Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (4227-06)

Candidate logbook

501/1410/4

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City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0033   **www.cityandguilds.com**
F +44 (0)20 7294 2413   **learnersupport@cityandguilds.com**

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Candidate logbook

Version and date	Change detail	Section
1.1 September 2011	Logbook forms for units 22, 25, 30 and 54 added	Units
2 April 2013	Removed AC 3.4 from unit 067	Units
4.0 February 2016	AC number for LO 2, Unit 064 amended.	Units

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Contents

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1   About your candidate logbook

1.1   Contact details

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

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

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1   About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete your Level 3 Diploma in Children's Care, Learning and Development (Wales and Northern Ireland). It contains forms you can use to record and organise your evidence.

There are 56 units in total available for this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The recording forms for the units in this logbook are for the mandatory, competence based units only.

About City & Guilds

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

2   About this qualification

2.1   What are Diplomas?

The Level 3 Diploma in Children's Care, Learning and Development (Wales and Northern Ireland) is a nationally recognised qualification gained in the workplace. It is based on National Occupational Standards, which are standards written by employers and experts in your industry.

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

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

The qualification sits on the Qualifications Credit Framework (QCF). For more information on the QCF please visit **www.cityandguilds.com/qcf**

3 Using your logbook

Recording forms

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

Candidate recording forms

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

Candidate and centre contact details

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

Unit record form

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

Unit assessment and verification declaration

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

Please photocopy these forms as required.

Unit 4227-051 Promote communication in health, social care or children's and young people's settings

Level: **3**
Credit value: **3**
UAN: **J/601/1434**

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 explores the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Learning outcomes The learner will:	Assessment criteria To do this you must:		Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand why effective communication is important in the work setting	1.1	Identify the different reasons people communicate			
	1.2	Explain how communication affects relationships in the work setting			
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals			
	2.2	Describe the factors to consider when promoting effective communication			
	2.3	Demonstrate a range of communication methods and styles to meet individual needs			
	2.4	Demonstrate how to respond to an individual's reactions when communicating			
3. Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways			
	3.2	Identify barriers to effective communication			

	3.3	Demonstrate ways to overcome barriers to communication			
	3.4	Demonstrate strategies that can be used to clarify misunderstandings			
	3.5	Explain how to access extra support or services to enable individuals to communicate effectively			
4. Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality			
	4.2	Demonstrate ways to maintain confidentiality in day to day communication			
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

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

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(only if sampled)

Unit 4227-052 Engage in personal development in health, social care or children's and young people's settings

Level: 3
Credit value: 3
UAN: A/601/1429

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 considers personal development and reflective practice, which are both fundamental to such roles.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role			
	1.2 Explain expectations about own work role as expressed in relevant standards			
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided			
	2.2 Demonstrate the ability to reflect on practice			
	2.3 Describe how own values, belief systems and experiences may affect working practice			
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards			
	3.2 Demonstrate use of feedback to evaluate own performance and inform development			

4. Be able to agree a personal development plan	4.1	**Identify sources of support for planning and reviewing own development**			
	4.2	Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities			
	4.3	Demonstrate how to work with others to agree own personal development plan			
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice			
	5.2	Demonstrate how reflective practice has led to improved ways of working			
	5.3	Show how to record progress in relation to personal development			

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Unit 4227-053 Promote equality and inclusion in health, social care or children's and young people's settings

Level: 3
Credit value: 2
UAN: Y/601/1437

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 covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of diversity, equality and inclusion	1.1 Explain what is meant by • Diversity • Equality • Inclusion			
	1.2 Describe the potential effects of discrimination			
	1.3 Explain how inclusive practice promotes equality and supports diversity			
2. Be able to work in an inclusive way	2.1 Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role			
	2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences			
3. Be able to promote diversity, equality and inclusion	3.1 Demonstrate actions that model inclusive practice			
	3.2 Demonstrate how to support others to promote equality and rights			
	3.3 Describe how to challenge discrimination in a way that promotes change			

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Unit 4227-054 Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Level: 3
Credit value: 1
UAN: R/601/1436

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. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes The learner will:	Assessment criteria To do this you must:		Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how duty of care contributes to safe practice	1.1	Explain what it means to have a duty of care in own work role			
	1.2	Explain how duty of care contributes to the safeguarding or protection of individuals			
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care	2.1	Describe potential conflicts or dilemmas that may arise between the duty of care and an individual's rights			
	2.2	Describe how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care			
	2.3	Explain where to get additional support and advice about conflicts and dilemmas			
3. Know how to respond to complaints	3.1	Describe how to respond to complaints			
	3.2	Explain the main points of agreed procedures for handling complaints			

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Unit 4227-022 Understand Child and Young Person Development

