

# City & Guilds Level 4 Preparing for Leadership and Management of Health and Social Care

September 2024 Version 1.0

Candidate pack

Version and date	Change detail	Section
September 2024 (v1.0)	Initial version	n/a

---

# Contents

	City & Guilds Level 4 Preparing for Leadership and Management of Health and Social Care	1
<b>Contents</b>		<b>3</b>
<b>1</b>	<b>Assessment overview</b>	<b>4</b>
<b>2</b>	<b>Candidate guidance</b>	<b>5</b>
<b>Appendix 1</b>	<b>Marking criteria</b>	<b>14</b>

# 1 Assessment overview

## Assessment approach

The Level 4 Preparing for Leadership and Management in Health and Social Care qualification will be assessed through the following assessments.

**Section 1** covers a series of tasks to cover unit (490).

These tasks will be marked internally, with the result submitted to City & Guilds.

**Section 2** covers tasks that require the candidate to produce a report and conduct a presentation. These tasks cover unit (411).

These tasks will be externally marked by the awarding body.

**Section 3** covers a series of tasks covering unit (412).

These tasks will be marked internally, with the result submitted to City & Guilds.

## 2 Candidate guidance

### Overview

For the assessment of this qualification, you will be required to complete the following assessment activities,

#### Section 1

**Task A** – Written response

**Task B** – Written response

**Task C** – Oral assessment

The tasks in Section 1 will be internally assessed by your assessor.

#### Section 2

**Task D(i)** – Report on a change to practice

**Task D(ii)** – Presentation of report on a change to practice, and a discussion

The tasks in Section 2 will be externally assessed by the awarding body.

#### Section 3

**Task E** – Written response

**Task F** – Oral assessment

**Task G** – Written response

The tasks in Section 3 will be internally assessed by your assessor.

### How the tasks link to your learning

The table provides an overview of how the tasks relate to the units of learning from your training programme.

Note that whilst the tasks target learning from specific units; you are encouraged to think about the entirety of your learning as you respond to the individual tasks.

Unit 490 Legislation, theories and models of person/child-centred practice	Tasks A – C
Unit 411 Theoretical frameworks for leadership and management in health and social care	Task D
Unit 412 Leadership and management of effective team performance in health and social care services	Tasks E – G

## General information for candidates

### Introduction to the tasks

The assessments for this qualification have been designed to present you with the opportunity to demonstrate the knowledge and understanding of leadership and management within the context of real-life work situations in health and social care. The tasks require you to consider how you would behave in a leadership and management role, and you should approach the tasks from this perspective, applying the knowledge and understanding you have gained from your learning programme to respond to the tasks.

Where possible, you are encouraged to use your own experience and reflections of previous experience in the health and social care sector to support your responses.

If you do refer to any current or past experiences that relates to work with individuals or others, you must ensure that any references to the identify of these individuals or organisations/settings are kept fully anonymised within all your assessment tasks. This should include taking care not to use specific references or information that may by default identify an organisation/setting, individual supported or other individual.

### Presentation of evidence

Written responses are required for completion of a number of the tasks in this assessment. Written responses should be provided as electronic, typed responses. You should ensure that your work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.

### Word counts

Typical word counts, where indicated, are to be used as approximates for guidance to support the production of sufficient evidence. The marking will relate to the quality of the evidence produced and not whether the word count has been met. Guidance on approximate word counts is in relation to the words generated as part of the response and does not reflect inclusion of any references to external sources.

### Use of external resources and references

Where relevant, you are permitted to use and make reference to external resources throughout the assessment tasks. However, you must clearly detail and reference any external sources that you have referred to or used as part of your responses. The '**What must be produced for assessment**' section of each task clearly states where a reference list must be provided if you have used any external resources as part of your task response.

**Note**, there is no defined format for the provision of the reference list – but external sources used or referred to must be clearly and readily referenced to the source.

