

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (4978)

Candidate logbook

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4978-51/52/53/54/55/56



www.cityandguilds.com

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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0033

F +44 (0)20 7294 2413

www.cityandguilds.com

learnersupport@cityandguilds.com

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (4978)

Candidate logbook

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1 About your candidate logbook

1.1 Contact details

Candidate name	
Candidate enrolment no	
Centre name	
Centre number	
Start date	

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

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete the units in City & Guilds' **Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (4978)**. 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 19 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.

2 Units

The following units are included in this logbook. Please see the rules of combination below the table for more information.

City & Guilds unit	Unit title	GLH	Credit value
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 practice in health and social care or children and young people's settings	33	5
505	Work in partnership in health and social care or children and young people's settings	26	4
506	Understand children 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
529*	Manage physical resources		3
543	Undertake a research project within services for health and social care or children and young people	80	10
729**	Manage physical resources		3

*Learners registered before 1st July 2017 should use this unit.

** Learners registered after 1st July 2017 should use this unit.

For pathway 4978-51 (Children and Young People's Residential Management), the mandatory units are 501-512 and 543.

For pathway 4978-52 (Children and Young People's Management), the mandatory units are 501-508, 510-512 and 543.

For pathway 4978-53 (Children and Young People's Advanced Practice), the mandatory units are 501-508, 512 and 543.

For pathway 4978-54 (Adult's Residential Management), the mandatory units are 501-505, 510-511, 513-517 and 543.

For pathway 4978-55 (Adult's management), the mandatory units are 501-505, 510-511, 513-514, 516-518 and 543.

For pathway 4978-56 (Adult's Advanced Practice), the mandatory units are 501-505, 513-514, 516-518 and 543.

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 (4978)

Units	501	502	503	504	505	506	507	508	509	510	511
Credits	3	4	4	5	4	6	6	6	6	7	5
Units	512	513	514	515	516	517	518	543			
Credits	8	5	5	5	1	4	6	10			

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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					
The learner can:	Portfolio reference					
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 role						
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
3.1 use communication systems to promote partnership working						
3.2 compare the effectiveness of different communication systems for partnership working						
3.3 propose improvements to communicate 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					
The learner can:	Portfolio reference					
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

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.

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Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 502
4 credits

Promote professional development

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 and practice up to date		
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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: <ul style="list-style-type: none"> • Reflection on best practice • Reflection on failures and mistakes 						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Unit 502

Promote professional development Promote professional development

Declaration

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Candidate Name:	
Candidate Signature:	
Date:	

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Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 503
4 credits

Champion equality, diversity and inclusion

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: <ul style="list-style-type: none"> • the effects of discrimination • the impact of inclusion • 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)	Portfolio reference	
The learner can:		
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						

Unit 503

Champion equality, diversity and inclusion Champion equality, diversity and inclusion

Declaration

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Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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)	Portfolio reference					
The learner can:						
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 procedures						
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					
The learner can:	Portfolio reference					
2.1 demonstrate compliance with health, safety and risk management procedures						
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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						

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

Declaration

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Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 505

Work 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 <ul style="list-style-type: none"> • colleagues • other professionals • 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 relationships 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					
The learner can:	Portfolio reference					
3.1 explain own role and responsibilities in working with other professionals						
3.2 develop procedures for effective working relationships with other professionals						
3.3 agree common objectives when working with other professionals within the boundaries of own role and responsibilities						
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					
The learner can:	Portfolio reference					
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						

Unit 505

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

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 506

Understand children 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

Assessment criteria (Knowledge) The learner can:	Portfolio reference
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

Assessment criteria (Performance)	Evidence date
The learner can:	Portfolio reference
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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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 can be used 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							

Unit 506

Understand children and young person's development Understand children and young person's development

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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						

Unit 507

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

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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)		Portfolio reference	
The learner can:			
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)	Evidence date					
The learner can:	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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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						

Unit 508

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

Declaration

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Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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)	Evidence date
The learner can:	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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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 →						

