unit: ___________________________________________________________
Candidate name: ___________________________________________________________

Use this form to record details of activities (tick as appropriate)

<table>
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<tr>
<th>Evidence ref(s):</th>
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<th>Unit number(s):</th>
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NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

<table>
<thead>
<tr>
<th>Unit(s)</th>
<th>Learning outcome(s)</th>
<th>Assessment criteria</th>
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<td>Unit(s)</td>
<td>Learning outcome(s)</td>
<td>Assessment criteria</td>
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<td>Unit(s)</td>
<td>Learning outcome(s)</td>
<td>Assessment criteria</td>
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I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: ___________________________ Date: _____________

Assessor/Expert Witness* signature: ___________________________ Date: _____________
*delete as appropriate

Internal Verifier signature (if sampled): Date:
Unit: ____________________________________________________________
Candidate name: _________________________________________________

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning outcome(s)</th>
<th>Assessment criteria</th>
<th>Questions</th>
<th>Answers</th>
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The above is an accurate record of the questioning.

Candidate signature: ___________________________ Date: ______________
Assessor signature: ___________________________ Date: ______________
Internal Verifier signature (if sampled): _______________ Date: ______________
**Form 8  Professional discussion evidence record**

Candidate name: ____________________________________________________________
Assessor name: ____________________________________________________________

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning outcome(s)</th>
<th>Assessment criteria</th>
<th>What is to be covered in the discussion</th>
<th>Counter ref</th>
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Outline record of discussion content

**Assessment decision and feedback to candidate**
The above is an accurate record of the discussion.

Candidate signature: ________________________________ Date: ______________

Assessor signature: ________________________________ Date: ______________

Internal Verifier signature (if sampled): ____________________ Date: ______________
Form 9A    Evidence location sheet

Candidate name: ____________________________________________________________

Unit number/title: ________________________________________________________

<table>
<thead>
<tr>
<th>Item of evidence</th>
<th>Loc*</th>
<th>Ref</th>
<th>Link to learning outcomes assessment criteria (✓)</th>
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* Location key: P = portfolio, O = office (add further categories as appropriate)
Form 9B       Evidence location sheet

Candidate name:  
Unit number/title:  

<table>
<thead>
<tr>
<th>Item of evidence</th>
<th>Loc*</th>
<th>Ref</th>
<th>Link to learning outcomes and assessment criteria (✓)</th>
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* Location key: P = portfolio,  O = office (add further categories as appropriate)
Form 10 Unit assessment and verification declaration

Qualification title: ______________________________________________________________
Unit number and title: __________________________________________________________

Candidate declaration
I confirm that the evidence listed for this unit is my own work.
Candidate name: __________________________ Date: __________________________
Signature: __________________________
City & Guilds registration / unique learner number (ULN): __________________________

Assessor declaration
I confirm that this candidate has achieved all the requirements of this unit with the evidence listed.
(Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)
Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.
Assessor name: __________________________ Date: __________________________
Assessor signature: __________________________
Countersignature: (if relevant) __________________________ Date: __________________________
(For staff working towards the assessor qualification)

Internal verifier declaration
I have internally verified the assessment work on this unit by carrying out the following (please tick):

- sampling candidate and assessment evidence Date: __________________________
- discussion with candidate Date: __________________________
- observation of assessment practice Date: __________________________
- other – please state: __________________________ Date: __________________________

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: __________________________
Internal verifier signature: __________________________ Date: __________________________
Countersignature: (if relevant) __________________________ Date: __________________________
(For staff working towards the internal verifier qualification)
Form 11A  Summary of unit and qualification achievement

Candidate name: ________________________ Signature: ______________________
City & Guilds registration number: ________________________ Date: ______________
Centre name: ________________________ Centre number: ______________________

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Internal verification</th>
<th>Grade achieved (if appropriate)</th>
<th>Signatures</th>
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<td>Types of evidence (see key)</td>
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</table>

*If there is a second line assessor/IV, both must sign.

Key for types of evidence (please extend if necessary):

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: ________________________ Date: ______________
### Summary of unit and qualification achievement

**Candidate name:** ________________  
**Signature:** ________________  
**City & Guilds registration number:** ________________  
**Date:** ________________  
**Centre name:** ________________  
**Centre number:** ________________

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Internal verification</th>
<th>Grade achieved</th>
<th>Signatures</th>
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<td>Date</td>
<td>Types of evidence</td>
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#### Key for types of evidence
- O = Observation
- Q = Questioning
- P = Work products
- C = Candidate/Reflective account
- S = Simulation
- PD = Professional discussion
- A = Assignments, projects/case studies
- WT = Witness testimony
- ET = Expert witness testimony
- RPL = Recognition of prior learning

*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

**Internal verifier signature:** ________________  
**Date:** ________________

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**Level 2 Certificate for the Children and Young People's Workforce (4227-01) (England)**
4.6 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual’s previous achievements to demonstrate competence. This is not a new process but expands on previously described terms like “the accreditation of prior learning (APL), the recognition of experimental learning or “the validation of informal learning” by incorporating all types of prior learning and training. The Regulatory arrangements define RPL as follows:

A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment.

