

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

September 2024 Version 3.0

Assessment pack

Version and date	Change detail	Section
November 2021 (2.0)	Task wording for Tasks C and G have been revised	2 – Candidate Guidance
	Marking Criteria for Tasks C and G have been revised	Appendix 1 – Marking Criteria
March 2023 (2.1)	Preparing and submitting evidence for external submission wording	3 – assessment introduction for tutors/internal assessors
	Minor amendment to wording	Declaration form
September 2024 (3.0)	Change to assessment requirements for, Tasks B(i) and B(ii)	Tasks B(i) and B(ii), and all associated guidance and marking criteria
	Updated guidance added on: <ul style="list-style-type: none"> <li>- Word counts</li> <li>- Use of AI (Artificial Intelligence)</li> </ul>	General information for candidates
	Opportunities to repeat tasks section updated in relation to resit/retake information	Assessment introduction for tutors/internal assessors

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# 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.

*Note, from 1 September 2024 – unit (405) will be booked using component (455) on City & Guilds systems.*

**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 a children's care 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 a/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, 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 **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

## 3 Assessment introduction for tutors/internal assessors

### Introduction

This assessment is designed to require candidates to make use of the 'tool kit' of knowledge, understanding and skills they have built up over their programme of learning for this qualification. This assessment allows candidates to show their knowledge and understanding of the underpinning principles of leadership and management within the children's care, play, learning and development sector.

#### Roles within the process

The internal assessor is responsible for assessing Tasks C - G using the pass criteria provided in this assessment pack.

The internal assessor will also be responsible for ensuring the authenticity of the assessments for Tasks A and B that require submission to City & Guilds for external assessment.

Tutors may be involved in the release/assignment of tasks to candidates. However, it is the role of the internal assessor to ensure that the assessments are undertaken as stipulated in this guidance, and to make the final assessment decision for tasks in Sections 2 and 3.

### Delivery of the assessments

#### Introducing the assessment to candidates

The tasks have been developed in a sequence that reflects the expected delivery model of the content for this qualification. It is therefore recommended that tasks are completed in sequence – but the order of delivery is down to the centre to determine and manage.

The tutor/internal assessor should introduce each of the assessments to the candidate when they are deemed ready and prepared to undertake the assessment. This should occur following a period of learning and formative assessment.

Release of the assessment to the candidate confirms that the internal assessor has confidence that the candidate has undergone sufficient teaching and guidance to have developed a depth of understanding that will allow them to respond to each of the tasks.

#### Conditions of assessment

During the assessment process the candidate should be provided with an appropriate environment and sufficient time to ensure the authenticity of their assessment tasks.

The environment should be a quiet environment within the workplace where the candidate has the opportunity to work undisturbed. Due to the nature of these tasks, candidates do not need full-time supervision, but the assessor should be able to confirm that the work completed is that of the candidate's. Candidates are permitted to refer to relevant reference materials or sources (e.g. models or theories), but must clearly identify any sources they have used within their work.

The candidate is required to sign the declaration of authenticity form (Appendix 6) to confirm that the work that they are submitting is their own. The internal assessor is responsible for flagging on marking any concerns with the submitted work and must also sign the declaration form to confirm authenticity of the submitted work.

### Completion and submission of assessment

The assessment model for this qualification reflects continuous assessment. The tutor/internal assessor must release individual tasks to the candidate at a suitable point following the delivery of the content, and at a time when the tutor/internal assessor is confident that the candidate is secure in their knowledge and understanding to complete the assessment task. **The tutor/internal assessor must not release all of the assessment tasks in one go.**

The tutor/internal assessor should discuss and agree a completion timetable for the tasks with the candidate, considering their delivery programme and their ability to successfully undertake each of the tasks within the assessment period. Submission dates for assessment tasks should be set so that they do **not** overlap, i.e. the candidate should have a defined period to respond to each task. Following this discussion and agreement, the tutor/internal assessor must provide candidates with a planned timetable of completion for each of the tasks, with clear submission dates. The candidate will submit the task as their final work and should be assessed by the assessor accordingly. For Task F, the internal assessor should book time for this activity directly with the candidate, and the task will be completed at this point.

The tutor/internal assessor should maintain a clear audit trail of the release date and expected submission date of each task for each candidate. It is suggested that the table below (or one like the one presented below) is kept for each candidate to record the release date of the task, anticipated submission date and actual receipt date. This table can also be used to record any resubmission required as applicable.

