

# **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Wales & NI) (3978)**

## **Candidate logbook**

600/0573/7

3978-61/62/63/64/65/66

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# Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Wales & NI) (3978)

## Candidate logbook

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 October 2013	Assessment criteria 1.1 for Learning outcome 1 amended	Units
3.0 November 2013	Amendment made to units 502, 503, 507, 509, 511 and 513.	Units
4.0 January 2014	Amendment made to unit 511	Units

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# 1 About your candidate logbook

## 1.1 Contact details

<b>Candidate name</b>	
<b>Candidate enrolment no</b>	
<b>Centre name</b>	
<b>Centre number</b>	
<b>Programme start date</b>	
<b>Date of registration with City &amp; Guilds</b>	

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.

<b>Your Assessor(s)</b>	
<b>Your Internal Verifier</b>	
<b>Quality Assurance Contact</b>	

# 1 About your candidate logbook

## 1.2 Introduction to the logbook

This logbook will help you complete the units in City & Guilds' **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services** (Wales & NI) (3978). It contains forms you can use to record your evidence of what you have done.

There are 70 units in total available in this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The units in this logbook are for the Level 5 qualification.

This logbook contains recording forms for the 18 mandatory units.

### **About City & Guilds**

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

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



## 2 Units

The following units are included in this logbook. Mandatory units differ for each pathway – please see the rules of combination below the table for more information.

<b>City &amp; Guilds unit</b>	<b>Unit title</b>	<b>GLH</b>	<b>Credit value</b>
501	Use and develop systems that promote communication	24	3
502	Promote professional development	33	4
503	Champion equality, diversity and inclusion	34	4
504	Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings	33	5
505	Working in partnership in health and social care or children and young people's settings	26	4
506	Understand child and young person's development	30	6
507	Lead practice that supports positive outcomes for child and young person development	36	6
508	Develop and implement policies and procedures to support the safeguarding of children and young people	26	6
509	Lead and manage group living for children	43	6
510	Lead and manage a team within a health and social care or children and young people's setting	46	7
511	Develop professional supervision practice in health and social care or children and young people's settings	39	5
512	Lead practice in promoting the well-being and resilience of children and young people	53	8
513	Manage health and social care practice to ensure positive outcomes for individuals	35	5
514	Safeguarding and protection of vulnerable adults	37	5
515	Lead and manage group living for adults	39	5
516	Understand safeguarding of children and young people (for those working in the adult sector)	10	1
517	Lead person-centred practice	29	4
518	Assess the individual in a health and social care setting	41	6

For pathway 3978-61 (Children and Young People's Residential Management), the mandatory units are 501-512.

For pathway 3978-62 (Children and Young People's Management), the mandatory units are 501-508, 510-512

For pathway 3978-63 (Children and Young People's Advanced Practice), the mandatory units are 501-508, 512

For pathway 3978-64 (Adults' Residential Management), the mandatory units are 501-505, 510-511, 513-517

For pathway 3978-65 (Adults' Management), the mandatory units are 50-505, 510-511, 513-514, 516-518

For pathway 3978-66 (Adults' Advanced Practice), the mandatory units are 501-505, 513-514, 516-518

### 3 The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s).

#### **The assessor/tutor**

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s). You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

#### **The internal verifier**

The internal verifier maintains the quality of assessment within the centre.

#### **The external verifier**

The external verifier works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

## 4 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.

**Please photocopy these forms as required.**

## 5 Candidate progress record

### Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Wales & NI) (3978)

<b>Pathway:</b>												
<b>Units</b>	<b>501</b>	<b>502</b>	<b>503</b>	<b>504</b>	<b>505</b>	<b>506</b>	<b>507</b>	<b>508</b>	<b>509</b>	<b>510</b>	<b>511</b>	<b>512</b>
<b>Credits</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>8</b>
<b>Units</b>	<b>513</b>	<b>514</b>	<b>515</b>	<b>516</b>	<b>517</b>	<b>518</b>						
<b>Credits</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>6</b>						
Total Credits Achieved:												

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 501

# Use and develop systems that promote communication

3 credits

### Outcome 1 Be able to address the range of communication requirements in own role

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role						
1.2 Explain how to support effective communication within own job role						
1.3 Analyse the barriers and challenges to communication within own job						
1.4 Implement a strategy to overcome communication barriers						
1.5 Use different means of communication to meet different needs						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 2 Be able to improve communication systems and practices that support positive outcomes for individuals