### Use of Artificial Intelligence (AI)

Candidates should also be advised that artificial intelligence tools such as Chat GPT are **not** permitted for the development of assessment evidence and are reminded that the purpose of this assessment is to reflect their own knowledge, understanding and skills. Use of artificial intelligence such as Chat GPT would be seen as an unacceptable form of plagiarism and would constitute a form of malpractice that is to be reported to City & Guilds. If AI use is suspected, this will trigger an investigation in relation to suspected plagiarism, by either the centre or by City & Guilds – and could result in potential learner sanctions and penalties.

### **Confidentiality**

You are required to follow the confidentiality and consent requirements of your organisation/setting at all times whilst completing the assessment tasks. All of your evidence submitted for the tasks within this assessment must meet the confidentiality and consent requirements of your organisation/setting. You must also be aware of and ensure you work in ways that fully maintain all safeguarding considerations in your work environment at all times.

## Section 1

### Task A

As a leader and manager, describe how you can create a safe and secure setting that enables individuals to express their identity (e.g. sexual orientation, religious beliefs, language of choice) without fear of discrimination and harassment.

As part of your response, you must consider legislation, conventions and guidance related to:

- Equality and rights
- Person/child-centred practice
- Safeguarding
- Welsh language
- Advocacy

The written response should be approximately **2000** words in total.

#### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

#### **What must be produced for assessment:**

- Written response
- Reference list of any research, information sources or resources used or referred to

### Task B

As part of your learning programme, you have explored a number of theories and models that are used to support person/child centred practice.

Describe how these theories and models can be applied within person/child centred practice to support the well-being, rights and liberties of individuals.

As part of your response, you should have applied understanding of and referenced theories/models that cover **each of** the following factors:

- biological
- sociological
- psychological.

The written response should be approximately **2000** words in total.

#### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

#### **What must be produced for assessment:**

- Written response
- Reference list of any research, information sources or resources used or referred to



### Task C

Your assessor will provide you with a scenario that you will need to read and review. You will then need to draft your responses to the questions listed below and give your answers verbally to your assessor. You should consider how you promote voice and control of individuals and your learning of the following topic areas in your responses:

- Dignity and respect
- Citizenship and inclusion
- Advocacy and co-production.

Questions:

- How are the topic areas relevant to the scenario?
- What main conclusions have you come to from reviewing the scenario and considering the topic areas, and why?
- Considering the topic areas, can you describe some other values and communication skills that might have achieved a more positive outcome for the individuals in this scenario?

Following release of the task, you have up to **60 minutes** of preparation time to respond to the scenario and draft your responses to the questions.

You will then have up to **30 minutes** with your assessor to discuss your responses verbally.

#### ***Conditions of assessment***

Working independently under quiet uninterrupted conditions to draft initial question responses

Oral assessment with an assessor, under uninterrupted conditions

#### ***What must be produced for assessment:***

- Preparation notes
- Assessor's oral assessment record

## Section 2

As part of a leadership and management role, it is important to understand the culture of the organisation/setting and the impact this may have on the service that is led/managed.

### Task D

You are required to propose a change to practice within your organisation/setting to support positive outcomes and the well-being of individuals who use health and social care services.

For this task, you will need to:

- Produce a report that outlines a change to practice
- Deliver a formal presentation of your report to your assessor
- Have a discussion with your assessor (following delivery of your presentation)

### Task D(i)

You will produce a report that outlines a change to practice.