‘RPL is the process of documenting, assessing, validating and certificating learning gained outside the formal education and training system’.

The RPL process is relevant where an individual has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification. RPL refers to an opportunity for candidates to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented e.g. certificates, witness testimonies etc, will need to provide sufficient detail to allow the assessor to apply an RPL assessment process.

An example of RPL might be:
A Learner has worked as a child minder for the last five years. They would like to achieve a Level 3 Diploma for Children and Young People’s Workforce and a unit has been recognised for RPL: Unit 079: Understand how to set up a Home Based Childcare service
Assessment staff work through Learning Outcomes and assessment criteria ensuring that all are covered, using relevant methods for RPL such as: Witness Testimony, Reflective Accounts, Professional Discussion, etc.
Unit is assessed using RPL (all learning will have been gained prior to registering for qualification)
5 Mandatory units (optional units are in a separate handbook)

Availability of units

The mandatory units for this qualification follow. The optional units are available in a separate document, entitled Level 2 Certificate for the Children's & Young People’s Workforce (4227-01), Qualification handbook for centres, Optional units.

All units may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (UAN) [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk).

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of mandatory units

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>SSC reference</th>
<th>Title</th>
<th>Unit number</th>
<th>Credits</th>
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<tbody>
<tr>
<td>001</td>
<td>SHC 21</td>
<td>Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings</td>
<td>F/601/5465</td>
<td>3</td>
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<tr>
<td>002</td>
<td>SHC 22</td>
<td>Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings</td>
<td>L/601/5470</td>
<td>3</td>
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<tr>
<td>003</td>
<td>SHC 23</td>
<td>Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings</td>
<td>R/601/5471</td>
<td>2</td>
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<tr>
<td>004</td>
<td>TDA 2.1</td>
<td>Child and Young Person Development</td>
<td>H/601/3305</td>
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<tr>
<td>006</td>
<td>MU 2.2</td>
<td>Contribute to the Support of Child and Young Person Development</td>
<td>Y/601/3236</td>
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<tr>
<td>007</td>
<td>TDA 2.2</td>
<td>Safeguarding the Welfare of Children and Young People</td>
<td>K/601/3323</td>
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<td>009</td>
<td>MU 2.4</td>
<td>Contribute to Children and Young People's Health and Safety</td>
<td>J/601/3491</td>
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<tr>
<td>010</td>
<td>TDA 2.9</td>
<td>Support Children and Young People's Positive Behaviour</td>
<td>T/601/7407</td>
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<tr>
<td>011</td>
<td>MU 2.8</td>
<td>Contribute to the Support of Positive Environments for Children and Young People</td>
<td>H/601/3496</td>
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<tr>
<td>12</td>
<td>MU 2.9</td>
<td>Understand Partnership Working in Services for Children and Young People</td>
<td>M/601/3498</td>
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<tr>
<td>014</td>
<td>TDA 2.7</td>
<td>Maintain and Support Relationships with Children and Young People</td>
<td>D/601/7403</td>
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</tr>
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</table>
Unit 001  Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings

Level: 2  
Credit value: 3  
UAN number: F/601/5465

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
There are four learning outcomes to this unit. The learner will be able to:
1. Understand why communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to reduce barriers to communication
4. Be able to apply principles and practices relating to confidentiality at work

Guided learning hours
It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 201
- GEN 22
- HSC 21
Themes recur as knowledge requirements and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 001  Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings

Outcome 1  Understand why communication is important in the work setting

Assessment Criteria
The learner can:
1. Identify different reasons why people communicate
2. Explain how effective communication affects all aspects of own work
3. Explain why it is important to observe an individual's reactions when communicating with them.
Unit 001  
Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings

Outcome 2  
Be able to meet the communication and language needs, wishes and preferences of individuals

Assessment Criteria
The learner can:
1. Find out an individual’s communication and language needs, wishes and preferences
2. Demonstrate communication methods that meet an individual’s communication needs, wishes and preferences
3. Show how and when to seek advice about communication.

Additional Guidance
Communication methods may include:
- non-verbal communication, such as
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
- verbal communication, such as
  - vocabulary
  - linguistic tone
  - pitch
- technological aids.
Unit 001  
**Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings**

Outcome 3  
Be able to reduce barriers to communication

**Assessment Criteria**
The learner can:
1. Identify barriers to communication
2. Demonstrate how to reduce barriers to communication in different ways
3. Demonstrate ways to check that communication has been understood
4. Identify sources of information and support or services to enable more effective communication.