	Task release date	Submission due date	Submission received date	Resubmission due date (if applicable)	Resubmission received date (if applicable)
<b>Section 1</b>					
Task Ai					
Task A(ii)					
Task B(i)					
Task B(ii)					
<b>Section 2</b>					
Task C					
Task D					
<b>Section 3</b>					
Task E					
Task F					
Task G					



## Review of evidence and grading

The internal assessor should review the evidence provided for Tasks C - G and use the marking criteria to confirm whether the candidate has met the requirements for a pass to be awarded for each task.

The assessment summary form (Appendix 3) should be completed by the assessor to capture evidence of their assessment decision and their overall decision for each task.

The candidate is required to achieve a pass in all tasks for an overall pass grade to be obtained. Achievement of a pass in all tasks per unit will result in an overall pass grade at the unit level. Unit grades should be submitted to the City & Guilds Walled Garden.

Unit		What needs to be done for achievement	Submission of result
405	Leading child-centred practice	Successful completion and pass achieved in Tasks A - B	Pass grade confirmed and submitted by City & Guilds
406	Theoretical frameworks for leadership and management	Successful completion and pass achieved in Tasks C - D	Pass grade confirmed and submitted to the Walled Garden by the centre
407	Understand how to lead and manage effective team performance	Successful completion and pass achieved in Tasks E - G	Pass grade confirmed and submitted to the Walled Garden by the centre

## Preparing and submitting evidence for external submission

The assessment responses for Tasks A(i), A(ii) and B(i) will be submitted for external assessment by the internal assessor following their completion. The candidate materials for these assessments must be submitted together once all three tasks have been completed. These should be submitted a minimum of three weeks prior to the scheduled date for the presentation (Task B(ii)).

The internal assessor must ensure that the declaration of authenticity form (Appendix 6) is completed by both the candidate and the internal assessor and submitted with the assessment materials for the tasks.

Evidence being submitted for assessment must be presented as follows:

1. Evidence must have a header on each page containing the name and signature/e-signature<sup>1</sup> of the candidate together with the date the evidence was produced.
2. Each piece of evidence must be referenced to the task it is being submitted against.

<sup>1</sup> Where candidates submit evidence via email that includes declaration of authenticity of the work being submitted, a signature is not required.

City & Guilds will confirm candidate results within **30** working days of receipt of all externally-assessed tasks and completion of the presentation/discussion in Task B(ii).

### Opportunities to repeat tasks

Candidates who fail to meet the criteria required to achieve a pass in any assessment task are permitted further opportunity to undertake the task.

The following terminology is used to refer to how a candidate may access such opportunities,

- **Retake** – the candidate is permitted to resubmit a reworked version of their original evidence following initial receipt of a fail grade
- **Resit** – the candidate is required to resit the assessment in full, using the guidance as indicated in the table below.

Where a candidate is required to retake or resit a task, a clear audit trail must be provided by the assessor that shows how feedback has been provided to the candidate, and what remedial activity has been taken to support the development of any deficits in the candidate’s knowledge and understanding.

A feedback form has been provided for this (Appendix 4).

**Note**, where a candidate has failed to achieve the assessment and a retake/resit is required, that feedback should **not** explicitly instruct the candidate regarding how to enhance their work but can draw attention to aspects of the task or pass criteria that may have been overlooked.

The table below provides guidance of how further opportunities to repeat should be managed for the individual tasks in this assessment.

<b>Task A(i)</b>	The candidate is permitted to <b>retake</b> the task <b>once</b> . If the candidate fails to achieve a pass grade after this further attempt, they are required to <b>resit</b> the task in full.
<b>Task A(ii)</b>	The candidate is permitted to <b>retake</b> the task <b>once</b> . If the candidate fails to achieve a pass grade after this further attempt, they are required to <b>resit</b> the task in full.
<b>Task B</b>	The candidate is permitted to <b>retake</b> task B <b>once</b> using the same proposed change to practice. If the candidate fails to achieve a pass grade after this further attempt, they are required to <b>resit</b> the task in full. The resit attempt will require the candidate’s focus to these tasks to be on a different proposed change to practice.
<b>Task C</b>	The candidate is permitted to <b>retake</b> the task <b>once</b> . If the candidate fails to achieve a pass grade after this further attempt, they are required to <b>resit</b> the task in full.

