City & Guilds Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development

September 2024 Version 1.0

Candidate pack

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

Contents

1 Assessment overview

Assessment approach

The Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification will be assessed through the following assessments.

Section 1 covers a series of tasks to cover unit (405).

These tasks will be externally marked by the awarding body.

Section 2 covers a series of tasks to cover unit (406).

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

Section 3 covers a series of tasks covering unit (407).

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 assessments activities,

Section 1
Task A(i) - Information document
Task A(ii) – Written task
Task B(i) – Report on a change to practice
Task B(ii) - Presentation of a report on a change to practice, and a discussion

The tasks in Section 1 will be externally assessed by the awarding body.

Section 2
Task C – Summary of roles and responsibilities
Task D – Training session materials

The tasks in Section 2 will be internally assessed by your assessor.

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 405 Leading child-centred practice	Tasks A – B
Unit 406 Theoretical frameworks for leadership and management	Tasks C – D
Unit 407 Understand how to lead and manage effective team practice	Tasks E – G

General information for candidates

The tasks in this assessment require a good underpinning knowledge of legislative and regulatory frameworks and the UNCRC (United Nations convention on the Rights of the Child) in the context of Wales and inspection frameworks.

Introduction to the tasks
The assessment tasks 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 children's care, play, learning and development. 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 current and previous experience in working in the children's care, play, learning and development sector to support your responses.

If you do refer to any current or past experiences that relates to work with children, families/carers 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 evidence submitted must meet the confidentiality and consent requirements of your organisation/setting. You must also be aware of and ensure you work in ways that complies with safeguarding considerations in your work environment at all times.

Section 1

The tasks in Section 1 of this assessment will show your knowledge and understanding of leading child-centred practice.

Task A(i)

Produce an information document for workers in a children's care workplace/setting that introduces them to each of the following,

- legislative and regulatory frameworks that the workplace / setting works to
- equality, diversity and inclusion
- UNCRC (United Nations convention on the Rights of the Child)
- Welsh Government Policy guidance and standards, including Welsh language
- legislation related to prevention and early intervention
- legislation and National Guidance related to safeguarding

The information document must include where they can find further information and reading, that may be included within current workplace/setting policies and procedures.

The information document is to help other workers understand the importance of these frameworks to their role and to the workplace/setting. It will begin to shape their understanding of how provision, protection and participation in the workplace/setting are strongly influenced by these frameworks. It is intended to build a foundation of knowledge for other workers who will use this resource as they develop practice and bring about improvement to childcare practice in the workplace/setting.

The information document must be presented as:

- A formal guidance document, which includes clearly defined sections and headings to cover all of the points indicated.

The information document should be approximately **2000** words in total.

Conditions of assessment
Working independently under quiet uninterrupted conditions

What must be produced for assessment:
- Information document
- Reference list of any research, information sources or resources used or referred to

Task A(ii)

As part of your learning programme, you have explored a number of biological, sociological and psychological theories and models that are used to support the holistic development of children and their life journey.

Describe how you can apply the theories and/or models that you have learnt about to support the positive, holistic development of children within your workplace/setting. Your response should include consideration of

- the impact of adverse childhood experiences (ACEs)
- prevention and early intervention measures.

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 B
Building from task A, you are required to propose a change to practice within your workplace/setting to improve support for the holistic development, positive outcomes and the well-being of children who access the service.

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)

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

Note, you are **not** required to actually implement the proposed change to practice as part of this assessment.

Task B (i)

You will produce a report that outlines a change to practice. As part of your report you **must**:

- Identify an area for improvement
- Produce a proposal for the changes that would need to be made
- Outline how you would plan to introduce and evaluate the changes
- State how the change relates to theories and models of child development
- Produce evidence to support the rationale of your proposed change to practice considering Legislative and Regulatory Frameworks for a minimum of **one** of the following:
    - Rights based approaches
    - Equality, diversity and inclusion
    - Welsh language
    - Prevention and early intervention
    - Safeguarding

You **must** also use relevant statistics, research and workplace / setting documentation as part of your response.

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

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 B(ii)

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 2

The assessments in Section 2 will show your knowledge of theoretical frameworks for leadership and management within children's care, play, learning and development settings.

Task C
You are required to produce a summary of how leadership and management supports innovation and change in your workplace/setting.

As part of your response, you should describe:

- the role that leaders and managers have in supporting innovation and change
- how at least **two** different theoretical approaches to leadership and management can be applied to support innovation and change within your workplace/setting
at least **two** different leadership styles, and how these different leadership styles can be used to support organisational change.

