Level 2 Diploma in Care   
(3095-21)

Candidate logbook

August 2017  
Version 1.0

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| --- | --- |
| **Candidate name** |  |
| **Candidate enrolment no** |  |
| **Date of registration with City & Guilds** |  |
| **Date enrolled with centre** |  |
| **Centre name** |  |
| **Centre number** |  |
| **Centre address** |  |
| **Programme start date** |  |
| **Centre contact** |  |
| **IQA name** |  |
| **EQA name** |  |

About City & Guilds

As the UK’s leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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Candidate logbook

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| 1.0 August 2017 | Created content | Logbook |

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# About your candidate logbook

## Introduction to the logbook

This logbook will help you complete your Level 2 Diploma in Care. It contains forms you can use to record and organise your evidence.

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

### About City & Guilds

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

Information about City & Guilds and our qualifications is available on our website [cityandguilds.com](http://www.cityandguilds.com).

# About this qualification

## What are Diplomas?

The Level 2 Diploma in Care 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.

# 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 3095-201 Safeguarding and protection in care settings**

**Level: 2**

**Credit value: 3**

**UAN: Y/615/7756**

**Unit aim**

This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand principles of safeguarding adults | * 1. Explain the term safeguarding |  |  |  |
| * 1. Explain own role and responsibilities in safeguarding individuals |  |  |  |
| * 1. Define the following terms:  1. Physical abuse 2. **Domestic abuse** 3. Sexual abuse 4. Emotional/psychological abuse 5. Financial/material abuse 6. Modern slavery 7. Discriminatory abuse 8. Institutional/organisational abuse 9. Self-neglect 10. Neglect by others |  |  |  |
| * 1. Describe harm |  |  |  |
| * 1. Describe restrictive practices |  |  |  |
| 1. Know how to recognise signs of abuse | * 1. Identify the signs and/or symptoms associated with each of the following types of abuse:  1. Physical abuse 2. Domestic abuse 3. Sexual abuse 4. Emotional/psychological abuse 5. Financial/material abuse 6. Modern slavery 7. Discriminatory abuse 8. Institutional/organisational abuse 9. Self-neglect 10. Neglect by others |  |  |  |
| * 1. Describe **factors** that may contribute to an **individual** being more vulnerable to abuse |  |  |  |
| 1. Know how to respond to suspected or alleged abuse | * 1. Explain the **actions to take** if there are suspicions that an individual is being abused |  |  |  |
| * 1. Explain the actions to take if an individual alleges that they are being abused |  |  |  |
| * 1. Identify ways to ensure that evidence of abuse is preserved |  |  |  |
| 1. Understand the national and local context of safeguarding and protection from abuse | * 1. Identify relevant legislation, national policies and **local systems** that relate to safeguarding and protection from abuse |  |  |  |
| * 1. Explain the roles of different agencies in safeguarding and protecting individuals from abuse |  |  |  |
| * 1. Identify factors which have featured in reports into serious cases of abuse and neglect |  |  |  |
| * 1. Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including **whistle blowing** |  |  |  |
| * 1. Identify when to seek support in situations beyond your experience and expertise |  |  |  |
| 1. Understand ways to reduce the likelihood of abuse | * 1. Explain how the likelihood of abuse may be reduced by:  1. working with **person centred values** 2. encouraging **active participation** 3. promoting choice and rights 4. supporting individuals with awareness of personal safety |  |  |  |
| * 1. Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse |  |  |  |
| * 1. Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention |  |  |  |
| 1. Know how to recognise and report unsafe practices | * 1. Describe **unsafe practices** that may affect the **well-being** of individuals |  |  |  |
| * 1. Explain the actions to take if unsafe practices have been identified |  |  |  |
| * 1. Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response |  |  |  |
| 1. Understand principles for online safety | * 1. Describe the potential risks presented by:  1. the use of electronic communication devices 2. the use of the internet 3. the use of social networking sites 4. carrying out financial transactions online |  |  |  |
| * 1. Explain ways of reducing the risks presented by each of these types of activity |  |  |  |
| * 1. Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices |  |  |  |

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 3095-202 Responsibilities of a care worker