<b>Task D</b>	The candidate is permitted to <b>retake</b> the task <b>once</b> . If the candidate fails to achieve a pass grade after this further attempt, they are required to <b>resit</b> the task in full.
<b>Task E</b>	The candidate is permitted to <b>retake</b> the task <b>once</b> . If the candidate fails to achieve a pass grade after this further attempt, they are required to <b>resit</b> the task in full.
<b>Task F</b>	The candidate is permitted to <b>resit</b> the task. An alternative scenario to the original scenario should be provided for the resit attempt.
<b>Task G</b>	The candidate is permitted to <b>retake</b> the task <b>once</b> . If the candidate fails to achieve a pass grade after this further attempt, they are required to <b>resit</b> the task in full.

For Task F, a PowerPoint pack has been provided by City & Guilds with multiple scenarios. This is available to download from the consortium website ([Health and Care Learning Wales](#)). The reason for providing multiple versions is to support comparable resit opportunities for this task. Centres are permitted to choose any of the available versions for delivery of the assessment but must use a new version for any resit.

If candidates have failed to achieve a pass grade in task F and have attempted all available versions, the centre should seek guidance on next steps from the External Quality Assurer.

For externally assessed tasks, high-level feedback will be provided by the external assessor to the tutor/internal assessor that should be used to support any additional activity required to support the development of the candidate's knowledge and understanding prior to retaking the task(s).

### External assessor touchpoints

The internal assessor/tutor will need to liaise with the City & Guilds external assessor at the following points in the assessment process:

- Schedule and engage in an initial planning meeting with the external assessor to discuss the requirements of the assessment and agree a date for the assessment of B(ii)
- Submit the candidate's evidence for Tasks A(i), A(ii) and B(i)
- Support set-up of the assessment for Task B(ii) on the agreed date

### Resubmission process

If a retake or a resit is required for Task B, this must be requested **by the centre** who should contact the Pro booking team on [welshqualifications@cityandguilds.com](mailto:welshqualifications@cityandguilds.com).

Once the retake/resit assessment date has been booked on Pro **and confirmed**, the new evidence should be uploaded to the **Assessment Progress section in Pro at least 10 working days prior to the agreed assessment date**. The new evidence must clearly reference whether this is evidence is for a retake or resit (i.e. retake – first resubmission; resit – second attempt).

If the above process is **not** followed correctly, neither the Pro team nor the External Assessor will know that new evidence has been uploaded and this may mean that the assessment date cannot proceed.

Please ensure that the resubmitted evidence meets these requirements and the correct formatting and administrative requirements detailed in the assessment pack have also been followed.

## Task guidance

### All tasks

The general information for candidates highlights that candidates are encouraged to use their own experience and reflections of previous experience to support their responses.

For tasks where written responses are required by the candidate, approximate word counts have been provided – but it is advised that there is no word count limit applied against these tasks. Written responses will be standardised based upon applying the marking criteria (Appendix 1).

### Task B(ii)

For completion of task B(ii), City & Guilds permit the use of remote assessment delivery.

#### Remote assessment delivery

City & Guilds supports and promotes the use of web conferencing to conduct assessment (remote assessment delivery) where appropriate. This means that the external assessor and the candidate do not have to be in the same physical location when assessment takes place. Remote assessment is a consideration for conducting the presentation and discussion.

The centre should discuss the option of remote assessment delivery when contacting City & Guilds to book a date for the presentation and discussion. If remote assessment is agreed, the centre is responsible for ensuring that a dedicated person within the centre has responsibility for ensuring that access, set-up and delivery of the remote assessment meets the following conditions set by City & Guilds. This individual should be briefed as to the purpose of the assessment, and the importance of meeting the conditions as outlined below.

Conditions for remote assessment delivery:

- City & Guilds will specify the remote technology to be used (as agreed at the point of confirming the date for the discussion). The dedicated person from within the centre must check and confirm that this is compatible with its in house systems and any firewalls before planning any remote assessment delivery.
- Assessment must be conducted using either desktop or laptop computers or tablets only, not mobile phones.
- The candidate must be in a controlled environment when the assessment takes place. The controlled environment would typically be within the centre, although may occur in the workplace if all conditions stated here can be met.
- Assessment must take place in a room where the candidate is free from distraction and will not be interrupted during the assessment.
- The dedicated person is responsible for ensuring that:
  - the candidate brings photographic proof of their identity into the assessment. This must be verified by the external assessor before the assessment starts (i.e. the candidate will be asked to show this to the external assessor via the web conferencing facility)

- the necessary technology needed for the assessment to occur has been set-up and is available to the candidate for the assessment to start
- the candidate's work is independent and unaided.
- During the assessment itself, the candidate is not required to be under direct, on-site supervision. The external assessor will act as the supervisor during the assessment itself.