**Additional Guidance**
**Services** may include:
- translation services
- interpreting services
- speech and language services
- advocacy services.
Unit 001  Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings

Outcome 4  Be able to apply principles and practices relating to confidentiality at work

Assessment Criteria
The learner can:
1. Explain the term ‘confidentiality’
2. Demonstrate confidentiality in day to day communication, in line with agreed ways of working
3. Describe situations where information normally considered to be confidential might need to be passed on
4. Explain how and when to seek advice about confidentiality.

Additional Guidance
Agreed ways of working include policies and procedures, where these exist.
Unit 001  Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 002  Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings

Level: 2
Credit value: 3
UAN number: 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
There are four learning outcomes to this unit. The learner will be able to:
1. Understand what is required for competence in own work role
2. Be able to reflect on own work activities
3. Be able to agree a personal development plan
4. Be able to develop own knowledge, skills and understanding

Guided learning hours
It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 204
- GEN 12
- GEN 13
- HSC 23

Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 002  Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 1  Understand what is required for competence in own work role

Assessment Criteria
The learner can:
1. Describe the duties and responsibilities of own role
2. Identify standards that influence the way the role is carried out
3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

Additional Guidance
Standards may include:
- Codes of practice
- Regulations
- Minimum standards
- National occupational standards
Unit 002  Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 2  Be able to reflect on own work activities

Assessment Criteria
The learner can:
1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
2. Assess how well own knowledge, skills and understanding meet standards
3. Demonstrate the ability to reflect on work activities.
Unit 002  Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings

Outcome 3  Be able to agree a personal development plan

Assessment Criteria
The learner can:
1. Identify sources of support for own learning and development
2. Describe the process for agreeing a personal development plan and who should be involved
3. Contribute to drawing up own personal development plan.

Additional Guidance
Sources of support may include:
- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

Who should be involved may include:
- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals
Unit 002  
**Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings**

Outcome 4  Be able to develop own knowledge, skills and understanding

**Assessment Criteria**

The learner can:

1. Show how a learning activity has improved own knowledge, skills and understanding
2. Show how reflecting on a situation has improved own knowledge, skills and understanding
3. Show how feedback from others has developed own knowledge, skills and understanding
4. Show how to record progress in relation to personal development.
Unit 002  Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 003  Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Level: 2
Credit value: 2
UAN number: 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
There are three learning outcomes to this unit. The learner will be able to:
1. Understand the importance of equality and inclusion
2. Be able to work in an inclusive way
3. Know how to access information, advice and support about diversity, equality and inclusion

Guided learning hours
It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD 203
- GEN 12
- GCU 5
- HSC 24 and HSC 234
Themes recur as knowledge requirements and core values throughout HSC NOS.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Learning outcome 2 must be assessed in a real work environment. Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles. These have been included within the Centre requirements section of this handbook.
**Unit 003**  
**Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings**

**Outcome 1**  
Understand the importance of equality and inclusion

**Assessment Criteria**

The learner can:

1. Explain what is meant by:
   - diversity
   - equality
   - inclusion
   - discrimination

2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting

3. Explain how practices that support equality and inclusion reduce the likelihood of discrimination.
Unit 003  
Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Outcome 2  
Be able to work in an inclusive way

Assessment Criteria
The learner can:
1. Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
2. Show interaction with individuals that respects their beliefs, culture, values and preferences
3. Describe how to challenge discrimination in a way that encourages change.
Unit 003  Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Outcome 3  Know how to access information, advice and support about diversity, equality and inclusion

Assessment Criteria
The learner can:
1. Identify a range of sources of information, advice and support about diversity, equality and inclusion
2. Describe how and when to access information, advice and support about diversity, equality and inclusion.
See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 004  Child and Young Person Development

Level: 2  
Credit value: 2  
UAN number: H/601/3305

Unit 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 outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Know the main stages of child and young person development
2. Understand the kinds of influences that affect children and young people's development
3. Understand the potential effects of transitions on children and young people's development

Guided learning hours
It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- STL2 Support children's development (CCLD 203)
- SWiS 2.1 Explore and respond to the needs of pupils
- Introductory training materials:
  - Role and context
  - Understanding how children learn

Support of the unit by a sector or other appropriate body
This unit is endorsed by The Training and Development Agency for Schools.

Assessment
This unit will be assessed by either:
- candidate portfolio of evidence (004)
- an assignment covering Learning Outcomes and assessment criteria (005).

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.
Unit 004  Child and Young Person Development
Outcome 1  Know the main stages of child and young person development

**Assessment Criteria**
The learner can:
1. Describe the expected pattern of children and young people’s development from birth to 19 years
2. Describe with examples how different aspects of development can affect one another.

**Additional Guidance**
Development must include:
- a  Physical
- b  Communication and intellectual
- c  Social, emotional and behavioural
Unit 004  
Outcome 2  
Child and Young Person Development  
Understand the kinds of influences that affect children and young people’s development

Assessment Criteria
The learner can:
1. Describe with examples the kinds of influences that affect children and young people’s development including:
   - background
   - health
   - environment
2. Describe with examples the importance of recognising and responding to concerns about children and young people’s development.
Unit 004  
Outcome 3  
Child and Young Person Development

Understand the potential effects of transitions on children and young people’s development

**Assessment Criteria**

The learner can:

1. Identify the transitions experienced by most children and young people
2. Identify transitions that only some children and young people may experience eg bereavement
3. Describe with examples how transitions may affect children and young people’s behaviour and development.

