

City & Guilds Level 4 Professional Practice in Children's Care, Play, Learning and Development

September 2024 Version 1.0

Candidate pack

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1 Assessment overview

Assessment approach

The Level 4 Professional Practice in Children’s Care, Play, Learning and Development qualification will be assessed through the following assessments.

- a portfolio of evidence (Task A)
- a project, that includes a series of written tasks, direct observation of practice and a professional discussion (Tasks B-D)

A detailed breakdown of these tasks is shown below.

Task A – a portfolio of evidence

The portfolio of evidence will be internally assessed alongside Task D, with a final holistic judgement determined, and the result submitted to City & Guilds.

Task B – these tasks relate to leading child-centred practice and form part of the preparatory aspect of the project. Task B consists of:

Task B(i) – production of an **information document**

Task B(ii) – application of understanding of **theories and models** to support holistic child development

These tasks will be externally-assessed by the awarding body.

Task C – these tasks will form a basis of evaluation and background research for the project in Task D. Task C consists of an **evaluation of practice** within the context of the chosen pathway to identify an area of focus to maintain and support the positive outcomes for children, with completion of

Task C(i) - a **report** on a change to practice

Task C(ii) - a **presentation of a report** on a change to practice, and a discussion

These tasks will be externally assessed by the awarding body.

Task C(iii) – development of a **research report** based on the candidate’s study skills

This task will be internally-assessed by the centre, with the result submitted to City & Guilds.

Task D – the practice-elements of the **project** related to the candidate’s own practice, that implements a plan to maintain and support positive outcomes for children within their workplace/setting.

Task D(i) – a **project plan**

Task D(ii) – implementation of the project plan, assessed via completion of a **reflective log** and through **direct observation of practice**

Task D(iii) – an evaluation of activities explored through a **professional discussion**

The tasks in (D) will be internally assessed alongside the portfolio (Task A), with a final holistic judgement determined, and the result submitted to City & Guilds.

2 Candidate guidance

Assessment Overview

This qualification has been developed and designed to enable you to demonstrate your ability to support and deliver enhanced practice within a chosen pathway area. Completion of this qualification will allow you to develop, deliver and maintain practice that supports the positive outcomes of children within your workplace/setting.

This assessment is made up of a number of activities. These have been designed to assess your ability to demonstrate the knowledge and understanding needed for your role, as well as the practical skills and competencies needed to support enhanced practice.

As part of these activities, you will be asked to consider practice within your workplace/setting, and to think about how you can positively influence outcomes for children. This will require you to,

- Evaluate practice within the context of your chosen pathway; identifying an area of focus to support positive outcomes for children. (Tasks Ci-Cii)
- Use study skills to consider potential approaches to support positive outcomes from the wider childcare sector. (Task Ciii)
- Using the findings from your research, develop a plan detailing how you will enhance and develop practice within your workplace/setting. (Task Di)
- Through your own practice, implement your plan to support positive outcomes for children within your workplace/setting. (Task Dii)

The practice assessment will be underpinned by further activities that are aimed at showing your knowledge and understanding that reflect your practice. You will be required to:

- show your understanding of the principles related to leading child-centred practice through a number of **written tasks** (Task B).
- Deliver a final evaluation of your activities through a **professional discussion** (Task Diii)

A **portfolio of evidence** (Task A) will be used to gather assessment evidence for learning outcomes where opportunities in practice may not be presented through the project.

() **Note.** As part of these assessments you need to consider an area of focus and how best to influence practice within your workplace /setting. Your focus may be about considering and implementing a small change within your workplace/setting; it might be about considering a wider change to practice and how you go about doing this or it may be about how you maintain and develop positive practices to further support positive outcomes for children.*

General information for candidates

Introduction to the tasks

Where the tasks reference 'your chosen pathway', note that this relates to the area of specialism that you have focused on as part of your learning programme. This will relate to one of the following,

- a) Working with families and carers to develop parenting skills
- b) Working with children with Speech, Language and Communication Needs (SLCN)
- c) Recognising and supporting children with Additional Learning Needs (ALN)

Presentation of evidence

For Tasks B and C where written responses are required. 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) and 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

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.