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 Monitor the effectiveness of communication systems and practices						
2.2 Evaluate the effectiveness of existing communication systems and practices						
2.3 Propose improvements to communication systems and practices to address any shortcomings						
2.4 Lead the implementation of revised communication systems and practices						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to improve communication systems to support partnership working

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Use communication systems to promote partnership working						
3.2 Compare the effectiveness of different communications systems for partnership working						
3.3 Propose improvements to communication systems for partnership working						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to use systems for effective information management

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information						
4.2 Analyse the essential features of information sharing agreements within and between organisations						
4.3 Demonstrate use of information management systems that meet legal and ethical requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

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<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	



## Unit 502

## Promote professional development

4 credits

### Outcome 1 Understand principles of professional development

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain the importance of continually improving knowledge and practice		
1.2 Analyse potential barriers to professional development		
1.3 Compare the use of different sources and systems of support for professional development		
1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

### Outcome 2 Be able to prioritise goals and targets for own professional development

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Evaluate own knowledge and performance against standards and benchmarks						
2.2 Prioritise development goals and targets to meet expected standards						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report						

### Outcome 3 Be able to prepare a professional development plan

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Select learning opportunities to meet development objectives and reflect personal learning style						
3.2 Produce a plan for own professional development, using an appropriate source of support						
3.3 Establish a process to evaluate the effectiveness of the plan.						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to improve performance through reflective practice

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Compare models of reflective practice						
4.2 Explain the importance of reflective practice to improve performance						
4.3 Use reflective practice and feedback from others to improve performance						
4.4 Evaluate how practice has been improved through:						
a) reflection on best practice						
b) reflection on failures and mistakes						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>Date:</b>	

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<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 503

# Champion equality, diversity and inclusion

4 credits

## Outcome 1 Understand diversity, equality and inclusion in own area of responsibility

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility		
1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility		
1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 2 Be able to champion diversity, equality and inclusion

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Promote equality, diversity and inclusion in policy and practice						
2.2 Challenge discrimination and exclusion in policy and practice						
2.3 Provide others with information about:						
a) the effects of discrimination						
b) the impact of inclusion						
c) the value of diversity						
2.4 Support others to challenge discrimination and exclusion						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Understand how to develop systems and processes that promote diversity, equality and inclusion

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
3.1 Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion		
3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility		
3.3 Propose improvements to address gaps or shortfalls in systems and processes		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Be able to manage the risks presented when balancing individual rights and professional duty of care

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care						
4.2 Explain the principle of informed choice						
4.3 Explain how issues of individual capacity may affect informed choice						
4.4 Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

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<b>Date:</b>	

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<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 504

# Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings

5 credits

### Outcome 1 Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain the legislative framework for health, safety and risk management in the work setting		
1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 Demonstrate compliance with health, safety and risk management procedures reports on health, safety and risk management issues according to legislative and organisational requirements						
2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work						
2.3 Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with.						
2.4 Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements						
	Type of evidence →					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 3 Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people’s settings**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others						
3.2 Work with individuals and others to assess potential risks and hazards						
3.3 Work with individuals and others to manage potential risks and hazards						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people’s settings**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Work with individuals to balance the management of risk with individual rights and the views of others						
4.2 Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking						
4.3 Evaluate own practice in promoting a balanced approach to risk management						
4.4 Analyse how helping others to understand the balance between risk and rights improves practice						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						



**Outcome 5 Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people’s settings**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others						
5.2 Evaluate the health, safety and risk management policies, procedures and practices within the work setting.						
5.3 Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting.						
5.4 Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 505

# Working in partnership in health and social care or children and young people's settings

4 credits

### Outcome 1 Understand partnership working

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Identify the features of effective partnership working		
1.2 Explain the importance of partnership working with:		
a) colleagues		
b) other professionals		
c) others		
1.3 Analyse how partnership working delivers better outcomes		
1.4 Explain how to overcome barriers to partnership working		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to establish and maintain working relationships with colleagues

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Explain own role and responsibilities in working with colleagues						
2.2 Develop and agree common objectives when working with colleagues						
2.3 Evaluate own working relationship with colleagues						
2.4 Deal constructively with any conflict that may arise with colleagues						
	Type of evidence →					
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to establish and maintain working relationships with other professionals