During the confirmation of the booking for the assessment, City & Guilds will obtain the name and contact details and agree with the dedicated person responsible for setting up and checking on site arrangements how the assessment conditions stated here will be met, in advance of the discussion taking place. The centre are responsible for checking, testing and confirming the remote technology in advance of the date/time of the assessment so that any technical issues do not impact on the assessment itself.

All assessment conducted remotely must be electronically recorded and stored by City & Guilds for quality assurance purposes.

### **Task F**

For this task, the internal assessor should access the PowerPoint document (Labelled Assessment Task F) on the Consortium website, <https://www.healthandcarelearning.wales/>.

The PowerPoint pack should be provided to candidates for review at the commencement of this task.

Candidates will need to have access to quiet, uninterrupted conditions for reviewing the task and preparing responses to the questions. The oral assessment should be conducted in quiet, uninterrupted conditions.

### **Introducing the oral assessment**

It is important that the assessor ensures that actions are taken to help put the candidate at ease at the beginning of the assessment and before collection of evidence begins. This is to enable an accurate assessment of the candidate's knowledge and understanding by minimising the extent to which their performance may be hindered by anxiety.

### **The internal assessor should:**

- Introduce themselves and explain their role in the process and if applicable, ask permission to record the discussion.
- Summarise the purpose and structure of the assessment.
- Emphasise that the confidentiality of their assessment will be maintained.
- Ask the candidate if they have any questions before beginning the assessment.

### **During the oral assessment**

During the assessment, the assessor should capture evidence notes in the assessment recording form (Appendix 2) provided. It is recommended they also record the discussion and will need to gain permission from the candidates for this.

The assessor should ask each of the questions sequentially, asking the candidate to detail what they have prepared for each question. The assessment should feel as open as possible, and it is expected that the internal assessor will use a number of techniques to ensure the assessment remains focused and effective. These may include:

- Using follow up questions where necessary to probe for more information or to clarify points, questions such as
- 'Why did you think that?'
- 'What made you come to that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded candidate evidence accurately.

The internal assessor must ensure that they do not inadvertently answer questions, provide hints or clues that may lead candidates to answers.

### **Timings**

The candidate must be provided with up to 60 minutes to prepare their responses. The candidate must be given up to 30 minutes to verbally discuss their responses.

## General assessment administration requirements

### Timings

Candidates should be required to plan their work and activities and their plans must be confirmed by a tutor/internal assessor for appropriateness. The tutor/internal assessor should agree a timetable of submission dates for each of the tasks upon their release.

### Resources

For the assessment tasks that require written responses, the candidate is expected to have access to IT equipment, and the internet, as appropriate for completion of the tasks. Candidates are expected to produce typed responses for their written work.

For Task B(ii), the centre is responsible for confirming with the learner whether the presentation will be delivered in-person or remotely. Regardless of the format used, the centre is responsible for providing an appropriate environment and facilities that will allow learners to deliver their presentation.

### Support and feedback

Tutors/internal assessors may guide the candidates on the evidence that needs to be produced by supporting access to the tasks. The tutor/internal assessor should be sure that the candidate understands what they need to do and by when, and that they need to add explanations showing understanding during their written work. They should however ensure that the candidate is not led or told what to do in a way that prevents them from being able to show their own independent decision making and application of their knowledge and understanding.



## 4 External assessor guidance

### Introduction

External assessors are responsible for marking Tasks A(i), A(ii), B(i) and B(ii) using the marking criteria in Appendix 1.