Assessment tasks

For the purposes of this assessment, you are required to consider practice within your own workplace/setting and to think about how you can positively influence outcomes for children. As part of your assessment, you will need to consider all the areas of learning that you have undertaken as part of your learning programme. You will also need to ensure that the area of focus identified is one where you will realistically be able to influence practice, with the view to supporting positive outcomes for children.

TASK A

You are required to maintain a portfolio of evidence throughout your assessment period. The portfolio is intended to capture evidence for outcomes that would not be directly evidenced through your tasks and through the project. You may also use the portfolio to provide any 'showcase' examples of evidence that capture key activities and achievements that you have undertaken as part of your practice from across the period of assessment.

You will be asked to submit your portfolio, and will be asked about the contents of your portfolio during the professional discussion in Task D.

Your internal assessor will support you to ensure the most relevant evidence is selected for submission from your portfolio.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

- Portfolio of evidence - which may include - workplace documentation/products, witness testimony, question responses, reflections, supportive case studies

TASK B

For Task B, you are required to complete two tasks that show your knowledge and understanding of principles related to leading child-centred practice, including an understanding of children's development.

Task B(i)

Produce an information document for workers in your workplace/setting, that introduces them to each of the following:

- legislative and regulatory frameworks that your 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 should include where workers can find further information and reading, that may include reference to 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 above.

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 B(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 must include consideration of:

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

As part of your response, you must 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

Building from task B, 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. The proposed change to practice **must** be within the context of your chosen pathway.

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)
- Use study skills to consider and research potential approaches from within the childcare sector that will support positive outcomes for children.

The proposed change to practice will be implemented in Task D.

Task C(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, and the planning considerations needed 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 should clearly outline the identified area of focus within your response, with clear justification provided as to why you have selected this area.

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

Additional evidence:

- a permission document, where applicable, from necessary stakeholders to access and/or use information

Task C(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

Task C(iii)

You are required to use study skills to consider and research potential approaches from within the childcare sector that will support positive outcomes for children within the area of focus identified in C(i)-C(ii).

As part of your research, you will need to produce a report that details:

- The approach you took to plan your research
- The approach you used to research ideas
- The tools/techniques that you used
- A summary of your findings, and how you perceive they support the area of focus identified
- An overarching conclusion of how you will use the research to influence your plan to enhance and develop practice within your workplace/setting.

Your research report should include reference to all sources, materials and tools used. This should take the form of a bibliography.

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:

- Research report
- Bibliography of sources, materials and tools used

TASK D

For Task D, you are required to enhance and develop practice to support positive outcomes for children within your workplace/setting. The tasks will require you to develop a project plan; implement your plan in practice and evaluate the outcomes. Your evaluation will take the form of a Professional Discussion with your assessor.

Task D(i)

Building from Tasks B and C, you are required to provide a detailed project plan for the area of practice selected to focus on in Task C(i).

Your project plan must detail how you will propose the development of practice, implement this within your own area of responsibility and evaluate the outcomes, with the intention of the implementation being used to inform and possibly support a change to wider practice within the workplace/setting.

You should include an account of:

- What improvements are intended, including how these influence positive outcomes for children, and may support early intervention and prevention.
- How children and their families/carers can be encouraged to participate and how their rights, voice and choices would be acknowledged and acted upon.
- An overview of the practical considerations for the changes you want to make including a timeline and justification for any additional resources you may need.
- The process you will use to evaluate your implementation.

You are required to meet with your internal assessor and manager/employer to discuss your proposal prior to commencing Task D(ii). You will need to talk through your proposal and obtain their support for your intended implementation.

Your internal assessor will observe you in practice during your implementation and will confirm suitable occasions alongside your manager/employer for observing your practice against your plan. Your internal assessor will be looking to observe how you meet the specific knowledge, understanding and skills of the mandatory content, as well as the content of your chosen pathway area.