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Explain own role and responsibilities in working with other professionals						
3.2 Develop procedures for effective working relationships with other						
3.3 Agree common objectives when working with other professionals						
3.4 Evaluate procedures for working with other professionals						
3.5 Deal constructively with any conflict that may arise with other professionals						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to work in partnership with others

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Analyse the importance of working in partnership with others						
4.2 Develop procedures for effective working relationships with others						
4.3 Agree common objectives when working with others within the boundaries of own role and responsibilities						
4.4 Evaluate procedures for working with others						
4.5 Deal constructively with any conflict that may arise with others						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 506

## Understand child and young person's development

6 credits

### Outcome 1 Understand the pattern of development that would normally be expected for children and young people from birth-19 years

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth – 19 years		
1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important		
1.3 Analyse the reasons why children and young people's development may not follow the pattern normally expected		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand the factors that impact on children and young people's development

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 Analyse how children and young people's development is influenced by a range of personal factors		
2.2 Analyse 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		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 3 Understand the benefits of early intervention to support the development of children and young people

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
3.1 Analyse the importance of early identification of development delay		
3.2 Explain the potential risks of late recognition of development delay		
3.3 Evaluate how multi agency teams work together to support all aspects of development in children and young people		
3.4 Explain how play and leisure activities can be used to support all aspects of development of children and young people		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 4 Understand the potential effects of transition on children and young people's development

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
4.1 Explain how different types of transitions can affect children and young people's development		
4.2 Explain the importance of children and young people having positive relationships through periods of transition		
4.3 Evaluate the effectiveness of positive relationships on children and young people's development		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 5 Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
5.1 Explain different methods of assessing, recording and monitoring children and young people's development		
5.2 Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development in the work setting		
5.3 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected		
5.4 Evaluate the importance of accurate documentation regarding the development of children and young people		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

Declaration

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<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	



## Unit 507

# Lead practice that supports positive outcomes for child and young person development

6 credits

### Outcome 1 Understand theoretical approaches to child and young person development

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain different theories and frameworks of child and young person development		
1.2 Explain the potential impact on service provision of different theories and approaches		
1.3 Critically analyse the move towards outcomes based services for children and young people		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to lead and support developmental assessment of children and young people

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Support use of different methods of developmental assessment and recording for children and young people						
2.2 Work in partnership with other professionals in assessing development of children and young people						
2.3 Develop strategies to encourage child or young person and carers' participation in developmental assessment						
2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to develop and implement programmes with children or young people requiring developmental support

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Support use of assessments to develop programmes of support						
3.2 Explain circumstances where referrals to other agencies may be required						
3.3 Explain how referrals to other agencies are managed						
3.4 Support use of early interventions to promote positive outcomes for children and young people's development						
3.5 Lead the implementation of a personalised programme of support for children or young people						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to evaluate programmes for children or young people requiring developmental support

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Review programmes of developmental support						
4.2 Implement strategies for improvement for programmes of development support						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to lead and promote support for children experiencing transitions

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 Explain how evidence based practice can be used to support children and young people experiencing transitions						
5.2 Lead the implementation of evidence based practice to support children or young people experiencing transition						
5.3 Evaluate the implementation of evidence based practice to support children or young people experiencing transitions						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 6 Be able to lead positive behaviour support

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 Support use of evidence based practice with children and young people to encourage positive behaviour						
6.2 Critically evaluate different approaches to supporting positive behaviour						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 508

# Develop and implement policies and procedures to support the safeguarding of children and young people

6 credits

### Outcome 1 Understand the impact of current legislation that underpins the safeguarding of children and young people

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation		
1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people		
1.3 Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to support the review of policies and procedures for safeguarding children and young people

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice						
2.2 Identify the policies and procedures required in the work setting for safeguarding children and young people						
2.3 Develop the process for reviewing the process for safeguarding policies and procedures						
2.4 Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures						
2.5 Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to implement policies and procedures for safeguarding children and young people

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Support the implementation of policies and procedures for safeguarding children and young people						
3.2 Mentor and support other practitioners to develop the skills to safeguard children and young people						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to lead practice in supporting children and young people's wellbeing and resilience

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Justify how promoting well being and resilience supports the safeguarding of children and young people						
4.2 Review how children or young people's resilience and well being are supported in own work setting						
4.3 Support others to understand the importance of well being and resilience in the context of safeguarding						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>Assessor Name:</b>	
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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Unit 509