**Additional Guidance**

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 004  Child and Young Person Development
Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 006  Contribute to the Support of Child and Young Person Development

Level: 2
Credit value: 3
UAN number: 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
There are five learning outcomes to this unit. The learner will be able to:
1. Be able to contribute to assessments of the development needs of children and young people
2. Be able to support the development of children and young people
3. Know how to support children and young people experiencing transitions
4. Be able to support children and young people’s positive behaviour
5. Be able to use reflective practice to improve own contribution to child and young person development

Guided learning hours
It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
• CCLD 203 Support children’s development

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
• candidate portfolio of evidence.

Learning Outcomes 1, 2 and 4 must be assessed in real work environment. Simulation is not allowed.
Note that for assessment of practice, the term ‘children’ or ‘young people’ can be interpreted as one child or young person or more than one.
The unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 006  Contribute to the Support of Child and Young Person Development

Outcome 1  Be able to contribute to assessments of the development needs of children and young people

Assessment Criteria
The learner can:
1. **Observe and record aspects** of the development of a child or young person
2. Identify **different observation methods** and know why they are used
3. **Support assessments** of the development needs of a child or young person
4. Suggest ways the **identified development needs** of a child or young person can be met in the work setting.

Additional Guidance
**Observe and record aspects of development** may include:
- Physical
- Communication
- Intellectual/cognitive
- Social, emotional and behavioural

**Different observation methods** may include:
- Running records
- Diary
- Anecdotal
- Time sampling
- Event recording
- Checklist
- Narrative
- Group, solo and 1-2-1 interaction
- Observation with or without adults

**Support assessments** may include:
- Take into account the work setting’s Assessment Framework/s
- Confidentiality
- Avoiding bias
- Children’s wishes, views and feelings
- Information from parents, carers, children and young people, other professionals and colleagues
Ways the **identified development needs** of a child or young person can be met in the work setting:

- Meet individual needs (personalised)
- Reflect children’s interests and views
- Through play for children in early years
- Provide challenge
- Flexible plans
Unit 006  Contribute to the Support of Child and Young Person Development
Outcome 2  Be able to support the development of children and young people

Assessment Criteria
The learner can:
1. Carry out activities with a child or young person to support their holistic development
2. Record observations of the child or young person’s participation in the activities
3. Contribute to the evaluation of the activities meeting the child or young person’s identified development needs.
Unit 006  Contribute to the Support of Child and Young Person Development

Outcome 3  Know how to support children and young people experiencing transitions

Assessment Criteria
The learner can:
1. Describe the different transitions children and young people may experience
2. Explain how to give adult support for each of these transitions.

Additional Guidance
Different transitions may include:
- Emotional, affected by personal experience eg bereavement, entering/leaving care
- Physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre school to primary to post primary
- Smaller daily transitions
- Between carers
Unit 006  Contribute to the Support of Child and Young Person Development

Outcome 4  Be able to support children and young people’s positive behaviour

Assessment Criteria
The learner can:
1. Explain how a work setting can encourage children and young people’s positive behaviour
2. Demonstrate how children and young people are encouraged to engage in positive behaviour
3. Reflect on own role in promoting positive behaviour in children or young people.

Additional Guidance
How a work setting can encourage children and young people’s positive behaviour may include:
- Developing positive relationships
- Listening to children and valuing their opinions
- Providing a stimulating and challenging environment
- Well planned experiences
- Giving children choices
- Meet individual needs
- Inclusive practice
- Adult role model
- Clear boundaries
- Positive behaviour reinforced (praise/rewards)
- Encouraging children to resolve conflict
- Looking for reasons for inappropriate behaviour (through observations)
- Following behaviour policy
- Following plans for individual behaviour
Unit 006  Contribute to the Support of Child and Young Person Development

Outcome 5  Be able to use reflective practice to improve own contribution to child and young person development

Assessment Criteria
The learner can:
1. Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person
2. Review effectiveness of own role in supporting the child or young person’s development
3. Identify changes that can be made to own practice in supporting child and young person development.
Unit 006  Contribute to the Support of Child and Young Person Development

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 007  Safeguarding the Welfare of Children and Young People

Level: 2
Credit value: 3
UAN number: K/601/3323

Unit aim
This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
2. Know what to do when children or young people are ill or injured, including emergency procedures
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Guided learning hours
It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
• STL3 Help to keep children safe (CCLD202)
• SWiS 2.1 Explore and respond to the needs of pupils
• Introductory training materials:
  Role and context
  ICT

Support of the unit by a sector or other appropriate body
This unit is endorsed by The Training and Development Agency for Schools.