Conditions of assessment

Working independently under quiet uninterrupted conditions

What must be produced for assessment:

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

Task D(ii)

You will be required to implement the project plan developed in Task D(i) to support positive outcomes for children in your workplace/setting.

You will be required to maintain a reflective log throughout the delivery of your practice. This log should detail the role that you have taken in implementing your plan, as well as include reflections on any changes in approach you have taken, any challenges faced and overcome etc.

You will be observed in practice on a minimum of **two** occasions during the delivery of your implementation plan.

Conditions of assessment:

Your reflective log does **not** need to be completed under supervised conditions, but it must show your own genuine reflections of the implementation (ie it must be written in your own words, style and related to your practice).

The workplace observations will be carried out under normal workplace conditions.

What must be produced for assessment:

- Reflective log to cover the implementation period
- Observation record forms (Internal assessor)

Task D(iii)

Professional discussion

You will be invited to attend a professional discussion following completion of Task D(ii).

Content and structure of the professional discussion

The discussion will be based on the information that you have provided as part of your other completed assessments. You will be required to reflect on and evaluate your practice through the plan that you have implemented; considering how you used evaluation and research to inform practice and consider how well, on reflection, this has met the needs of supporting positive outcomes for children in your workplace/setting.

The internal assessor will be interested in your approach to work which demonstrates the standard to which you perform. During the discussion, you should draw upon:

- The information provided in your tasks
- Specific examples of experiences and work practices
- The knowledge and understanding you have gained from your learning programme

The main discussion points are listed below, for some of these areas, the internal assessor may ask you more than one question or may spend more time focused on a particular area. The internal assessor is looking for evidence that you have applied the knowledge, understanding and skills from your learning on your chosen pathway and that you can support the development of these skills within your wider work.

The internal assessor is looking for evidence of how you:

- Apply the knowledge, understanding and skills of working from your chosen pathway area
- Apply knowledge and understanding of theories, models and approaches in your chosen pathway area
- Use reflective and critical thinking in the context of your chosen pathway area
- Apply understanding and knowledge of how to maintain outcomes for children within your chosen pathway area
- Build arguments and make judgements related to work in your chosen pathway area.

You must respond to the questions asked in the discussion independently without support.

You must be aware of confidentiality when providing examples from the workplace.

You may bring the following documentation to refer to:

- copy of all tasks, your project evidence and portfolio evidence
- any preparation notes

Time allowed for professional discussion

The discussion will last for approximately **45 minutes**.

Conditions of assessment

Professional discussion, under quiet uninterrupted conditions

What must be produced for assessment:

Internal Assessor notes from the discussion.

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	Unit coverage
Bi)	<p>For a pass to be awarded, the information document must show,</p> <ul style="list-style-type: none"> • 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 <p>The information document must be clearly presented as a guidance document to meets its intended purpose. It must include clear sections and headings.</p>	<p>405 LO1 LO2 LO3 LO4 LO5</p>
Bii)	<p>For a pass to be awarded, the candidate's response,</p> <ul style="list-style-type: none"> • shows a secure understanding of theories/models that cover biological, sociological and psychological factors related to child development. The candidate's response may reference a single model/theory that covers all of 	<p>405 LO4 LO6</p>

	<p>these factors (e.g. the Biopsychosocial model) or may cover a range of models/theories reflecting the influence of each of these factors.</p> <ul style="list-style-type: none"> • 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. <p>shows an understanding of how the referenced theory/model(s) reflects the impact of early intervention and prevention measures on child development.</p>	
<p>Ci) and C(ii)</p>	<p>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).</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"> - 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: <ul style="list-style-type: none"> ○ Rights based approaches (LO1) ○ Equality, diversity and inclusion (LO2) ○ Welsh language (LO3) ○ Prevention and early intervention (LO4) ○ Safeguarding (LO5) <p>The candidate provides an outline of how they would plan the change and any considerations that are needed to introduce and evaluate the changes.</p> - 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. 	<p>405</p> <p>LO1 / 2 / 3 / 4 or 5 depending on context</p> <p>LO6</p>