Level: 3
Credit value: 4
UAN: L/601/1693

Unit aim
This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the expected pattern of development for children and young people from birth – 19 years	1.1 Explain the sequence and rate of each aspect of development from birth – 19 years			
	1.2 Explain the difference between sequence of development and rate of development and why the difference is important			
2. Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of personal factors			
	2.2 Explain how children and young people's development is influenced by a range of external factors			
	2.3 Explain how theories of development and frameworks to support development influence current practice			
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people's development using different methods			
	3.2 Explain the reasons why children and young people's development may not follow the expected pattern			
	3.3 Explain how disability may affect development			
	3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern			

4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition			
	4.2 Explain how multi agency teams work together to support speech, language and communication			
	4.3 Explain how play and activities are used to support the development of speech, language and communication			
5. Understand the potential effects of transitions on children and young people's development	5.1 Explain how different types of transitions can affect children and young people's development			
	5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition			

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Unit 4227-024   Promote child and young person development

Level: **3**
Credit value: **3**
UAN: **R/601/1694**

Unit aim

This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Be able to assess the development needs of children or young people and prepare a development plan	1.1 Explain the factors that need to be taken into account when assessing development			
	1.2 Assess a child or young person's development in the following areas: • Physical • Communication • Intellectual/cognitive • Social, emotional and behavioural • Moral			
	1.3 Explain the selection of the assessment methods used			
	1.4 Develop a plan to meet the development needs of a child or young person in the work setting			
2. Be able to promote the development of children or young people	2.1 Implement the development plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected			
	2.2 Evaluate and revise the development plan in the light of implementation			

		2.3	Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work			
		2.4	Listen to children or young people and communicate in a way that encourages them to feel valued			
		2.5	Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities			
3.	Be able to support the provision of environments and services that promote the development of children or young people	3.1	Explain the features of an environment or service that promotes the development of children and young people			
		3.2	Demonstrate how own work environment or service is organised to promote the development of children or young people			
4.	Understand how working practices can impact on the development of children and young people	4.1	Explain how own working practice can affect children and young people's development			
		4.2	Explain how institutions, agencies and services can affect children and young people's development			
5.	Be able to support children and young people's positive behaviour	5.1	Demonstrate how they work with children and young people to encourage positive behaviour			
		5.2	Evaluate different approaches to supporting positive behaviour			

6. Be able to support children and young people experiencing transitions	6.1 Explain how to support children and young people experiencing different types of transitions			
	6.2 Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives			

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Unit 4227-025 Understand How to Safeguard the Wellbeing of Children and Young People

Level: 3
Credit value: 3
UAN: Y/601/1695

Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people			
	1.2 Explain child protection within the wider concept of safeguarding children and young people			
	1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people			
	1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice			
	1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing			
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1 Explain the importance of safeguarding children and young people			
	2.2 Explain the importance of a child or young person centred approach			
	2.3 Explain what is meant by partnership working in the context of safeguarding			

		2.4	Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed			
3.	Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1	Explain why it is important to ensure children and young people are protected from harm within the work setting			
		3.2	Explain policies and procedures that are in place to protect children and young people and adults who work with them			
		3.3	Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected			
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits			
4.	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding			
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting			
		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged			
5.	Understand how to respond to evidence or concerns that a child or young person has been bullied	5.1	Explain different types of bullying and the potential effects on children and young people			
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place			

	5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged			
6. Understand how to work with children and young people to support their safety and wellbeing	6.1	Explain how to support children and young people's self-confidence and self-esteem			
	6.2	Analyse the importance of supporting resilience in children and young people			
	6.3	Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety			
	6.4	Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety			
7. Understand the importance of e-safety for children and young people	7.1	Explain the risks and possible consequences for children and young people of being online and of using a mobile phone			
	7.2	Describe ways of reducing risk to children and young people from: a. Social networking b. Internet use c. Buying online d. Using a mobile phone.			

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Unit 4227-027   Support children and young people's health and safety

Level: 3
Credit value: 2
UAN: D/601/1696

Unit aim
This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how to plan and provide environments and services that support children and young people's health and safety	1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services			
	1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely			
	1.3 Identify sources of current guidance for planning healthy and safe environments and services			
	1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service			
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues			
	2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits			

	2.3	Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk			
	2.4	Explain how health and safety risk assessments are monitored and reviewed			
3. Understand how to support children and young people to assess and manage risk for themselves	3.1	Explain why it is important to take a balanced approach to risk management			
	3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements			
	3.3	Give example from own practice of supporting children or young people to assess and manage risk			
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness			
	4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies			

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Unit 4227-028 Develop positive relationships with children, young people and others involved in their care