Assessment
This unit will be assessed by either:
• candidate portfolio of evidence (007)
• an assignment covering Learning Outcomes and assessment criteria (008).

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.
Unit 007  Safeguarding the Welfare of Children and Young People

Outcome 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. Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
2. Describe the roles of different agencies involved in safeguarding the welfare of children and young people.
Unit 007  Safeguarding the Welfare of Children and Young People

Outcome 2  Know what to do when children or young people are ill or injured, including emergency procedures

Assessment Criteria
The learner can:
1. Identify the signs and symptoms of common childhood illnesses
2. Describe the actions to take when children or young people are ill or injured
3. Identify circumstances when children and young people might require urgent medical attention
4. Describe the actions to take in response to emergency situations including:
   - fires
   - security incidents
   - missing children or young people.
Unit 007 Safeguarding the Welfare of Children and Young People

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

Assessment Guidance
Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying may include:
- Disclosure
- Allegations
- Signs and indicators of abuse

Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.
See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 009  Contribute to Children and Young People’s Health and Safety

Level: 2
Credit value: 3
UAN number: 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
There are seven learning outcomes to this unit. The learner will be able to:
1. Know the health and safety policies and procedures of the work setting
2. Be able to recognise risks and hazards in the work setting and during off site visits
3. Know what to do in the event of a non medical incident or emergency
4. Know what to do in the event of a child or young person becoming ill or injured
5. Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses
6. Be able to follow infection control procedures
7. Know the work setting’s procedures for receiving, storing and administering medicines

Guided learning hours
It is recommended that 26 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD202.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

Learning Outcome 6 must be assessed in a real work environment. Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 009  Contribute to Children and Young People’s Health and Safety

Outcome 1  Know the health and safety policies and procedures of the work setting

Assessment Criteria
The learner can:
1. Outline the health and safety policies and procedures of the work setting
2. Identify the lines of responsibility and reporting for health and safety in the work setting
3. Explain what risk assessment is and how this is managed in the work setting.
Unit 009  Contribute to Children and Young People’s Health and Safety

Outcome 2  Be able to recognise risks and hazards in the work setting and during off site visits

Assessment Criteria
The learner can:
1. Explain why a safe but challenging environment is important for children and young people
2. Identify the differences between risk and hazard
3. Identify potential hazards to the health, safety and security of children or young people in the work setting
4. Contribute to health and safety risk assessment in areas of the work setting and for off site visits.
Unit 009 Contribute to Children and Young People’s Health and Safety
Outcome 3 Know what to do in the event of a non medical incident or emergency

Assessment Criteria
The learner can:
1. Identify non medical incidents and emergencies that may occur in the work setting
2. Outline the actions to take in response to the following situations:
   • fires
   • security incidents
   • emergency incidents.

Additional Guidance
Incidents and emergencies may include:
• Incidents – all types
• Emergencies such as missing children or young people, evacuation
Unit 009 Contribute to Children and Young People’s Health and Safety

Outcome 4 Know what to do in the event of a child or young person becoming ill or injured

Assessment Criteria
The learner can:
1. Identify the signs and symptoms which may indicate that a child or young person is injured or unwell
2. Identify circumstances when children or young people may need urgent medical attention
3. Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention.

Additional Guidance
Injuries or illnesses may include:
- Recognising signs of illness such as fever, rashes, diarrhoea, sickness
- Recognising sign of injury, such as fractures and unconsciousness
Unit 009  Contribute to Children and Young People’s Health and Safety

Outcome 5  Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses

Assessment Criteria
The learner can:
1. Describe the reporting procedures for accidents, incidents, emergencies and illnesses
2. Complete work place documentation for recording accidents, incidents, emergencies and illnesses.
Unit 009  Contribute to Children and Young People’s Health and Safety

Outcome 6  Be able to follow infection control procedures

Assessment Criteria
The learner can:
1. Outline procedures for infection control in own work setting
2. Describe personal protective clothing that is used to prevent spread of infection
3. Demonstrate use of personal protective clothing to avoid spread of infection
4. Demonstrate how to wash and dry hands to avoid the spread of infection
5. Demonstrate safe disposal of waste to avoid the spread of infection.
Unit 009  Contribute to Children and Young People’s Health and Safety

Outcome 7  Know the work setting’s procedures for receiving, storing and administering medicines

**Assessment Criteria**

The learner can:

1. Identify the procedures of the work setting governing the receipt, storage and administration of medicines
2. Explain how the procedures of the work setting protect both children and young people and practitioners.
Unit 009  Contribute to Children and Young People’s Health and Safety

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 010 Support Children and Young People’s Positive Behaviour

Level: 2
Credit value: 2
UAN number: T/601/7407

Unit aim
This unit provides the knowledge, understanding and skills required to support children and young people’s positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Know the policies and procedures of the setting for promoting children and young people’s positive behaviour
2. Be able to support positive behaviour
3. Be able to respond to inappropriate behaviour

Guided learning hours
It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- STL3 Help to keep children safe (CCLD202)
- STL19 Promote positive behaviour
- Introductory training materials:
- Promoting positive behaviour

Support of the unit by a sector or other appropriate body
This unit is endorsed by The Training and Development Agency for Schools.
Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

Learning Outcomes 2.2, 2.3, 2.4 and 3.1 must be assessed in a real working environment. Simulation is not allowed.