Unit 509

Lead and manage group living for children Lead and manage group living for children

Declaration

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Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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: <ul style="list-style-type: none"> • Trust • 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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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: <ul style="list-style-type: none"> • The individual • 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						

Unit 510

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

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

Declaration

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Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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: <ul style="list-style-type: none"> • individual • supervisor • 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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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						

Unit 511

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

Declaration

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Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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 well-being and resilience

Assessment criteria (Performance) The learner can:	Evidence date					
	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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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						

Unit 512

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

Declaration

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Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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						

Unit 513

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

Declaration

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Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 514
5 credits

Safeguarding and protection of vulnerable adults

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

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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: <ul style="list-style-type: none"> Indicators of abuse Measures that can be taken to avoid abuse taking place 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						

Unit 514

Safeguarding and protection of vulnerable adults

Declaration

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Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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					
The learner can:	Portfolio reference					
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						

Unit 515

Lead and manage group living for adults Lead and manage group living for adults

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 516

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

1 credits

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

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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

Assessment criteria (Knowledge) The learner can:	Portfolio reference	
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		

Unit 516

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

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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						

Unit 517

Lead person-centred practice Lead person-centred practice

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

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) The learner can:	Evidence date					
	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					
The learner can:	Portfolio reference					
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 Review and evaluate the effectiveness of assessment

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
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						

Unit 518

Assess the individual in a health and social care setting Assess the individual in a health and social care setting

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 529* Manage physical resources (E8)

This unit has been replaced by unit 729. Learners registered before 1st July 2017 should use this unit. Learners registered after 1st July 2017 should use unit 729.

UAN:	K/600/9711
Level:	4
Credit value:	3
GLH:	25
Relationship to NOS:	This unit is linked to MSC E8 Manage physical resources.
Assessment requirements specified by a sector or regulatory body	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
Aim	This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Learning outcome	The learner will:
1. Understand the importance of sustainability when using physical resources.	
Assessment criteria	
The learner can:	
1.1 Explain the importance of using sustainable resources	
1.2 Explain the potential impact of resource use on the environment	
1.3 Explain how to use resources effectively and efficiently	
1.4 Describe actions one can take to minimise any adverse environmental impact of using physical resources	

Learning outcome	The learner will:
2. Be able to identify resource requirements for own area of responsibility.	
Assessment criteria	
The learner can:	
2.1 Consult with colleagues to identify their planned activities and corresponding resource needs	
2.2 Evaluate past resource use to inform expected future demand	
2.3 Identify resource requirements for own area of responsibility	

Learning outcome	The learner will:
3. Be able to obtain required resources for own area of responsibility.	
Assessment criteria	
The learner can:	
3.1 Submit a business case to procure required resources	

- | |
|--|
| 3.2 Review and agree required resources with relevant individuals |
| 3.3 Explain an organisation's processes for procuring agreed resources |

Learning outcome	The learner will:
4.	Be able to monitor and review the quality and usage of resources in own area of responsibility.
Assessment criteria	
The learner can:	
4.1	Monitor the quality of resources against required specifications
4.2	Identify differences between actual and planned use of resources and take corrective action
4.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility
4.4	Make recommendations to improve the effectiveness and efficiency of resource use

Unit 543

Undertake a research project within services for health and social care or children and young people

10 credits

Outcome 1 Be able to justify a topic for research within services for health and social care or children and young people

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
1.1 identify the area for the research project						
1.2 develop the aims and objectives of the research project						
1.3 explain ethical considerations that apply to the area of the research project						
1.4 complete a literature review of chosen area of research						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Outcome 2 Understand how the components of research are used

Assessment criteria (Knowledge)	Portfolio reference	
The learner can:		
2.1 critically compare different types of research		
2.2 evaluate a range of methods that can be used to collect data		
2.3 identify a range of tools that can be used to analyse data		
2.4 explain the importance of validity and reliability of data used within research		
Type of evidence →		
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report		