Level: 3
Credit value: 1
UAN: H/601/1697

Unit aim

This unit aims to enable the learner to understand and practise the skills required to develop positive relationships with children, young people and carers.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Be able to develop positive relationships with children and young people	1.1 Explain why positive relationships with children and young people are important and how these are built and maintained			
	1.2 Demonstrate how to listen to and build relationships with children and young people			
	1.3 Evaluate own effectiveness in building relationships with children or young people			
2. Be able to build positive relationships with people involved in the care of children and young people	2.1 Explain why positive relationships with people involved in the care of children and young people are important			
	2.2 Demonstrate how to build positive relationships with people involved in the care of children and young people			

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Unit 4227-029 Working together for the benefit of children and young people

Level: 3
Credit value: 2
UAN: K/601/1698

Unit aim

The unit is designed to enable the learner to understand the importance of multi agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand integrated and multi agency working	1.1 Explain the importance of multi-agency working and integrated working			
	1.2 Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people			
	1.3 Describe the functions of external agencies with whom your work setting or service interacts			
	1.4 Explain common barriers to integrated working and multi-agency working and how these can be overcome			
	1.5 Explain how and why referrals are made between agencies			
	1.6 Explain the assessment frameworks that are used in own UK home nation			

2. Be able to communicate with others for professional purposes	2.1	**Select appropriate communication methods for different circumstances**			
	2.2	Demonstrate use of appropriate communication methods selected for different circumstances			
	2.3	Prepare reports that are accurate, legible, concise and meet legal requirements			
3. Be able to support organisational processes and procedures for recording, storing and sharing information	3.1	Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information			
	3.2	Demonstrate how to maintain secure recording and storage systems for information: • paper based • electronic			
	3.3	Analyse the potential tension between maintaining confidentiality with the need to disclose information: • where abuse of a child or young person is suspected • when it is suspected that a crime has been/may be committed			

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Unit 4227-030 Understand How to Support Positive Outcomes for Children and Young People

Level: 3
Credit value: 3
UAN: M/601/1699

Unit aim

This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

Learning outcomes The learner will:	Assessment criteria To do this you must:		Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people	1.1	Describe the social, economic and cultural factors that will impact on the lives of children and young people			
	1.2	Explain the importance and impact of poverty on outcomes and life chances for children and young people			
	1.3	Explain the role of children and young people's personal choices and experiences on their outcomes and life chances			
2. Understand how practitioners can make a positive difference in outcomes for children and young people	2.1	Identify the positive outcomes for children and young people that practitioners should be striving to achieve			
	2.2	Explain the importance of designing services around the needs of children and young people			
	2.3	Explain the importance of active participation of children and young people in decisions affecting their lives			

	2.4	Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives			
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people	3.1	Explain the potential impact of disability on the outcomes and life chances of children and young people			
	3.2	Explain the importance of positive attitudes towards disability and specific requirements			
	3.3	Explain the social and medical models of disability and the impact of each on practice			
	3.4	Explain the different types of support that are available for disabled children and young people and those with specific requirements			
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people	4.1	Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people			
	4.2	Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes			

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Unit 4227-064 Context and principles for early years provision

Level: 3
Credit value: 4
UAN: J/600/9781

Unit aim

This unit aims to familiarise learners with the requirements and principles of the early years framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the purposes and principles of early years frameworks	1.1 Explain the legal status and principles of the relevant early years framework/s, and how national and local guidance materials are used in settings			
	1.2 Explain how different approaches to work with children in the early years has influenced current provision in the UK			
	1.3 Explain why early years frameworks emphasise a personal and individual approach to learning and development			
2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years	2.1 Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development			
	2.2 Monitor how children use the prepared area/s and evaluate how effective it has been in: a. Extending children's learning and development b. Encouraging high expectations of their achievement			

	2.3	Explain how the environment meets the needs of individual children			
3. Understand how to work in partnership with carers	3.1	Explain the partnership model of working with carers			
	3.2	Review barriers to participation for carers and explain ways in which they can be overcome			
	3.3	Explain strategies to support carers who may react positively or negatively to partnership opportunities			
	3.4	Explain how effective multi agency working operates within early years provision and benefits children and carers			

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

Candidate's name .... Signature... Date ....

Candidate's Unique Learner Number ....

Assessor's name .... Signature .... Date ....

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

Unit 4227-065 Promote learning and development in the early years

Level: 3

Credit value: 5

UAN: L/600/9782

Unit aim

This unit aims to prepare the learner to work with children in supporting their learning and development within the relevant early years frameworks within the UK Home Nations. The unit assesses competence in planning to meet children's needs and providing and supporting learning and development activities.