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

Conditions of assessment
Working independently under quiet uninterrupted conditions

What must be produced for assessment:
- Summary of roles and responsibilities
- Reference list of any research, information sources or resources used or referred to

Task D
Develop a set of training session materials to help new workers identify the importance of continual improvement within children's care workplaces/settings to bring about positive change. Your training session materials should consider:

- an introduction to change management theories and tools
- internal and external factors that drive change and engage workers in solution focused thinking.
- how issues from inspection reports are used to support positive change.
- the importance of a cycle of self-assessment to support and manage continual improvement.

You must ensure that your response makes reference to how innovation and partnership are used to help manage and support positive change within children's care workplaces/settings.

Your training session materials should be developed as a presentation or slide deck (such as a PowerPoint presentation).

Note, for this task, you are only being asked to construct the materials for a training session; you are not required to present or undertake this training.

Conditions of assessment
Working independently under quiet uninterrupted conditions

What must be produced for assessment:
- Training session materials
- Reference list of any research, information sources or resources used or referred to

Section 3

The assessments in Section 3 will show your knowledge and understanding of how to lead and manage effective team performance within children's care, play, learning and development settings.

Task E
You are required to locate and review your workplace/settings recruitment and induction process/processes.

You are required to review the process/processes and,

- Evaluate the extent to which the process/processes of the workplace/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
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 F
For this task, you will explore the role that effective leadership plays in supporting effective team performance. You are to consider,

- How effective leadership supports the management of teams
- The impact of equality, diversity and inclusion on workers
- The role of effective delegation in a team environment

Your assessor will provide you with a pack where you are presented with a scenario that you are to read and consider. You will also read a number of accounts from individuals related to the scenario.

Once you have read the scenario and accounts, you should answer the questions provided in the pack.

You have up to **60** minutes to **prepare** your responses to the questions and will then have up to **30** minutes to give these responses **verbally** to your assessor.

Conditions of assessment
Oral assessment with an assessor, under uninterrupted conditions

What must be produced for assessment:
- Preparation notes
- Record of oral assessment

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.*
> *This has resulted in internal conflict within your wider team.*

Describe how you can use both supervision and appraisal processes to respond to poor performance, as per this scenario.

As part of your response, you should include reference to how you would use either mentoring, coaching or motivational interviewing to support your response to the poor performance.

The written report should be approximately **1500** 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

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.

Task	Pass criteria	Coverage	Purpose
Section 1			
Ai)	The candidate's information document shows an, • understanding of legislative and regulatory frameworks, Equality, diversity and inclusion and the UNCRC • understanding of Welsh government policy guidance and standards, that includes an understanding of policy around Welsh language • understanding of how provision, protection and participation are supported by legislative and regulatory frameworks, and the UNCRC. The candidate makes clear linkages between these frameworks and the development of safe and secure child-centred practice • understanding of legislation related to prevention and early intervention • understanding of elements that need to be understood to support improvement to childcare practice – e.g reflecting on approaches to early intervention, participation and protection and equality, diversity and inclusion • understanding of safeguarding legislation, national guidance and practice The information document must be clearly presented as a guidance document to meets its intended purpose. It must include clear sections and headings.	**405** LO1 LO2 LO3 LO4 LO5	To demonstrate how childcare practice is influenced through legislation and regulations for: • Rights Based Approaches • Equality, diversity and inclusion • Welsh language • Prevention and early intervention • Safeguarding
Aii)	For a pass to be awarded, the candidate's response, • shows a secure understanding of theories/models that cover biological, sociological and psychological factors related to child	**405** LO4 LO6	• How an understanding of theories and models can influence own practice

	development. **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.** • makes relevant linkages between aspects of the theory/model(s) referenced and how this/these can be applied in practice to support positive, holistic child development. 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. • shows an understanding of how the referenced theory/models(s) reflects the impact of adverse childhood experiences (ACEs) on child development. • shows an understanding of how the referenced theory/model(s) reflects the impact of prevention and early intervention measures on child development		• How child development is supported by theories • Learning from theory to influence practice • Why it is important to understand theories
B	The following criteria should be used to form a holistic judgement on candidate performance based on evidence presented from across Tasks B(i) and B(ii). 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. - The **report** shows a detailed understanding of how an area of provision has been selected; and provides links to how the process will be used to support holistic development, positive outcomes and well-being of children within the setting and how the change relates to theories and models of child development. The candidate has stated where the change proposed fits within legislative and regulatory frameworks and a **minimum of one** of the following: - Rights based approaches (LO1) - Equality, diversity and inclusion (LO2) - Welsh language (LO3) - Prevention and early intervention (LO4) - Safeguarding (LO5)	**405** LO1 / 2 / 3 / 4 or 5 depending on context LO6	How to develop child-centred practice that supports holistic development, positive outcomes and well-being for children within the context of own workplace/setting.