	<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"> - 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 	
Ciii)	<p>The candidate has produced a research report that clearly shows that they have explored an area related to the area of focus identified in C(i). The research report includes reference to all sources, materials and tools used – with a bibliography used to clearly present this information.</p> <p>The report specifically details,</p> <ul style="list-style-type: none"> • the approach the candidate used to research ideas • the approach the candidate used to plan their research • the tools/techniques that the candidate used • a summary of the candidate’s findings, with clear links made between the identified research and how this research could be used/applied to support the area of focus identified for exploration • an overarching conclusion of how the candidate plans to use/utilise their findings to support implementation of a plan to develop/enhance practice. <p>The candidate’s research shows knowledge and understanding of the area of focus identified. The candidate has shown a reasoned approach to their research, identifying areas that would validly be explorable in relation to supporting practice in the selected area.</p> <p>The candidate’s conclusion summarises their findings of the research. They show a clear and justified approach to how they will support their plan to develop/enhance practice from their research. The reasoning and conclusions drawn validly show that the candidate has linked the research they have done with how they can proceed to support the development of practice, clearly demonstrating how this has been focused on supporting positive outcomes for children.</p>	<p>415 LO1 LO2 LO3</p>

Appendix 2 Grading descriptor tables

The following grading descriptors will be used to make an overall holistic judgement for the assessment of Tasks A and D for candidates undertaking any of the pathways within this qualification.

The grading descriptors are based on the key learning objectives of the qualification. The pass descriptors reflect the accepted level that candidates must demonstrate to evidence that the objective has been met through the assessment tasks.

The pass descriptors have been mapped to the key learning outcomes of the qualification content where these objectives are best reflected. *Note*, however that due to the holistic nature of the qualification content, the learning outcome mapping is provided as indicative of the content areas where candidates may best demonstrate their ability to meet these objectives.

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<i>Applies knowledge, understanding and skills in the chosen pathway</i>	416 LO2, LO3, LO4, LO5 – LO7 417 LO1, LO3-LO4, LO5, LO8 419 LO3, LO4	<p>The candidate demonstrates consideration of child-centred practice in their work.</p> <p>Activities are planned that actively involve children and their families/carers and show consideration for how they have been developed with children in mind; including consideration for the voice and choice of children and their families/carers.</p> <p>The candidate demonstrates that they have actively engaged and collaborated with children, their families/carers and others, including multi-agency workers, to ensure that 'what matters' to the child and their families/carers is acted upon.</p> <p>Consideration is given to ensure that the workplace/setting meets basic requirements for ensuring children are safe and protected from health and safety concerns.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p><i>Applies knowledge and understanding of theories, models and approaches in the chosen pathway</i></p>	<p>416 LO1 417 LO2 419 LO1, LO5</p>	<p>Candidates demonstrate an understanding of a range of theories, models and approaches within their practice.</p> <p>Candidates use a range of theories, models and approaches within their practice; utilising the toolkit of techniques available to them to support a range of situations.</p> <p>Candidates utilise a range of theories, models and approaches within their practice; they demonstrate that they have considered the outcome of adopting different approaches, but consistently use mechanisms that promote the best outcome for situations.</p> <p>Candidates adopt the use of theories, models and approaches that show a developed understanding of how the adopted approach will benefit the activity that it is being used to support.</p> <p><i>(Theories, models and frameworks in this context would include legislative and regulatory frameworks and related research).</i></p>
<p><i>Apply understanding and knowledge of how to maintain outcomes for children within the chosen pathway</i></p>	<p>416 LO2, LO4 417 LO6, LO7 419 LO3</p>	<p>Candidates demonstrate their ability to successfully implement change within the workplace/setting. Change is implemented with consideration for its impact on the wider workplace/setting/workforce.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<i>Builds arguments and makes judgements in the chosen pathway area</i>	416 LO1 417 LO2 419 LO1, LO2, LO4	<p>The candidate effectively identifies activities that can help to support improvement within the workplace/setting.</p> <p>The candidate understands, with clear justification, the reasons needed for change – with insight provided on the implications of change, including anticipated benefits and challenges.</p> <p>Candidates are able to review and evaluate the effectiveness of their decisions; identifying what has worked well, and where improvements could be made. Evaluations reflect the application of legislative and theoretical frameworks, as well as research related to children’s development.</p>
<i>Use reflective and critical thinking in the context of the chosen pathway</i>	416 LO2, LO6 417 LO4, LO7, LO9 419 LO5, LO6	<p>Candidates evaluate and reflect on their own work and show how their own reflection has been used to support their work as they implement their project plan in practice.</p> <p>The candidate has demonstrated that their style has been influenced by reflections from their own practice, and on reflecting on current practice through implementation of their project plan in the workplace/setting.</p> <p>The candidate has demonstrated understanding of how their approach to work has had an active impact upon others, including both within and outside of their workplace/setting, and the impact that their work has had on the children that they work with.</p> <p>The candidate routinely uses critical analysis to monitor, reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation.</p> <p>Implications of decisions and potential outcomes are accounted for when making a final decision of actions to be taken.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<i>Shows self-awareness in order to improve practice</i>	416 LO6 417 LO6 419 LO5, LO6	<p>The candidate demonstrates that they routinely use critical analysis to reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation. The candidate demonstrates how their own practice has been adapted based on reflection.</p> <p>The candidate shows an ability to evaluate the work of their workplace/setting, including any support programmes that are offered by the workplace/setting. The candidate makes secure judgments on the effectiveness of the work undertaken, identifying where improvements can be applied and approved – and how they personally can support these changes through their own developed practice.</p>