As part of your report, you should

- Identify an area for improvement.
- Produce a proposal for the changes that would need to be made
- Identify the different change management theories that could support your change to practice, with reference given to how at least one of these theories would be applied to support your change to practice
- State where your change fits in relation to a legislative and regulatory framework for health and social care services
- Produce evidence to support the rationale for your proposed change to practice. This must include reference to concerns and complaints that have either been submitted to your organisation/setting or are part of a formal review, and recommendations from inspection reports or thematic reviews from
  - service regulators
  - national commissioners (such as the Older People's Commissioner, Children's Commissioner, Future Generations Commissioner or Welsh Language Commissioner)
  - National Safeguarding Board
- Identify potential challenges to your intended change to practice, and ways to respond to these

Note that with reference to legislative and regulatory frameworks, this must relate to a relevant theme or regulation and guidance from either the:

- Health and Care Standards Framework 2015
- Regulation and Inspection of Social Care (Wales) Act 2016

As examples, for part of your response, you may want to consider

- co-production to ensure that you take an inclusive approach to change;
- coaching, mentoring and motivational interviewing as a potential response to worker conflict and resistance to change.

You must also consider the use of relevant statistics, research and organisational documentation as part of your response.

**Conditions of assessment**

Working independently under quiet uninterrupted conditions

**What must be produced for assessment:**

- Written report
- Reference list of any research, information sources or resources used or referred to

**Task D(ii)**

You are looking to gain support for your proposed change to practice from others in the organisation/setting.

You are required to deliver a formal presentation of your report to your assessor, outlining its content and the rationale for your proposed change to practice.

Your presentation can be delivered in any formal presentation format that is suitable – but should reflect if the assessment is undertaken face-to-face with the assessor, or remotely via remote conferencing. Your assessor will confirm this prior to starting this task.

You should develop and deliver your presentation with the intention to gain support for your proposed change to practice.

Your delivered presentation should last approximately **15** minutes.

Following the delivery of your presentation, you should be prepared to have a discussion with the assessor on your report and presentation. This discussion will last for approximately **5-10** minutes.

**Conditions of assessment**

Presentation and discussion, under uninterrupted conditions

**What must be produced for assessment:**

- Presentation
- Assessor presentation notes
- Assessor discussion notes

## Section 3

### Task E

You are required to locate and review your organisation/setting's recruitment and induction process/processes.

You are required to review the process/processes and,

- Evaluate the extent to which the process/processes of the organisation/setting supports values-based recruitment and induction. You should provide reasons for your answer.
- Discuss one feature of recruitment that you would change, giving a reason for your response.
- Discuss one feature of induction that you would change, giving a reason for your response.

The written response should be approximately **1500** words in total.

#### **Conditions of assessment**

- Reference list of any research, information sources or resources used or referred to

#### **What must be produced for assessment:**

- Written response
- Working independently under quiet uninterrupted conditions

### Task F

Your assessor will provide you with a scenario that you will need to read and review. You will need to draft your responses to the questions listed below and give your answers verbally to your assessor. You should consider the role that leadership plays in supporting teams within a health and social care setting and your learning of the following topic areas in your responses:

- Equality, diversity and inclusion, and the impact of these on workers and teams
- The impact of leadership qualities on teams
- The role of effective delegation in a team environment.

Questions:

- What core values and leadership behaviours might support you to improve motivation and earn trust and respect within the team?
- How might your knowledge of appropriate theories (e.g. emotional intelligence, transactional analysis, the senses framework and social interdependence theory) help you to develop more positive relationships within this team?
- Why is an understanding of equality, diversity and the Welsh language important in this scenario?
- What process would you take to ensure that the delegation of tasks is transparent and clear within the team?

Following release of the task, you have up to **60 minutes** of preparation time to respond to the scenario and draft your responses to the questions.

You will then have up to **30 minutes** with your assessor to discuss your responses verbally.

**Conditions of assessment**

Working independently under quiet uninterrupted conditions to draft initial responses

Oral assessment with an assessor, under uninterrupted conditions

**What must be produced for assessment:**

- Preparation notes
- Assessor's oral assessment record

**Task G**

*You are in a leadership and management role, with management responsibility for a team member who has failed to meet organisational expectations around performance.*

Describe the tools that are available for you to deal with poor performance, as per this scenario.