Policies and procedures of the setting relevant to promoting positive behaviour, eg:
- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance.

Inappropriate behaviour is behaviour that conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour, or physical abuse.

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.
Unit 010  Support Children and Young People’s Positive Behaviour

Outcome 1  Know the policies and procedures of the setting for promoting children and young people’s positive behaviour

Assessment Criteria
The learner can:
1. Describe the policies and procedures of the setting relevant to promoting children and young people’s positive behaviour
2. Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people’s behaviour in accordance with the policies and procedures of the setting.

Additional Guidance
Policies and procedures may include:
- Behaviour policy
- Code of conduct
- Rewards and sanctions
- Dealing with conflict and inappropriate behaviour
- Anti-bullying
- Attendance
Unit 010 Support Children and Young People's Positive Behaviour
Outcome 2 Be able to support positive behaviour

Assessment Criteria
The learner can:
1. Describe the benefits of encouraging and rewarding positive behaviour
2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
3. Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
4. Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.
Unit 010 Support Children and Young People's Positive Behaviour

Outcome 3 Be able to respond to inappropriate behaviour

Assessment Criteria
The learner can:
1. Select and apply agreed strategies for dealing with inappropriate behaviour
2. Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred.

Additional Guidance
Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through:
- Speech
- Writing
- Non-verbal behaviour
- Physical abuse
Unit 010  Support Children and Young People’s Positive Behaviour

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 011  Contribute to the Support of Positive Environments for Children and Young People

Level: 2  
Credit value: 3  
UAN number: 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
There are four learning outcomes to this unit. The learner will be able to:
1. Know the regulatory requirements for 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
3. Be able to support the personal care needs of children and young people within a positive environment
4. Understand how to support the nutritional and dietary needs of children and young people

Guided learning hours
It is recommended that 27 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards
This unit is linked to:
- CCLD205 – Prepare and Maintain environments to meet children’s needs.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not allowed.
The unit must be assessed in accordance with Skills for Care and Development’s Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 011  Contribute to the Support of Positive Environments for Children and Young People

Outcome 1  Know the regulatory requirements for a positive environment for children and young people

**Assessment Criteria**
The learner can:
1. Describe what is meant by a positive environment
2. Identify regulatory requirements that underpin a positive environment for children and young people.

**Additional Guidance**
Environment may include:
- Inside
- Outside

Regulatory
Relevant to the frameworks within UK home nation.
Unit 011  Contribute to the Support of Positive Environments for Children and Young People

Outcome 2  Be able to support a positive environment that meets the individual needs of children and young people

Assessment Criteria
The learner can:
1. Meet and greet children and young people in a way that welcomes them into the work setting
2. Provide opportunities for children and young people to engage in activities of choice
3. Provide activities and resources to meet the **individual needs** of children and young people
4. Support the engagement of children or young people in activities that promote use of their **senses**
5. Demonstrate how to give **praise and encouragement** to children or young people for individual achievements.

Additional Guidance
**Individual needs** may include:
- Physical
- Social and Emotional
- Intellectual
- Language and Communication
- Cultural
- Religious
- Personal choice

**Senses** may include:
- Smell
- Taste
- Touch
- Hear
- Sight

**Praise and encouragement** may include:
- Verbal
- Displaying children’s work
- Sharing positive feedback
- Non verbal
- Highlighting positive aspects.
- Sharing time
Unit 011  Contribute to the Support of Positive Environments for Children and Young People

Outcome 3  Be able to support the personal care needs of children and young people within a positive environment

Assessment Criteria
The learner can:
1. Explain how to effectively care for children and young people’s skin, hair and teeth
2. Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence
3. Explain how a positive environment and routine meet the emotional needs of children and their families
4. Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time.

Additional Guidance
Personal care routine may include:
- Toileting
- Care of skin
- Care of teeth
- Opportunity for rest, quiet, sleep

Individual needs may include:
- Physical
- Social and Emotional
- Intellectual
- Language and Communication
- Cultural
- Religious
- Personal choice
Unit 011  Contribute to the Support of Positive Environments for Children and Young People

Outcome 4  Understand how to support the nutritional and dietary needs of children and young people

Assessment Criteria
The learner can:
1. Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
2. Explain how to establish the different dietary requirements of children and young people
3. Describe basic food safety when providing food and drink to children and young people.

Additional Guidance
Dietary requirements may include:
• Cultural
• Religious
• Allergies and health requirements
• Food preferences
Unit 011  Contribute to the Support of Positive Environments for Children and Young People

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 012 Understand Partnership Working in Services for Children and Young People

Level: 2
Credit value: 2
UAN number: M/601/3498

Unit aim
This unit provides knowledge and understanding of the importance of partnership working and effective communication.