# Lead and manage group living for children

6 credits

## Outcome 1 Understand the legal, policy, rights and theoretical framework for group living for children and young people

Assessment criteria (Knowledge) The learner can:	Portfolio reference					
1.1 Review current theoretical approaches to group living provision for children and young people						
1.2 Explain the legislative and rights frameworks that underpin work with children and young people in a group living provision						
1.3 Analyse the impact of current policies, regulations and legislation on group living provision for children and young people						
1.4 Describe how the frameworks are used to improve the life chances and outcomes of children and young people in group living provision						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to lead the planning, implementation and review of daily living activities for children and young people

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
2.1 Support others to plan and implement daily living activities that meet the needs, preferences and aspirations of children and young people						
2.2 Develop systems to ensure children and young people are central to decisions about their daily living activities						
2.3 Oversee the review of daily living activities						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						



### Outcome 3 Be able to promote positive outcomes in a group living environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Evaluate how group living can promote positive outcomes for children and young people						
3.2 Ensure that children and young people are supported to maintain and develop relationships from inside or outside the group living environment						
3.3 Demonstrate effective approaches to resolving any conflicts and tensions in group living						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to manage a positive group living environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Explain how the physical environment and ethos of the group living environment can promote the well-being of children and young people						
4.2 Evaluate the effects of the working schedules and patterns on a group living environment						
4.3 Recommend changes to working schedules and patterns as a result of evaluation						
4.4 Develop a workforce development plan for the group living environment						
4.5 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with children and young people						
4.6 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment						
4.7 Review the effectiveness of approaches to resource management in maintaining a positive group living environment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to safeguard children and young people in a group living environment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 Implement systems to protect children and young people in a group living environment from risk of harm or abuse						
5.2 Review systems against legislation, policies and procedures and key messages from research and child protection inquiries for a group living environment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>IV Name:</b>	
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<b>Date:</b>	

## Unit 510

# Lead and manage a team within a health and social care or children and young people's setting

7 credits

### Outcome 1 Understand the features of effective team performance within a health and social care or children and young people's setting

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain the features of effective team performance		
1.2 Identify the challenges experienced by developing teams		
1.3 Identify the challenges experienced by established teams		
1.4 Explain how challenges to effective team performance can be overcome		
1.5 Analyse how different management styles may influence outcomes of team performance		
1.6 Analyse methods of developing and maintaining:		
a) trust		
b) accountability		
1.7 Compare methods of addressing conflict within a team		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R = Report		

**Outcome 2 Be able to support a positive culture within the team for a health and social care or children and young people’s setting**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 Identify the components of a positive culture within own team						
2.2 Demonstrate how own practice supports a positive culture in the team						
2.3 Use systems and processes to support a positive culture in the team						
2.4 Encourage creative and innovative ways of working within the team						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 3 Be able to support a shared vision within the team for a health and social care or children and young people’s setting**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Identify the factors that influence the vision and strategic direction of the team						
3.2 Communicate the vision and strategic direction to team members						
3.3 Work with others to promote a shared vision within the team						
3.4 Evaluate how the vision and strategic direction of the team influences team practice						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 4 Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people’s setting**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Identify team objectives						
4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives						
4.3 Facilitate team members to actively participate in the planning process						
4.4 Encourage sharing of skills and knowledge between team members						
4.5 Agree roles and responsibilities with team members						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people’s setting**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 Set personal work objectives with team members based on agreed objectives						
5.2 Work with team members to identify opportunities for development and growth						
5.3 Provide advice and support to team members to make the most of identified development opportunities						
5.4 Use a solution focused approach to support team members to address identified challenges						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 6 Be able to manage team performance in a health and social care or children and young people's setting

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
6.1 Monitor and evaluate progress towards agreed objectives						
6.2 Provide feedback on performance to:						
a) the individual						
b) the team						
6.3 Provide recognition when individual and team objectives have been achieved						
6.4 Explain how team members are managed when performance does not meet requirements						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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<b>IV Name:</b>	
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<b>Date:</b>	



# Unit 511      Develop professional supervision practice in health and social care or children and young people's settings

5 credits

## Outcome 1      Understand the purpose of professional supervision in health and social care or children and young people's work settings