Learning outcomes The learner will:	Assessment criteria To do this you must:		Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework	1.1	Explain each of the areas of learning and development and how these are interdependent			
	1.2	Describe the documented outcomes for children that form part of the relevant early years framework			
	1.3	Explain how the documented outcomes are assessed and recorded			
2. Be able to plan work with children and support children's participation in planning	2.1	Use different sources to plan work for an individual child or group of children			
	2.2	Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities			
	2.3	Support the planning cycle for children's learning and development			

3. Be able to promote children's learning and development according to the requirements of the relevant early years framework	3.1	**Explain how practitioners promote children's learning within the relevant early years framework**			
	3.2	Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework			
4. Be able to engage with children in activities and experiences that support their learning and development	4.1	Work alongside children engaging with them in order to support their learning and development			
	4.2	Explain the importance of engaging with a child to support sustained shared thinking			
	4.3	Use language that is accurate and appropriate in order to support and extend children's learning when undertaking activities			
5. Be able to review own practice in supporting the learning and development of children in their early years	5.1	Reflect on own practice in supporting learning and development of children in their early years			
	5.2	Demonstrate how to use reflection to make changes in own practice			

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

Candidate's name .... Signature .... Date ....

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Assessor's name .... Signature .... Date ....

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

Unit 4227-066 Promote children's welfare and well-being in the early years

Level: 3

Credit value: 6

UAN: Y/600/9784

Unit aim

This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and well-being.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the welfare requirements of the relevant early years framework	1.1 Explain the welfare requirements and guidance of the relevant early years framework			
	1.2 Explain the lines of reporting and responsibility within the work setting			
2. Be able to keep early years children safe in the work setting	2.1 Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge			
	2.2 Explain systems for supporting children's safety when: • Receiving children into the setting • Ensuring their safety on departure • During off-site visits			
	2.3 Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety			

		2.4	Explain, giving examples, why minimum requirements for: • space • staff ratios are necessary for children's safety			
3.	Understand the importance of promoting positive health and well -being for early years children	3.1	Explain how to promote children's health and well-being in an early years work setting			
		3.2	Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers			
4.	Be able to support hygiene and prevention of cross infection in the early years setting	4.1	Demonstrate how equipment and each area of the setting is kept clean and hygienic			
		4.2	Demonstrate and evaluate measures taken in the setting to prevent cross infection			
		4.3	Explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines			
5.	Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs	5.1	Plan balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs			
		5.2	Recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances			
		5.3	Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs			

	5.4	Describe methods of educating children and adults in effective food management			
6. Be able to provide physical care for children	6.1	Demonstrate how to support children's personal care routines, showing respect to the child and using opportunities to encourage learning and development			
	6.2	Explain the regulations concerning management of medicines and how these are interpreted in the work setting			
	6.3	Explain how to protect themselves when lifting and handling children and equipment in the work setting			

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

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Unit 4227-067   Professional practice in early years settings

Level: 3
Credit value: 3
UAN: H/600/9786

Unit aim

This unit introduces the competence required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the scope and purposes of the early years sector	1.1 Explain how the range of early years settings reflects the scope and purpose of the sector			
2. Understand current policies and influences on the early years sector	2.1 Identify current policies, frameworks and influences on the early years			
	2.2 Explain the impact of current policies, frameworks and influences on the early years sector			
	2.3 Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years			
3. Understand how to support diversity, inclusion and participation in early years settings	3.1 Explain what is meant by: • Diversity • Inclusion • Participation			
	3.2 Explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers			

	3.3	Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes			
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings	4.1	Explain the importance of reviewing own practice as part of being an effective practitioner			
	4.2	Undertake a reflective analysis of own practice			
	4.3	Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings			

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

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Unit 4227-068 Support children's speech, language and communication

Level: **3**
Credit value: **4**
UAN: **T/600/9789**

Unit aim

The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of speech, language and communication for children's overall development	1.1 Explain each of the terms: • Speech • Language • Communication • Speech, language and communication needs			
	1.2 Explain how speech, language and communication skills support each of the following areas in children's development: • Learning • Emotional • Behaviour • Social			
	1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term			
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years			
	2.2 Explain the relevant positive effects of adult support for the children and their carers			

	2.3	Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning			
3. Be able to provide support for the speech, language and communication development of the children in own setting	3.1	Demonstrate methods of providing support taking into account the: • age • specific needs • abilities • home language where this is different from that of setting • interests of the children in own setting			
	3.2	Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children			
	3.3	Demonstrate in own practice how to work with children to develop speech, language and communication in: • 1:1 basis • groups			
	3.4	Evaluate the effectiveness of speech, language and communication support for children in own setting			
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1	Explain the importance of the environment in supporting speech, language and communication development			
	4.2	Review evidence about the key factors that provide a supportive speech, language and communication environment			

	4.3	Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children			

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

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Appendix 1   Summary of City & Guilds assessment policies

Health and Safety

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

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

Equal Opportunities

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

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

Access to assessment

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

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

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

Complaints and appeals

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

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

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

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

www.cityandguilds.com

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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