Appendix 6 Project approval form

Level 4 Professional Practice in Children’s Care, Play, Learning and Development									
Candidate name:	Date of meeting:								
Candidate ENR No.:									
Centre name:	Centre no: -----								
Location									
Opportunity									
<p>For centre use:</p> <p>Describe how the Project plan meets the following objectives.</p> <table border="1"> <thead> <tr> <th>Objective</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Provides opportunity to apply knowledge, understanding and skills within the pathway area</td> <td></td> </tr> <tr> <td>Provides opportunity to apply knowledge and understanding of theories, models and approaches within the pathway area</td> <td></td> </tr> <tr> <td>Provides opportunity to apply knowledge and understanding of how to maintain outcomes for</td> <td></td> </tr> </tbody> </table>		Objective	Description	Provides opportunity to apply knowledge, understanding and skills within the pathway area		Provides opportunity to apply knowledge and understanding of theories, models and approaches within the pathway area		Provides opportunity to apply knowledge and understanding of how to maintain outcomes for	
Objective	Description								
Provides opportunity to apply knowledge, understanding and skills within the pathway area									
Provides opportunity to apply knowledge and understanding of theories, models and approaches within the pathway area									
Provides opportunity to apply knowledge and understanding of how to maintain outcomes for									

children within the pathway area

Internal assessors may find the following questions useful at the project plan presentation:

Question number	Question
Q1	What are the potential risks involved with implementing your proposed plan and can you identify any contingency plans for the workplace/setting?
Q2	What do you believe will be the challenges in managing the implementation of practice proposed in your project plan?
Q3	What strategies are you considering to monitor, measure and report on the impact of the implementation of practice proposed in your project plan? Explain the reasons for your selection.

Opportunities for observation in practice

Provide details below of specific opportunities that the candidate's plan presents for being observed in practice.

How the plan ensures unit coverage

Provide details below of learning outcomes of the pathway content where coverage may not be sufficiently evidenced via the project, as evidenced from the project plan.

Outcome

Project approved Candidate is able to commence the implementation of the project.	
Project approved subject to revision The assessor believes the opportunity is suitable for the candidate to pursue the project, subject to revision. (Please provide revision comments in the comments section.)	
Project rejected The assessor does not believe the opportunity is suitable for the candidate to pursue the project. (Please provide comments in the comments section.)	
Candidate signature:	
Date:	
Internal assessor signature:	
Date:	
Confirmation of manager/employer signature:	
Date:	