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Analyse the principles, scope and purpose of professional supervision		
1.2 Outline theories and models of professional supervision		
1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision		
1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision		
1.5 Explain how professional supervision can protect the:		
a) individual		
b) supervisor		
c) supervisee		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 2      Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
2.1 Explain the performance management cycle		
2.2 Analyse how professional supervision supports performance		
2.3 Analyse how performance indicators can be used to measure practice		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

**Outcome 3 Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people’s work settings**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Explain factors which result in a power imbalance in professional supervision						
3.2 Explain how to address power imbalance in own supervision practice						
3.3 Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process						
3.4 Agree with supervisee the frequency and location of professional supervision						
3.5 Agree with supervisee sources of evidence that can be used to inform professional supervision						
3.6 Agree with supervisee actions to be taken in preparation for professional supervision						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 4 Be able to provide professional supervision in health and social care or children and young people’s work settings**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Support supervisees to reflect on their practice						
4.2 Provide positive feedback about the achievements of the supervisee						
4.3 Provide constructive feedback that can be used to improve performance						
4.4 Support supervisees to identify their own development needs						
4.5 Review and revise professional supervision targets to meet the identified objectives of the work setting						
4.6 Support supervisees to explore different methods of addressing challenging situations						
4.7 Record agreed supervision decisions						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 5 Be able to manage conflict situations during professional supervision in health and social care or children and young people’s work settings**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 Give examples from own practice of managing conflict situations within professional supervision						
5.2 Reflect on own practice in managing conflict situations experienced during professional supervision process						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 6 Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people’s work settings**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
6.1 Gather feedback from supervisee/s on own approach to supervision process						
6.2 Adapt approaches to own professional supervision in light of feedback						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

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## Unit 512

# Lead practice in promoting the well-being and resilience of children and young people

8 credits

### Outcome 1 Understand how different approaches to promoting positive well-being and resilience in children and young people impact on practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain the importance of well-being for children and young people		
1.2 Explain the importance of resilience for children and young people		
1.3 Critically analyse different approaches to promoting well-being and resilience of children and young people		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to lead practice in supporting children and young people's wellbeing and resilience

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Lead practice that supports others to engage with children and young people to build their self esteem						
2.2 Support others to work with children or young people in a manner that is open, trustworthy, respectful and reliable						
2.3 Demonstrate through own practice ways to encourage and support children or young people to express their feelings, views and hopes						
2.4 Explain how to challenge practices that act as barriers to children and young people's well-being and resilience						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to lead practice in work with carers who are supporting children and young people

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Develop strategies to support carers' understanding and involvement with the well-being and resilience needs of a child or young person						
3.2 Lead practice that supports carers to engage with children and young people to build their self esteem						
3.3 Monitor the involvement of carers in supporting children and young people's well-being and resilience						
3.4 Evaluate strategies used to engage with carers who are supporting a child or young person						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to lead practice in responding to the health needs of children and young people

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Lead practice that supports children and young people to make positive choices about their health needs						
4.2 Assess any risks to or concerns about the health of children and young people						
4.3 Support others to recognise and record concerns about a child or young person's health following agreed procedures						
4.4 Work with others to take action to address concerns identified about the health of children and young people						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to lead the development of practice with children or young people to promote their well-being and resilience

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 Develop methods of evaluating own practice in promoting children or young people's well-being and resilience						
5.2 Develop methods of evaluating organisational practice in promoting children or young people's well-being and resilience						
5.3 Lead others in practice that supports solution focused approaches for supporting children or young people's well-being and resilience						
5.4 Lead others in developing areas of practice that promote children or young people's well-being and resilience						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>Date:</b>	



## Unit 513

# Manage health and social care practice to ensure positive outcomes for individuals

5 credits

### Outcome 1 Understand the theory and principles that underpin outcome based practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain 'outcome based practice'		
1.2 Critically review approaches to outcome based practice		
1.3 Analyse the effect of legislation and policy on outcome based practice		
1.4 Explain how outcome based practice can result in positive changes in individuals' lives		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to lead practice that promotes social, emotional, cultural, spiritual and intellectual well-being

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Explain the psychological basis for well-being						
2.2 Promote a culture among the workforce of considering all aspects of individuals' well-being in day to day practice						
2.3 Review the extent to which systems and processes promote individual well-being						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to lead practice that promotes individuals' health

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Demonstrate the effective use of resources to promote good health and healthy choices in all aspects of the provision						
3.2 Use appropriate methods to meet the health needs of individuals						
3.3 Implement practice and protocols for involving appropriate professional health care expertise for individuals						
3.4 Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to lead inclusive provision that gives individuals' choice and control over the outcomes they want to achieve