As part of your response, you should consider:

- How you would look to provide support to a team member who has failed to meet performance expectations, including consideration of different learning styles and methods.
- The personal challenges that you may face as a manager or leader when dealing with poor performance, and how you would respond to these challenges.

The written response should be approximately **1500** words in total.

**Conditions of assessment**

Working independently under quiet uninterrupted conditions

**What must be produced for assessment:**

- Written response

## Appendix 1 Marking criteria

The following pass criteria reflect the **minimum** requirements to be met for each of the assessment tasks – and that your assessor will review your evidence against.

Prior to submission of any final evidence, you should check and review that your response covers each of the points outlined in the grids below.

### Pass criteria

The following pass criteria should be used for assessing the individual tasks within this assessment.

Task	Pass criteria	Coverage	Purpose
<b>Section 1</b>			
A	<p>The candidate’s response shows understanding of legislation, conventions and Codes of Conduct and Professional Practice related to valuing uniqueness and rights, and that promote equality, diversity and inclusion.</p> <p>The candidate has shown that they understand and have specifically considered legislation, conventions and guidance related to:</p> <ul style="list-style-type: none"> <li>• Equality and rights</li> <li>• Person/child-centred practice</li> <li>• Safeguarding</li> <li>• Welsh language</li> <li>• Advocacy</li> </ul> <p>as part of their response:</p> <p>The candidate makes clear linkages between how these specified legislations, conventions and Codes of Conduct and Professional Practice support rights, equality, diversity and inclusion within the health and social care sector. The candidate has shown an understanding of how they can use these specified legislations, conventions and codes of conduct and practice to create a safe and secure environment that supports individuals to express their identity and promotes person/child-centred practice.</p>	Unit 490 - LO1-LO3, LO5, LO9	<p>Valuing uniqueness and rights and promoting equality, diversity and human rights.</p> <ul style="list-style-type: none"> <li>• Legislation and practice</li> <li>• The impact of hate crime and discrimination on individuals</li> <li>• Respect for uniqueness</li> <li>• Safeguarding</li> </ul>

B	<p>The candidate has provided a response that:</p> <ul style="list-style-type: none"> <li>• shows a secure understanding of theories/models that cover biological, sociological and psychological factors related to person/child-centred practice. <b>The candidate's response may reference a single model/theory that covers all of these factors (e.g. the Biopsychosocial model) or may cover a range of models/theories reflecting the influence of each of these factors.</b></li> <li>• makes relevant linkages between aspects of the theory/model(s) referenced and how this/these can be applied in practice to support positive person/child centred practice. The candidate shows consideration of both the theoretical aspect of the theory/model(s) and the implications of application of the theory/model(s) in practice.</li> <li>• shows how an understanding of the referenced theory/models(s) can be applied to support well-being and the rights and liberties of individuals.</li> </ul>	Unit 490 LO6, LO7, LO8	<p>Purpose of the content:</p> <ul style="list-style-type: none"> <li>• How it can influence own practice <ul style="list-style-type: none"> <li>- Biopsychosocial – holistic</li> <li>- Sociological – position of power</li> <li>- Psychological – psychological well-being</li> </ul> </li> <li>• How society influences identity</li> <li>• Learning from theory to influence practice</li> <li>• Why are you learning these theories?</li> </ul>
C	<p>The candidate has responded to the questions and has shown</p> <ol style="list-style-type: none"> <li>1. A clear understanding of the overarching topic areas</li> <li>2. That they are able to relate all three topic areas to the context of the scenario. The candidate shows secure linkages between their understanding of each topic area with how these are represented through the context of the scenario.</li> <li>3. They are able to draw conclusions that relate the topic areas to the scenario context. The candidate is able to identify interconnections between the three topic areas and draws conclusions that relate to all of the individuals presented in the scenario. The candidate is able to clearly articulate the implications for individuals when there is not voice and control.</li> <li>4. A clear understanding of values and communication skills that support inclusion and co-production. This understanding is securely linked to the scenario, demonstrating how these skills can support the development of positive outcomes for individuals. A minimum of one value and one communication skill must be detailed with clear links provided to providing positive outcomes.</li> </ol>	Unit 490 – LO4, LO5	<p>Purpose of the content: Promoting voice and control, to include:</p> <ul style="list-style-type: none"> <li>• Dignity and respect</li> <li>• Citizenship and inclusion</li> <li>• Advocacy and co-production</li> <li>• The importance of values and communication skills</li> </ul>