Outcome 3 Be able to conduct a research project within services for health and social care or children and young people

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 identify sources of support whilst conducting a research project						
3.2 formulate a detailed plan for a research project						
3.3 select research methods for the project						
3.4 develop research questions to be used within a project						
3.5 conduct the research using identified research methods						
3.6 record and collate data						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Outcome 4 Be able to analyse research findings

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 use data analysis methods to analyse the data						
4.2 draw conclusions from findings						
4.3 reflect how own research findings substantiate initial literature review						
4.4 make recommendations related to area of research						
4.5 identify potential uses for the research findings within practice						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Unit 543

Undertake a research project within services for health and social care or children and young people Undertake a research project within services for health and social care or children and young people

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.

Candidate Name:	
Candidate Signature:	
Date:	

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.

Assessor Name:	
Assessor Signature:	
Date:	

IV Name:	
IV Signature:	
Date:	

Unit 729** Manage physical resources (E8)

This unit replaces unit 529. Learners registered before 1st July 2017 should use unit 529. Learners registered after 1st July 2017 should use this unit.

UAN:	T/615/8560
Level:	4
Credit value:	3
GLH:	25
Relationship to NOS:	This unit is linked to MSC E8 Manage physical resources.
Assessment requirements specified by a sector or regulatory body	This unit must be assessed in accordance with Skills for Care and Development's assessment principles.
Aim	This unit will ensure that learners are able to identify, obtain, manage and review the use of physical resources. The unit also ensures learners are able to take the environmental impact of resource use into consideration.

Learning outcome	The learner will:
5. Understand the importance of sustainability when using physical resources.	
Assessment criteria	
The learner can:	
5.1	Explain the importance of using sustainable resources
5.2	Explain the potential impact of resource use on the environment
5.3	Explain how to use resources effectively and efficiently
5.4	Describe actions one can take to minimise any adverse environmental impact of using physical resources

Learning outcome	The learner will:
6. Be able to identify resource requirements for own area of responsibility.	
Assessment criteria	
The learner can:	
6.1	Consult with colleagues to identify their planned activities and corresponding resource needs
6.2	Evaluate past resource use to inform expected future demand
6.3	Identify resource requirements for own area of responsibility

Learning outcome	The learner will:
7. Be able to obtain required resources for own area of responsibility.	
Assessment criteria	
The learner can:	
7.1	Submit a business case to procure required resources

- | | |
|-----|--|
| 7.2 | Review and agree required resources with relevant individuals |
| 7.3 | Explain an organisation's processes for procuring agreed resources |

Learning outcome	The learner will:
	8. Be able to monitor and review the quality and usage of resources in own area of responsibility.
Assessment criteria	
The learner can:	
8.1	Monitor the quality of resources against required specifications
8.2	Identify differences between actual and planned use of resources and take corrective action
8.3	Analyse the effectiveness and efficiency of resource use in own area of responsibility
8.4	Make recommendations to improve the effectiveness and efficiency of resource use

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, 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, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

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

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

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

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

Useful contacts

UK Centres

Registrations, Exam entries (Dated/On-Demand/E-volve Scheduling), invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature.

E: centresupport@cityandguilds.com

Quality support (new centres)

For Sales advice and support
For quality assurance

E: directsales@cityandguilds.com

E: csdirect@cityandguilds.com

TechBac enquiries

E: Techbac@cityandguilds.com

International centres

Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials

Please contact your local office:

www.cityandguilds.com/aboutus/international

UK centres

General e-assessment (e-volve) support
Enquiries

E: evolvesupport@cityandguilds.com

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: learnersupport@cityandguilds.com

Employer

Employer solutions including, Employer Recognition: Endorsement,

E: business@cityandguilds.com

Accreditation and Quality Mark,
Consultancy, Mapping and Specialist
Training Delivery

Published by City & Guilds

1 Giltspur Street

London

EC1A 9DD

T +44 (0)844 543 0033

F +44 (0)20 7294 2413

www.cityandguilds.com

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