### Assessment overview

The external assessor is required to complete the following activities as part of the assessment process:

- Review the submitted evidence for Task A(i) and A(ii) and mark against the marking criteria (Appendix 1) - recording the outcome in the External Assessment Recording Form (Appendix 5)
- Undertake a planning meeting. See the script provided (Appendix 7)
- Review the submitted evidence for Task (B(i)) using the pass criteria provided
- Prepare and plan questions and discussion points around the candidate's report (Task B(ii)) for discussion following delivery of the candidate's presentation (Task B(ii))
- Observe the presentation and undertake the discussion
- Use the pass criteria provided to determine a holistic judgement for Tasks B(i) and B(ii) - recording the outcome in the External Assessment Recording Form (Appendix 2)
- Complete the centre feedback form (Appendix 5)
- Submit a grade for the external assessment to City & Guilds

### Use of reference lists

Whilst it is not a requirement for candidates to reference external sources in their work; where they do so, it is important for the external assessor to check that these have been referenced appropriately to ensure the work attributable to the candidate and those attributable to other sources is clear for marking purposes. Where a candidate has referred to external sources, but not referenced these appropriately – any concern around the authenticity of evidence should be flagged to the Lead External Assessor.

### Assessment instructions

#### Logistics

When a candidate is ready for assessment of Task B(ii), the centre will request to hold a planning meeting with the external assessor. **The purpose of the planning meeting is to:**

- Clarify the evidence required prior to the External Assessment
- Explain how the External Assessment will be delivered
- Agree the assessment dates and times

A script for this meeting is provided (Appendix 7).

The centre will provide the candidate's completed evidence for Task B(i) a minimum of three weeks prior to the scheduled observation of the presentation.

The centre will liaise with City & Guilds to confirm a date for the assessment of the presentation and discussion. The date must be a minimum of three weeks after submission of the candidate evidence for Task B(i). This assessment activity could be scheduled to occur in the setting or may be feasible to schedule to occur remotely.

### Reviewing evidence for Task B(i)

The external assessor should review the evidence provided for Task B(i) in advance of the candidate's presentation (Task B(ii)) using the pass criteria and the learning outcome requirements for Unit 405.

Based on reviewing the candidate's report, the assessor should identify how the candidate has met the requirements outlined in the pass criteria, particularly considering how the candidate has demonstrated their knowledge and understanding of,

- **The change proposed relates to theories and models of child development, and how this supports holistic development and improved outcomes for children**
- **How understanding of change fits alongside legislative/regulatory frameworks**
- **How the use of statistics, research and organisational documentation have influenced their identification of a change to practice**
- **Planning to implement change, and how this would be evaluated**

The assessor should identify how the evidence provided in the report meets the requirement of the pass criteria; identifying areas where further evidence is needed, or where further clarity or development of understanding is required. The assessor should capture details of their observations in Section 2 of the External assessment recording form (Appendix 2).

**Note**, a candidate would be unable to fulfil the requirements for the pass criteria solely from completing the report.

### Preparing for the presentation and discussion (Task B(ii))

#### Introduction

The purpose of the presentation is to:

1. Allow the candidate to present their proposed change to the assessor
2. Provide a presentation that is geared towards achieving acceptance of their change; thus, supporting the candidate to present further evidence and reasoning for their change.

Following the candidate's delivery of the presentation, the assessor will conduct a short discussion with the candidate. The purpose of this discussion is to:

1. Question the candidate on any areas where further clarification or evidence is required to confirm their knowledge and understanding of specific areas of the unit content
2. Discuss in further detail aspects of the candidate's thinking related to their rationale; this may be needed to draw out elements that may not have been evident in their written report, or within their presentation (e.g. their thinking behind taking a certain approach; reasoning for adopting use of a certain model, as opposed to another, etc.).

## Preparation and planning for the presentation and discussion

Materials:

- Candidate's completed assessment materials (Task B(i)).
- External assessment recording form (Appendix 2).
- Instructions to the candidate.

The external assessor will use their evidence from Task B(i) to plan the discussion. They will ensure that they prepare questions and structure the discussion into an appropriate order, deciding on appropriate focus for each discussion point. Section 3 of the external assessment recording form (Appendix 2) must be used to record this information.

*Note, the discussion points that the assessor identifies following review of Task B(i) should be regarded as provisional for discussion, as the candidate may develop their responses in these areas through their presentation. As the assessor observes the presentation, they will need to be aware of how well the candidate is responding to the gaps that have been identified and should update the form appropriately to ensure that the following discussion focuses on any outstanding areas.*

### Recording forms

In advance of the presentation and discussion the external assessor should prepare the external assessment recording form (Appendix 2) with the planned areas to be discussed with each candidate. The external assessor should save a version of the prepared form; this should then be used as they observe the presentation to record the responses given by the candidate and any further topics covered or questions asked.