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Explain the necessary steps in order for individuals to have choice and control over decisions						
4.2 Manage resources so that individuals can achieve positive outcomes						
4.3 Monitor and evaluate progress towards the achievement of outcomes						
4.4 Develop a plan to ensure the workforce has the necessary training to support individuals to achieve outcomes						
4.5 Implement systems and processes for recording the identification, progress and achievement of outcomes						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 5 Be able to manage effective working partnerships with carers, families and significant others to achieve positive outcomes**

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 Analyse the importance of effective working relationships with carers, families and significant others for the achievement of positive outcomes						
5.2 Implement systems, procedures and practices that engage carers, families and significant others						
5.3 Use appropriate approaches to address conflicts and dilemmas that may arise between individuals, staff and carers, families and significant others						
5.4 Explain how legislation and regulation influence working relationships with carers, families and significant others						
5.5 Implement safe and confidential recording systems and processes to provide effective information sharing and recording						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

<b>Candidate Name:</b>	
<b>Candidate Signature:</b>	
<b>Date:</b>	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

<b>Assessor Name:</b>	
<b>Assessor Signature:</b>	
<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 514

## Safeguarding and protection of vulnerable adults

5 credits

### Outcome 1 Understand the legislation, regulations and policies that underpin the protection of vulnerable adults

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 Analyse the differences between the concept of safeguarding and the concept of protection in relation to vulnerable adults		
1.2 Evaluate the impact of policy developments on approaches to safeguarding vulnerable adults in own service setting		
1.3 Explain the legislative framework for safeguarding vulnerable adults		
1.4 Evaluate how serious case reviews or inquiries have influenced quality assurance, regulation and inspection relating to the safeguarding of vulnerable adults		
1.5 Explain the protocols and referral procedures when harm or abuse is alleged or suspected		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 2 Be able to lead service provision that protects vulnerable adults

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices						
2.2 Provide information to others on:						
a) indicators of abuse						
b) measures that can be taken to avoid abuse taking place						
c) steps that need to be taken in the case of suspected or alleged abuse						
2.3 Identify the policies and procedures in own work setting that contribute towards safeguarding and the prevention of abuse						
2.4 Monitor the implementation of policies and procedures that aim to safeguard vulnerable adults and prevent abuse from occurring						
2.5 Provide feedback to others on practice that supports the protection of vulnerable adults						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 Be able to manage inter-agency, joint or integrated working in order to protect vulnerable adults

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 Follow agreed protocols for working in partnership with other organisations						
3.2 Review the effectiveness of systems and procedures for working in partnership with other organisations						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

**Outcome 4 Be able to monitor and evaluate the systems, processes and practice that safeguards vulnerable adults**

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 Support the participation of vulnerable adults in a review of systems and procedures						
4.2 Evaluate the effectiveness of systems and procedures to protect vulnerable adults in own service setting						
4.3 Challenge ineffective practice in the promotion of the safeguarding of vulnerable adults						
4.4 Recommend proposals for improvements in systems and procedures in own service setting						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	



# Unit 515

# Lead and manage group living for adults

5 credits

## Outcome 1 Be able to develop the physical group living environment to promote positive outcomes for individuals

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
1.1 Review current theoretical approaches to group living provision for adults						
1.2 Evaluate the impact of legal and regulatory requirements on the physical group living environment						
1.3 Review the balance between maintaining an environment that is safe and secure and promoting freedom and choice						
1.4 Explain how the physical environment can promote well-being						
1.5 Justify proposals for providing and maintaining high quality decorations and furnishings for group living						
1.6 Develop an inclusive approach to decision making about the physical environment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 2 Be able to lead the planning, implementation and review of daily living activities

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
2.1 Evaluate the impact of legislation and regulation on daily living activities						
2.2 support others to plan and implement daily living activities that meet individual needs and preferences						
2.3 Develop systems to ensure individuals are central to decisions about their daily living activities						
2.4 Oversee the review of daily living activities						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to promote positive outcomes in a group living environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
3.1 Evaluate how group living can promote positive outcomes for individuals						
3.2 Review the ways in which group activities may be used to promote the achievement of individual positive outcomes						
3.3 Ensure that individuals are supported to maintain and develop relationships						
3.4 Demonstrate effective approaches to resolving any conflicts and tensions in group living						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 4 Be able to manage a positive group living environment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Evaluate the effects of the working schedules and patterns on a group living environment						
4.2 Recommend changes to working schedules and patterns as a result of evaluation						
4.3 Develop a workforce development plan for the group living environment						
4.4 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with individuals						
4.5 Use appropriate methods to raise staff awareness of the group dynamics in a group living environment						
4.6 Review the effectiveness of approaches to resource management in maintaining a positive group living environment						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