**Level: 2**

**Credit value: 2**

**UAN: J/615/7946**

**Unit aim**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

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| --- | --- | --- | --- | --- |
| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand working relationships in care settings | * 1. Explain how a working relationship is different from a personal relationship |  |  |  |
| * 1. Describe different working relationships in **care** **settings** |  |  |  |
| 1. Be able to work in ways that are agreed with the employer | * 1. Describe why it is important to adhere to the agreed scope of the job role |  |  |  |
| * 1. Access full and up-to-date details of **agreed ways of working** |  |  |  |
| * 1. Work in line with agreed ways of working |  |  |  |
| * 1. Contribute to quality assurance processes to promote positive experiences for **individuals** receiving care |  |  |  |
| 1. Be able to work in partnership with others | * 1. Explain why it is important to work in partnership with **others** |  |  |  |
| * 1. Demonstrate ways of working that can help improve partnership working |  |  |  |
| * 1. Identify skills and approaches needed for resolving conflicts |  |  |  |
| * 1. Access support and advice about:  1. partnership working 2. resolving conflicts |  |  |  |

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(only if sampled)

Unit 3095-203 Communication in care settings

**Level: 2**

**Credit value: 3**

**UAN: Y/615/7868**

**Unit aim**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to communicate with others in work settings. This also includes how to maintain confidentiality when communicating with and about others.

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| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand why communication is important in the **work setting** | * 1. Identify different reasons why people communicate |  |  |  |
| * 1. Explain how effective communication affects all aspects of your own work |  |  |  |
| * 1. Explain why it is important to observe an **individual**’s reactions when communicating with them |  |  |  |
| 1. Be able to meet the communication and language needs, wishes and preferences of individuals | * 1. Find out an individual’s communication and language needs, wishes and **preferences** |  |  |  |
| * 1. Demonstrate **communication methods** that meet an individual’s communication needs, wishes and preferences |  |  |  |
| * 1. Show how and when to seek advice about communication |  |  |  |
| 1. Be able to reduce barriers to communication | * 1. Identify barriers to communication |  |  |  |
| * 1. Demonstrate how to reduce barriers to communication in different ways |  |  |  |
| * 1. Demonstrate ways to check that communication has been understood |  |  |  |
| * 1. Identify sources of information, support and **services** to enable more effective communication |  |  |  |
| 1. Be able to apply   principles and practices relating to confidentiality at work | * 1. Explain the term ‘confidentiality’ |  |  |  |
| * 1. Demonstrate confidentiality in day to day communication, in line with **agreed ways of working** |  |  |  |
| * 1. Describe situations where information normally considered to be confidential might need to be passed on |  |  |  |
| * 1. Explain how and when to seek advice about confidentiality |  |  |  |

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(only if sampled)

Unit 3095-205 Duty of care

**Level: 2**

**Credit value: 1**

**UAN: M/615/7925**

**Unit aim**

This unit covers the knowledge required to understand duty of care and own role in this.

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| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand the implications of duty of care | * 1. Define the term ‘duty of care’ |  |  |  |
| * 1. Describe how duty of care relates to duty of **candour** |  |  |  |
| * 1. Describe how the duty of care affects own work role |  |  |  |
| 1. Understand support available for addressing dilemmas that may arise about duty of care | * 1. Describe dilemmas that may arise between the duty of care and an **individual’s** rights |  |  |  |
| * 1. Explain where to get additional support and advice about how to resolve such dilemmas |  |  |  |
| 1. Know how to respond to complaints | * 1. Describe the process to follow when responding to complaints |  |  |  |
| * 1. Identify the main points of agreed procedures for handling complaints |  |  |  |

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Unit 3095-206 Handle information in care settings

**Level: 2**

**Credit value: 1**

**UAN: F/615/7945**

**Unit aim**

This unit covers the knowledge and skills to be able to handle information in care settings.

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| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand the need for secure handling of information in care settings | * 1. Identify the legislation that relates to the recording, storage and sharing of information in **care settings** |  |  |  |
| * 1. Explain why it is important to have secure systems for recording and storing information in a care setting |  |  |  |
| 1. Know how to access support for handling information | * 1. Describe how to access guidance, information and advice about handling information |  |  |  |
| * 1. Explain what actions to take when there are concerns over the recording, storing or sharing of information |  |  |  |
| 1. Be able to handle information in accordance with agreed ways of working | * 1. Keep records that are up to date, complete, accurate and legible |  |  |  |
| * 1. Follow **agreed ways of working** for:   2. recording information   3. storing information   4. sharing information |  |  |  |

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(only if sampled)

Unit 3095-207 Personal development in care settings

**Level: 2**

**Credit value: 3**

**UAN: J/615/7980**

**Unit aim**

This unit is aimed at those who work in care settings. The unit introduces the concepts of personal development and reflective practice.