The assessor can either complete the form electronically during the presentation and discussion or print a hard copy to write on. If printing a hard copy, it is suggested that the assessor might want to increase the size of the boxes to write in prior to printing the form.

### Assessment environment

On the day of the assessment the centre is responsible for ensuring that any assessment takes place in appropriate surroundings which are free from distractions and interruptions. The external assessor may need to liaise with centre representatives to ensure that the assessment environment is maintained, this could include ensuring that appropriate signposting and other arrangements are in place that will maintain a suitable environment throughout the duration of the assessment activity.

If the presentation and discussion is to be undertaken remotely, then the centre must ensure that this is set-up and carried out in accordance with the requirements laid out under the '**Remote assessment delivery**' section. The external assessor will be required to confirm that these conditions have been met, prior to starting the assessment.

### Introducing the presentation and discussion

It is important that the assessor ensures that actions are taken to help put the candidate at ease at the beginning of the assessment and before collection of evidence begins. This is to

enable an accurate assessment of the candidate's application of the standards by minimising the extent to which their performance may be hindered by anxiety.

**The external assessor should:**

1. Introduce themselves and explain their role in the process and if applicable, ask permission to record the discussion.
2. Summarise the purpose and structure of the assessment.
3. Ask the candidate what reference material they have brought to the presentation and discussion (refer to the materials listed in the conditions section of the task as detailed in the instructions to the candidate).
4. Emphasise that the confidentiality of their assessment will be maintained.
5. Ask the candidate if they have any questions before beginning the assessment.

**During the presentation and discussion**

During the presentation the assessor should capture evidence notes in Section 2 of the external assessment recording form (Appendix 2) provided. It is recommended they also record the presentation and discussion and will need to gain permission from the candidates for this. If the presentation and discussion is undertaken remotely, then both elements must be recorded.

The presentation will last for approximately **15** minutes.

Following the presentation, the assessor will hold a **5-10** minute discussion with the candidate.

The discussion itself should feel as natural as possible, utilising open questions to allow the candidate to dominate the conversation. It is expected that the external assessor will use a number of techniques to ensure the assessment remains focused and effective.

These may include:

- Using follow up questions where necessary to probe for more information or to clarify points, questions such as
  - 'How did you know that?'
  - 'What method did you use to arrive at that conclusion?'
  - 'Why did you select that approach?'
- Providing summaries of points covered to ensure they have understood and recorded candidate evidence accurately

The external assessor must ensure that they do not inadvertently answer questions, provide hints or clues that may lead candidates to answers.

Upon completion of the discussion, the assessor should share the notes that they have taken from the assessment with the candidate; talking through what they have observed. Both assessor and candidate should sign the external assessment recording form to confirm the accuracy of the evidence collected. This may require the candidate to sign the form remotely, as well as verbally agree the accuracy of the evidence as part of the recording taken of the assessment.

**Note**, this step is not for providing formal feedback or a grading outcome.

### **Review of evidence and grading**

The assessor should confirm that a completed declaration of authenticity form (Appendix 6) has been submitted alongside the evidence submitted for the candidate's tasks.

The outcome of each task should be made using a copy of the external assessment recording form (Appendix 2). The assessor will submit these forms to City & Guilds on completion of marking of all four tasks.

### **Resubmission of evidence**

If upon marking, the external assessor identifies any task where the pass criteria have not been met, then feedback must be provided to the centre and candidate to advise of this. The Centre Feedback Form (Appendix 5) should be used for this purpose.

Candidates will only be required to resubmit the task(s) where the pass criteria have not been met.