## Unit 516

# Understand safeguarding of children and young people (for those working in the adult sector)

1 credit

### Outcome 1 Understand the policies, procedures and practices for safe working with children and young people

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
1.1 Explain the policies, procedures and practices for safe working with children and young people		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

<b>Assessment criteria (Knowledge)</b> <b>The learner can:</b>	<b>Portfolio reference</b>	
2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding		
2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting		
2.3 Explain the rights that children, young people and their families have in situations where harm or abuse is suspected or alleged		
	Type of evidence →	
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

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<b>IV Name:</b>	
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<b>Date:</b>	

## Unit 517

## Lead person-centred practice

4 credits

### Outcome 1 Understand the theory and principles that underpin person-centred practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Explain person-centred practice		
1.2 Critically review approaches to person-centred practice		
1.3 Analyse the effect of legislation and policy on person-centred practice		
1.4 Explain how person-centred practice informs the way in which consent is established with individuals		
1.5 Explain how person-centred practice can result in positive changes in individuals' lives		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

### Outcome 2 Be able to lead a person-centred practice

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Support others to work with individuals to establish their history, preferences, wishes and needs						
2.2 Support others to implement person-centred practice						
2.3 Support others to work with individuals to review approaches to meet individuals' needs and preferences						
2.4 Support others to work with individuals to adapt approaches in response to individuals' emerging needs or preferences						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

### Outcome 3 Be able to lead the implementation of active participation of individuals

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 Evaluate how active participation enhances the well-being and quality of life of individuals						
3.2 Implement systems and processes that promote active participation						
3.3 Support the use of risk assessments to promote active participation in all aspects of the lives of individuals						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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# Unit 518

# Assess the individual in a health and social care setting

6 credits

## Outcome 1 Understand assessment processes

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
1.1 Compare and contrast the range and purpose of different forms of assessment		
1.2 Explain how partnership work can positively support assessment processes		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

## Outcome 2 Be able to lead and contribute to assessments

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 Initiate early assessment of the individual						
2.2 Support the active participation of the individual in shaping the assessment process						
2.3 Undertake assessments within the boundaries of own role						
2.4 Make recommendations to support referral processes						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 3 Be able to manage the outcomes of assessments

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 Develop a care or support plan in collaboration with the individual that meets their needs						
3.2 Implement interventions that contribute to positive outcomes for the individual						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 4 Be able to promote others' understanding of the role of assessment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
4.1 Develop others' understanding of the functions of a range of assessment tools						
4.2 Develop others' understanding that assessment may have a positive and/or negative impact on an individual and their families						
4.3 Develop others' understanding of their contribution to the assessment process						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Outcome 5 Be able to review and evaluate the effectiveness of assessment

Assessment criteria (Performance)	Evidence date					
<b>The learner can:</b>	<b>Portfolio reference</b>					
5.1 Review the assessment process based on feedback from the individual and/or others						
5.2 Evaluate the outcomes of assessment based on feedback from the individual and/or others						
5.3 Develop an action plan to address the findings						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

## Declaration

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<b>Date:</b>	

<b>IV Name:</b>	
<b>IV Signature:</b>	
<b>Date:</b>	

# Appendix 1      Summary of City & Guilds assessment policies

## **Health and Safety**

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

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

## **Access to assessment**

City & Guilds qualifications 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 qualification allows for this. This must be agreed before you start your qualification.

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

## Useful contacts

### UK learners

#### General qualification information

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**T: +44 (0)844 543 0033**

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

General qualification information

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T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: **[intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### 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](mailto:centresupport@cityandguilds.com)**

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### 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](mailto:singlesubjects@cityandguilds.com)**

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### International awards

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

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T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: **[intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### 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](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

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T: +44 (0)121 503 8993

E: **[business@cityandguilds.com](mailto:business@cityandguilds.com)**

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### 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](mailto:feedbackandcomplaints@cityandguilds.com)**

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