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Understand partnership working within the context of services for children and young people
2. Understand the importance of effective communication and information sharing in services for children and young people
3. Understand the importance of partnerships with carers

Guided learning hours
It is recommended that 18 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Support of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

Assessment
This unit will be assessed by either:
- candidate portfolio of evidence, if taking as a competence-based unit (012)
- an assignment covering Learning Outcomes and assessment criteria (013).

The unit must be assessed in accordance with Skills for Care and Development's Assessment Principles. These have been included within the Centre requirements section of this handbook.
Unit 012  Understand Partnership Working in Services for Children and Young People

Outcome 1  Understand partnership working within the context of services for children and young people

Assessment Criteria
The learner can:
1. Explain why working in partnership with others is important for children and young people
2. Identify who relevant partners would be in own work setting
3. Define the characteristics of effective partnership working
4. Identify barriers to partnership working.

Additional Guidance
Others may include:
- Parents, carers, guardians
- Professionals
- Multi-disciplinary teams
- Colleagues
Unit 012  Understand Partnership Working in Services for Children and Young People

Outcome 2  Understand the importance of effective communication and information sharing in services for children and young people

 Assessment Criteria
The learner can:
1. Describe why clear and effective communication between partners is required
2. Identify policies and procedures in the work setting for information sharing
3. Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
4. Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
5. Identify how communications and records are recorded and securely stored meeting data protection requirements
6. Explain why and how referrals are made to different agencies.
Unit 012 Understand Partnership Working in Services for Children and Young People

Outcome 3 Understand the importance of partnerships with carers

Assessment Criteria
The learner can:
1. Identify the reasons for partnerships with carers
2. Describe how partnerships with carers are developed and sustained in own work setting
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

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Unit 014 Maintain and Support Relationships with Children and Young People

Level: 2
Credit value: 3
UAN number: D/601/7403

Unit aim
This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

Learning outcomes
There are three learning outcomes to this unit. The learner will be able to:
1. Be able to communicate with children and young people
2. Be able to develop and maintain relationships with children and young people
3. Be able to support relationships between children and young people and others in the setting

Guided learning hours
It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national
This unit is based on:
- SkillsActive playwork unit 9 Support relationships in the play environment
- STL4 Contribute to positive relationships (CCLD 201)
- Introductory training materials: Promoting positive behaviour

Support of the unit by a sector or other appropriate body
This unit is endorsed by The Training and Development Agency for Schools.

Assessment
This unit will be assessed by:
- candidate portfolio of evidence.

All of the assessment criteria must be assessed in the workplace. Simulation is not allowed.

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.
Unit 014  Maintain and Support Relationships with Children and Young People

Outcome 1  Be able to communicate with children and young people

Assessment Criteria
The learner can:
1. **Communicate** with children and young people in a way that is appropriate to the individual, using both conventional language and body language
2. Actively listen to children and young people and value what they say, experience and feel
3. Check that children and young people understand what is communicated.

Additional Guidance
**Communicate** with children and young people may include:
- Verbally
- Non-verbally
- Informally
- Formally
Unit 014  Maintain and Support Relationships with Children and Young People

Outcome 2  Be able to develop and maintain relationships with children and young people

Assessment Criteria
The learner can:
1. Demonstrate how to establish rapport and respectful, trusting relationships with children and young people
2. Give attention to individual children and young people in a way that is fair to them and the group as a whole
3. Demonstrate supportive and realistic responses to children and young people’s questions, ideas, suggestions and concerns
4. Provide children and young people with reasons for actions when appropriate
5. Encourage children and young people to make choices for themselves.
Unit 014  Maintain and Support Relationships with Children and Young People

Outcome 3  Be able to support relationships between children and young people and others in the setting

Assessment Criteria
The learner can:
1. Support children and young people to communicate effectively with others
2. Encourage children and young people to understand other people’s individuality, diversity and differences
3. Help children and young people to understand and respect other people’s feelings and points of view
4. Support children and young people to develop group agreements about the way they interact with others
5. Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.
Unit 014  Maintain and Support Relationships with Children and Young People

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.
Appendix 1  Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL/RPL.