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| **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. Describe the duties and responsibilities of own role |  |  |  |
| * 1. Identify **standards**, regulatory requirements and agreed ways of working that may influence your knowledge, understanding and skills to carry out your work role |  |  |  |
| * 1. Describe how to ensure that own personal values, attitudes or beliefs do not obstruct the quality of work and working practice |  |  |  |
| 1. Be able to reflect on own work activities | * 1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice |  |  |  |
| * 1. Assess how well own knowledge, skills and understanding meet standards |  |  |  |
| * 1. Demonstrate the ability to reflect on work activities |  |  |  |
| 1. Be able to agree a personal development plan | * 1. Identify **sources of support** and how they can be used for own learning and development |  |  |  |
| * 1. Describe the process for agreeing a **personal development plan** and **who should be involved** |  |  |  |
| * 1. Contribute and agree to own personal development plan |  |  |  |
| 1. Be able to develop own knowledge, skills and understanding | * 1. Describe how a learning activity has improved own knowledge, skills and understanding |  |  |  |
| * 1. Describe how reflecting on a situation has improved own knowledge, skills and understanding |  |  |  |
| * 1. Explain the importance of **continuing professional development** |  |  |  |
| * 1. Describe how feedback from **others** has developed own knowledge, skills and understanding |  |  |  |
| * 1. Demonstrate how to record progress in relation to personal development |  |  |  |

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Unit 3095-209 Equality and inclusion in care settings

**Level: 2**

**Credit value: 2**

**UAN: H/615/8165**

**Unit aim**

This unit introduces the knowledge and skills to enable the individual to work in an equitable and inclusive way.

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| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand the importance of equality and inclusion | * 1. Explain what is meant by:   2. diversity   3. equality   4. inclusion   5. discrimination |  |  |  |
| * 1. Describe ways in which discrimination may deliberately or inadvertently occur in the **work setting** |  |  |  |
| * 1. Explain how practices that support equality and inclusion reduce the likelihood of discrimination |  |  |  |
| 1. Be able to work in an inclusive way | * 1. Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role |  |  |  |
| * 1. Show interaction with **individuals** that respects their beliefs, culture, values and preferences |  |  |  |
| * 1. Describe how to challenge discrimination in a way that encourages change |  |  |  |
| 1. Know how to access information, advice and support about diversity, equality and inclusion | * 1. Identify a range of sources of information, advice and support about diversity, equality and inclusion |  |  |  |
| * 1. Describe how to access information, advice and support about diversity, equality and inclusion |  |  |  |
| * 1. Identify when to access information, advice and support about diversity, equality and inclusion |  |  |  |

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Unit 3095-210 Health, safety and wellbeing in care settings

**Level: 2**

**Credit value: 4**

**UAN: F/615/8173**

**Unit aim**

The aim of this unit is to prepare the learner for the principles of health and safety within the health and care settings.

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| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand own responsibilities, and the responsibilities of others, relating to health and safety in the work setting | * 1. Identify legislation relating to general health and safety in a care work setting |  |  |  |
| * 1. Outline the main points of the health and safety **policies and procedures** agreed with the employer |  |  |  |
| * 1. Outline the main **health and safety** responsibilities of:   2. self   3. the employer or manager   4. **others** in the **work setting** |  |  |  |
| * 1. Identify **tasks** relating to health and safety that should not be carried out without special training |  |  |  |
| * 1. Explain how to access additional support and information relating to health and safety |  |  |  |
| 1. Understand the use of risk assessments in relation to health and safety | * 1. Explain why it is important to assess health and safety risks posed by the work setting, situations or by particular activities |  |  |  |
| * 1. Explain how and when to report potential health and safety risks that have been identified |  |  |  |
| * 1. Explain how risk assessment can help address dilemmas between rights and health and safety concerns |  |  |  |
| 1. Understand procedures for responding to accidents and sudden illness | * 1. Describe different types of accidents and sudden illnesses that may occur in own work setting |  |  |  |
| * 1. Outline the procedures to be followed if an accident or sudden illness should occur |  |  |  |
| 1. Be able to reduce the spread of infection | * 1. Explain own roles and responsibilities as an employee and those of the employer in the prevention and control of infection |  |  |  |
| * 1. Explain the causes and spread of infection in care settings |  |  |  |
| * 1. Demonstrate the recommended method for hand washing settings |  |  |  |
| * 1. Demonstrate the **use of Personal Protective Equipment (PPE)** and when to use it |  |  |  |
| * 1. Demonstrate ways to ensure that own health and hygiene do not pose a risk to others at work |  |  |  |
| 1. Be able to move and handle equipment and objects safely | * 1. Identify legislation that relates to moving and handling |  |  |  |
| * 1. Explain principles for moving and handling equipment and other objects safely |  |  |  |
| * 1. Demonstrate how to move and handle equipment and objects safely |  |  |  |
| 1. Know how to handle hazardous substances and materials | * 1. Describe hazardous substances and materials that may be found in the work setting |  |  |  |
| * 1. Explain safe practices for:   2. storing hazardous substances   3. using hazardous substances   4. disposing of hazardous substances and materials |  |  |  |
| 1. Understand how to promote fire safety in the work setting | * 1. Describe practices that prevent fires from:   2. starting   3. spreading |  |  |  |
|  | * 1. Describe emergency procedures to be followed in the event of a fire in the work setting |  |  |  |
| * 1. Explain the importance of maintaining clear evacuation routes at all times |  |  |  |
| 1. Be able to implement security measures in the work setting | * 1. Use **agreed ways of working** for checking the identity of anyone requesting access to:   2. premises   3. information |  |  |  |
| * 1. Implement measures to protect own security and the security of others in the work setting |  |  |  |
| * 1. Explain the importance of ensuring that others are aware of own whereabouts |  |  |  |
| 1. Know how to manage own stress | * 1. Identify common signs and indicators of **stress** in self and others |  |  |  |
| * 1. Identify circumstances and factors that tend to trigger stress in self and others |  |  |  |
| * 1. Describe ways to manage stress and how to access **sources of support** |  |  |  |