Section 2			
D	<p>The following criteria should be used to form a holistic judgement on candidate performance based on evidence presented from across Tasks D(i) and D(ii).</p> <p>The candidate has clearly rationalised the process intended for supporting their proposed change to practice. This rationalisation must be observed through each of the different elements of the task, i.e.</p> <ul style="list-style-type: none"> <li>• The <b>report</b> shows a detailed understanding of how an area of provision has been selected; and provides secure links to how the process will be used to support the well-being of individuals within the setting. The candidate has stated where the change proposed fits within legislative and regulatory frameworks and has correctly and clearly linked the proposed change to either the Health and care standards framework 2015 or Regulation and Inspection of Social Care (Wales) Act 2016. The candidate has demonstrated the use of statistics, research and organisational documentation to support their response.</li> <li>• The candidate gives their <b>presentation</b> in a rationalised way; they draw information together in a way that communicates their proposal, with clear links to how this will support the well-being of individuals who access and experience the service. The presentation is focused on gaining support.</li> <li>• The candidate is able to provide clear and succinct responses to <b>questions or discussion points</b> asked, or to elaborate on key aspects of their proposal as identified by the assessor.</li> </ul> <p>The assessor should have confidence through the report, presentation and follow-on discussion that the candidate understands:</p> <ul style="list-style-type: none"> <li>• <b>The use of change management theories</b> – this should be seen through demonstration of knowledge of at least two different change management theories. The candidate has considered how at least one of these theories has been applied to their proposed change to practice. The candidate shows secure knowledge and understanding of how the referenced theory is applied in practice and is contextualised to the specific proposed change.</li> <li>• <b>How understanding of change fits alongside legislative/regulatory frameworks</b> – the candidate has stated where the change proposed fits within legislative and regulatory frameworks and has correctly and clearly linked the proposed change to either the Health and care standards framework 2015 or Regulation and Inspection of Social Care (Wales) Act 2015.</li> </ul>	Unit 411 - LO1- LO6	<p><b>Task D</b> Focuses on</p> <ul style="list-style-type: none"> <li>• The use of change management theories</li> <li>• How understanding of change fits alongside legislative/regulatory frameworks</li> <li>• How the measurement of outcomes and feedback (to include complaints/concerns) have influenced their identification of a change to practice</li> <li>• Potential challenges that may arise through adopting change</li> <li>• Approaches to respond to challenges that arise through adopting change</li> </ul>



	<ul style="list-style-type: none"> <li>● <b>How the measurement of outcomes and feedback (to include complaints/concerns and recommendations from inspection reports) have influenced their identification of a change to practice</b> – the candidate has provided a rationale that shows a detailed understanding of how an area of provision has been selected; and provides secure links to the reasons for selecting this as an area that requires change. The candidate demonstrates their consideration of how the measurement of outcomes, and/or the influence of feedback have influenced their selection of an area of change. This must include reference to concerns and complaints that have either been submitted to the organisation/setting or are part of a formal review, and recommendations from inspection reports or thematic reviews from             <ul style="list-style-type: none"> <li>○ Service regulators</li> <li>○ national commissioners such as the Older People’s Commissioner, Children’s Commissioner, Future Generations Commissioner or Welsh Language Commissioner</li> <li>○ National Safeguarding Board</li> </ul> </li> <li>● <b>Potential challenges that may arise through adopting change</b> – the candidate has identified a range of challenges that may be presented through the change that they have proposed. The candidate demonstrates their understanding of the context of these challenges – clearly identifying why they may arise, linked to the change in practice.</li> <li>● <b>Approaches to respond to challenges that arise through adopting change</b> – the candidate identifies appropriate responses to anticipated challenges; secure links are made between the identification of the challenge, and the type of response that could be applied, with appropriate link to relevant leadership and management theories provided. The candidate has shown consideration for the impact on workers as part of their response, with links made to how a leader/manager can support workers through change, through use of a range of approaches (mentioning coaching, mentoring and/or motivational interviewing as appropriate).</li> </ul>		
--	--	--	--