The candidate provides an outline of how they would plan the change and any considerations that are needed to introduce and evaluate the changes. The candidate has demonstrated the use of statistics, research and organisational documentation to support their response. - The candidate gives their **presentation** in a rationalised way; they draw information together in a way that communicates their proposal, with clear links to how this will support the holistic development, positive outcomes and well-being of children who access the service. - The candidate is able to provide clear and succinct responses to **questions or discussion points** asked, or to elaborate on key aspects of their proposal as identified by the assessor. The assessor should have confidence through the report, presentation and follow-on discussion that the candidate understands: - How to use theories and models to support holistic development and improved outcomes for children - Legislative and regulatory frameworks related to the context of their proposal i.e. rights based approaches / equality, diversity and inclusion / Welsh language / prevention and early intervention or safeguarding	

Section 2			
C)	The candidate has shown • a secure understanding of the distinction between leadership and management by reflecting the role played by leaders and managers in supporting innovation and change within a workplace/setting (e.g. leaders setting strategic vision, managers supporting the embedment of that vision amongst workers) • an understanding of how at least two different theoretical approaches to leadership and management can be applied to support innovation and change. The response shows a secure understanding of different leadership theories through linking the principles of the theory/model with how it is applied in practice (in this context, to support innovation and change). **Candidates may reference any two different theoretical approaches (either models and/or theories) within their response.** • detailed understanding of a minimum of two different leadership styles, that is shown through how leadership styles are used by leaders and/or managers to support organisational change. The response shows how different leadership or management styles are directly used to influence, support or manage change; and how this is done	**406** LO1	The use of leadership and management, reflecting the use of leadership styles and how different approaches are used to support or manage change.
D)	The candidate has produced training session materials that: • Shows an understanding of change management, reflected in the candidate's understanding of theories and tools used to support change management. • Show a clear focus to bring about positive change • Define solution focused thinking, and engages staff in solution focused thinking • Reference internal and external factors that drive change, including partnership • Reference the importance of innovation within continual improvement • Reference how issues from inspection reports are used to support positive change • Outline the importance of a cycle of self-assessment to support and manage continual improvement	**406** LO1, LO2, LO3	To demonstrate candidate knowledge of service improvement and how change management is embedded within their workplace/setting.

	The candidate shows secure linkages between an understanding of how continual improvement is supported and managed within a workplace/setting context, alongside the benefits, reasoning and rationale for supporting change. The candidate has developed their training session materials in a relevant IT format that would aid delivery of the training in a presentation format – such as a presentation or slide deck. (Note, candidates are not expected to undertake an actual training session based on these materials – the materials are developed as an interactive and engaging way for candidates to demonstrate their knowledge of change management and continuous improvement).		

Section 3				
E)	The candidate has • demonstrated a clear understanding of the purpose of values-based recruitment and induction • 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. • 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. • 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.	407 LO4	The role of values-based recruitment and induction in supporting a values-base.	
F)	The candidate has provided a response for each of the questions posed with appropriate connections to the scenario posed, and • 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. • has demonstrated knowledge of appropriate theory* (for example emotional intelligence, transactional analysis, relationship management) 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. • 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	407 LO1- LO3, LO5- LO6	To consider, o The impacts of equality, diversity and inclusion on the impact of workers o To show understanding of how to apply leadership qualities o Role of effective delegation in a team environment	

	language, potential discrimination in the team) and recognises the role of equality, diversity and inclusion within a team environment. • has identified a process to be used to manage effective delegation. The candidate response is supported by a clear rationale that demonstrates how transparency and clarity will be achieved.		
G)	The candidate has provided a response that shows an understanding of • how they can use supervision and appraisal processes to deal with poor performance in a team environment. • how they can use at least one of mentoring, coaching or motivational interviewing to effectively support supervision or appraisal processes. The candidate has shown an understanding of how using this method/approach can support the scenario. The response shows clear linkages and connection to the scenario, with the candidate clearly reflecting on these tools and approaches from the position of a leader/manager. The candidate acknowledges and considers the wider impact of poor performance (i.e. the development of internal conflict in the wider team) as part of their response.	**407** LO5- LO8	To consider the management tools available to support the development of team

For any task, where the expected marking/grading criteria has not been fully met, the task should be graded as 'fail'.