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(only if sampled)

Unit 3095-211 Implement person-centred approaches in care settings

**Level: 2**

**Credit value: 5**

**UAN: F/615/7752**

**Unit aim**

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to understand and work in a person-centred way.

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| **Learning outcomes The learner will:** | **Assessment criteria To do this you must:** | **Portfolio reference** | **Evidence/ Assessment method type** | **Assessment date** |
| 1. Understand person-centred approaches for care and support | * 1. Define **person-centred values** |  |  |  |
| * 1. Explain why it is important to work in a way that embeds person-centred values |  |  |  |
| * 1. Explain why risk-taking can be part of a person-centred approach |  |  |  |
| * 1. Explain how using an **individual**’s **care plan** contributes to working in a person-centred way |  |  |  |
| 1. Be able to work in a person-centred way | * 1. Find out the history, **preferences**, wishes and needs of the individual |  |  |  |
| * 1. Apply person-centred values in day to day work taking into account the history, preferences, wishes and needs of the individual |  |  |  |
| 1. Be able to establish consent when providing care or support | * 1. Explain the importance of establishing **consent** when providing care or support |  |  |  |
| * 1. Establish consent for an activity or action |  |  |  |
| * 1. Explain what steps to take if consent cannot be readily established |  |  |  |
| 1. Be able to encourage active participation | * 1. Describe how **active participation** benefits an individual |  |  |  |
| * 1. Identify possible barriers to active participation |  |  |  |
| * 1. Demonstrate ways to reduce the barriers and encourage active participation |  |  |  |
| 1. Be able to support the individual’s **right to make choices** | * 1. Support an individual to make informed choices |  |  |  |
| * 1. Use agreed risk assessment processes to support the right to make choices |  |  |  |
| * 1. Explain why a worker’s personal views should not influence an individual’s choices |  |  |  |
| * 1. Describe how to support an individual to question or challenge decisions concerning them that are made by others |  |  |  |
| 1. Be able to support the individual’s well-being | * 1. Explain how an individual’s identity and self-esteem are linked with **well-being** |  |  |  |
| * 1. Describe attitudes and approaches that are likely to promote an individual’s well-being |  |  |  |
| * 1. Support an individual in a way that promotes a sense of identity and self-esteem |  |  |  |
| * 1. Demonstrate ways to contribute to an environment that promotes well-being |  |  |  |
| * 1. Recognise and respond to changes in physical and mental health |  |  |  |
| * 1. Explain the importance of good nutrition and hydration |  |  |  |

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)

1. Summary of City and Guilds assessment policies

Health and Safety

All 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 [cityandguilds.com](http://www.cityandguilds.com), City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds Level 2 Diploma in Care 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 Diploma allows for this. This must be agreed before you start your Diploma.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website [cityandguilds.com](http://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 [cityandguilds.com](http://www.cityandguilds.com) or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

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| --- | --- |
| Centres  Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | E: centresupport@cityandguilds.com |
| Learners  General qualification information | E: learnersupport@cityandguilds.com |
| Other contacts  For other contacts visit the Contact Us page of our website | W: www.cityandguilds.com/help/contact-us |

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