This qualification has connections to the:

- City & Guilds Level 3 Diploma for the Children and Young People’s Workforce
- City & Guilds Level 2/3 Diploma for Children’s Care, Learning and Development (Northern Ireland and Wales)
- City & Guilds in Level 2/3 Award/Certificate in Supporting Teaching and Learning in Schools

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| 004                    | Child and Young Person Development                                         | TDA2.1      | • STL2 Support children’s development (CCLD 203)  
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<td>Understand Partnership Working in Services for Children and Young People</td>
<td>MU2.9</td>
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<td>014</td>
<td>Maintain and Support Relationships with Children and Young People</td>
<td>TDA2.7</td>
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<td></td>
<td>SkillsActive playwork unit 9 Support relationships in the play environment</td>
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<td>STL4 Contribute to positive relationships (CCLD 201)</td>
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<td>Introductory training materials:</td>
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<td></td>
<td>Promoting positive behaviour</td>
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<td>015</td>
<td>Paediatric Emergency First Aid</td>
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<td>Early Years Development Childcare</td>
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<td>016</td>
<td>Managing Paediatric Illness and Injury</td>
<td>MPII002</td>
<td>Early Years Development Childcare</td>
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</table>
| 017 | Support Children and Young People with Disabilities and Special Educational Needs | TDA2.15| • CCLD 209  
                           |                                               |        | • CCLD 321 |
| 018 | Support Children and Young People’s Play and Leisure                          | TDA2.16| None                                            |
| 019 | Support Children and Young People at Meal or Snack Times                      | TDA2.14| None                                            |
| 020 | Contribute to the Support of Children’s Communication, Language and Literacy  | OP2.15 | • CCLD 201  
                           |                                               |        | • CCLD 203  
                           |                                               |        | • CCLD 205  
                           |                                               |        | • CCLD 208 |
| 021 | Contribute to the Support of Children’s Creative Development                 | OP2.17 | • CCLD 203  
                           |                                               |        | • CCLD 205  
                           |                                               |        | • CCLD 208 |
| 022 | Understand Child and Young Person Development                                | CYP3.1 | • CCLD 303  
                           |                                               |        | • HSC 36  
<pre><code>                       |                                               |        | • CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people |
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<tr>
<th>024</th>
<th>Promote Child and Young Person Development</th>
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<tr>
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<td></td>
<td>• CCLD 303</td>
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<td>• LDSS 10</td>
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<td>• CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people</td>
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<td>• UK Codes of Practice for Social Care Workers</td>
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<td>Understand How to Safeguard the Wellbeing of Children and Young People</td>
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<td>• CLD 305</td>
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<td>• LDSS NOS Unit 1</td>
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<td>• HSC 34</td>
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<td>• CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people</td>
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<td>• UK Codes of Practice for Social Care Workers</td>
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<td>• CCLD 302</td>
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<td>• LDSS Unit 2</td>
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<td>• CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care</td>
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<td>• UK Codes of Practice for Social Care Workers.</td>
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<td>Develop Positive Relationships with Children, Young People and Others Involved in their Care</td>
<td>CYP3.5</td>
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<td>• CCLD 301</td>
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<td>• HSC 31</td>
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<td>• CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively</td>
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<td>• UK Codes of Practice for Social Care Workers</td>
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| 029  | Working Together for the Benefit of Children and Young People        | CYP3.6| • CCLD 301  
  • CCLD 431  
  • CCLD 323  
  • HSC 31  
  • CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively  
  • UK Codes of Practice for Social Care Workers. |
| 030  | Understand How to Support Positive Outcomes for Children and Young People | CYP3.7| • CCLD 308  
  • HSC 38  
  • HSC 310  
  • UK Codes of Practice for Social Care Workers |
| 032  | Support the Creativity of Children and Young People                  | CYPOP30| • HSC NOS Unit 38 c  
  • Professional Practice in residential child care  
  • Standard: 4.5  
  • Training Support and Development Standards for Foster Care Standard 5.4 |
| 033  | Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage | CYPOP17| DCSF Narrowing the Gap Guidance 2008 |
| 035  | Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties | CYPOP22| • Speech, language and communication framework  
  • Enhanced: Strand D. |
| 117  | Introduction to Duty of Care in Health, Social Care or Children’s and Young People’s | SHC24| • CCLD 203  
  • HSC 24  
  • GCU 2. |

**Literacy, language, numeracy and ICT skills development**

This qualification includes opportunities to develop and practise many of the skills required for success in the following qualifications:

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.

Providing City & Guilds qualifications – a guide to centre and qualification approval 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. Specifically, the document includes sections on:
• The centre and qualification approval process and forms
• Assessment, verification and examination roles at the centre
• Registration and certification of candidates
• Non-compliance
• Complaints and appeals
• Equal opportunities
• Data protection
• Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:
• Management systems
• Maintaining records
• Assessment
• Internal verification and quality assurance
• External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The centre homepage section of the City & Guilds website also contains useful information such on such things as:
• Walled Garden
  Find out how to register and certificate candidates on line
• Events
  Contains dates and information on the latest Centre events
• Online assessment
  Contains information on how to register for GOLA assessments.
Useful contacts

**UK learners**
General qualification information
T: +44 (0)844 543 0033
E: learnersupport@cityandguilds.com

**International learners**
General qualification information
T: +44 (0)844 543 0033
F: +44 (0)20 7294 2413
E: intcg@cityandguilds.com

**Centres**
Exam entries, 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, GOLA, 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_unit@cityandguilds.com

**Publications**
Logbooks, Centre documents, Forms, Free literature
T: +44 (0)844 543 0000
F: +44 (0)20 7294 2413

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