Section 3			
E	<p>The candidate has</p> <ul style="list-style-type: none"> <li>• demonstrated a clear understanding of the purpose of values-based recruitment and induction</li> <li>• shown an understanding of what makes a recruitment or induction process values-based, through an evaluation of how well the recruitment and induction processes of the workplace/setting supports (or does not support) values-based recruitment and induction. The candidate has shown an understanding of what makes or fails to make a recruitment and induction process values-based and makes secure connections with elements drawn from the current process/processes.</li> <li>• The candidate has identified one feature of the current recruitment process that they would change. The candidate has provided clear reasoning for the identification of one feature that they would change; this reasoning focuses on supporting the development or enhancement of processes that are values-based.</li> <li>• The candidate has identified one feature of the current induction process that they would change. The candidate has provided clear reasoning for the identification of one feature that they would change; this reasoning focuses on supporting the development or enhancement of processes that are values-based.</li> </ul>	Unit 412 – LO3	The role of values-based recruitment and induction in supporting a values-base in health and social care settings.
F	<p>The candidate has provided a response for each of the questions posed with appropriate connections to the scenario posed, and</p> <ol style="list-style-type: none"> <li>1. has identified at least one core value and one leadership behaviour that can be used to improve motivation in the team. The candidate makes secure links between the identified value/s and behaviour/s and how these can be used to support motivation, trust and respect.</li> <li>2. has demonstrated knowledge of appropriate theory* (for example emotional intelligence, transactional analysis, the senses framework and/or social interdependence theory) and how the theory relates to leadership and management of a challenging team situation. Clear links are drawn between theory and how this is applied to support positive relationships.</li> <li>3. shows an understanding of equality, diversity and the importance of Welsh language within the context of a team situation. The candidate draws on specific examples from the scenario (e.g. lack of respect for the Welsh</li> </ol>	- Unit 412 LO1- LO2, LO4	<p>Purpose of the content: To consider,</p> <ul style="list-style-type: none"> <li>• The impacts of equality, diversity and inclusion on the impact of workers</li> <li>• To show understanding of how to apply leadership qualities</li> <li>• Role of effective delegation in a team environment</li> </ul>

	<p>language; potential discrimination in the team) and recognises the role of equality, diversity and inclusion within a team environment.</p> <p>4. has identified a process to be used to manage effective delegation. Their response is supported by a clear rationale that demonstrates how transparency and clarity will be achieved.</p>		
G	<p>The candidate has provided a response that shows an understanding of at least <b>two tools or approaches</b> (e.g. supervision, appraisal) that can be used to deal with poor performance.</p> <p>The response shows connection to the scenario and the candidate</p> <ul style="list-style-type: none"> <li>• has shown an understanding of how support can be provided that links an individual's learning style with consideration of the best type of development approach.</li> <li>• has shown a level of reflection on their own potential ability as a manager/leader, with at least one personal challenge identified, and with at least one way provided on how they would respond to such a challenge.</li> </ul>	Unit 412 – LO5-LO7	To consider the management tools available to support the development of team members, including addressing own personal challenges faced by responding to challenging scenarios.

**For any task, where the expected pass criteria have not been fully met, the task should be graded as 'fail'.**