## Appendix 1 Marking 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>			
Ai)	<p>The candidate's information document shows an,</p> <ul style="list-style-type: none"> <li>• understanding of legislative and regulatory frameworks, Equality, diversity and inclusion and the UNCRC</li> <li>• understanding of Welsh government policy guidance and standards, that includes an understanding of policy around Welsh language</li> <li>• 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</li> <li>• understanding of legislation related to prevention and early intervention</li> <li>• 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</li> <li>• understanding of safeguarding legislation, national guidance and practice</li> </ul> <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><b>405</b> LO1 LO2 LO3 LO4 LO5</p>	<p>To demonstrate how childcare practice is influenced through legislation and regulations for:</p> <ul style="list-style-type: none"> <li>• Rights Based Approaches</li> <li>• Equality, diversity and inclusion</li> <li>• Welsh language</li> <li>• Prevention and early intervention</li> <li>• Safeguarding</li> </ul>
Aii)	<p>For a pass to be awarded, the candidate's response,</p> <ul style="list-style-type: none"> <li>• shows a secure understanding of theories/models that cover biological, sociological and psychological factors related to child development. <b>The candidate's response may reference a single model/theory that covers all of these factors (e.g. the</b></li> </ul>	<p><b>405</b> LO4 LO6</p>	<ul style="list-style-type: none"> <li>• How an understanding of theories and models can influence own practice</li> <li>• How child development is supported by theories</li> <li>• Learning from theory to influence practice</li> <li>• Why it is important to understand theories</li> </ul>

	<p><b>Biopsychosocial model) or may cover a range of models/theories reflecting the influence of each of these factors.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• shows an understanding of how the referenced theory/models(s) reflects the impact of adverse childhood experiences (ACEs) on child development.</li> <li>• shows an understanding of how the referenced theory/model(s) reflects the impact of prevention and early intervention measures on child development</li> </ul>		
B	<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"> <li>• The <b>report</b> 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 <b>minimum of one</b> of the following: <ul style="list-style-type: none"> <li>• Rights based approaches (LO1)</li> <li>• Equality, diversity and inclusion (LO2)</li> <li>• Welsh language (LO3)</li> <li>• Prevention and early intervention (LO4)</li> <li>• Safeguarding (LO5)</li> </ul> </li> </ul>	<p><b>405</b> LO1 / 2 / 3 / 4 or 5 depending on context</p> <p>LO6</p>	<p>How to develop child-centred practice that supports holistic development, positive outcomes and well-being for children within the context of own workplace/setting.</p>

	<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. The candidate has demonstrated the use of statistics, research and organisational documentation to support their response.</p> <ul style="list-style-type: none"> <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 holistic development, positive outcomes and well-being of children who access the service.</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>• How to use theories and models to support holistic development and improved outcomes for children</li> <li>• 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</li> </ul>		
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Section 2			
C)	<p>The candidate has shown</p> <ul style="list-style-type: none"> <li>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)</li> <li>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).</li> </ul> <p><b>Candidates may reference any two different theoretical approaches (either models and/or theories) within their response.</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	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)	<p>The candidate has produced training session materials that:</p> <ul style="list-style-type: none"> <li>Shows an understanding of change management, reflected in the candidate's understanding of theories and tools used to support change management.</li> <li>Show a clear focus to bring about positive change</li> <li>Define solution focused thinking, and engages staff in solution focused thinking</li> <li>Reference internal and external factors that drive change, including partnership</li> <li>Reference the importance of innovation within continual improvement</li> <li>Reference how issues from inspection reports are used to support positive change</li> <li>Outline the importance of a cycle of self-assessment to support and manage continual improvement</li> </ul>	406 LO1, LO2, LO3	To demonstrate candidate knowledge of service improvement and how change management is embedded within their workplace/setting.

	<p>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.</p> <p>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.</p> <p>(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).</p>		
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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>	407 LO4	The role of values-based recruitment and induction in supporting a values-base.
F)	<p>The candidate has provided a response for each of the questions posed with appropriate connections to the scenario posed, and</p> <ul style="list-style-type: none"> <li>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>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.</li> <li>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> </ul>	407 LO1- LO3, LO5- LO6	<p>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> <ul style="list-style-type: none"> <li>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.</li> </ul>		
G)	<p>The candidate has provided a response that shows an understanding of</p> <ul style="list-style-type: none"> <li>how they can use supervision and appraisal processes to deal with poor performance in a team environment.</li> <li>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.</li> </ul> <p>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.</p>	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’.**

## Appendix 2 External assessment recording form

<b>Candidate name</b>	<b>Title</b>	<b>Candidate number</b>	
<b>Assessor name</b>	Assessor name	<b>Assessment date</b>	DD/MM/YY

<b>Section 1</b>	
<b>A(i) Review of submitted evidence</b>	
Provide details below of how the evidence submitted in the report meets the requirements of the pass criteria	
<b>Final outcome - A(i) (Pass / fail)</b>	
<b>A(ii) - Review of submitted evidence</b>	
Provide details below of how the evidence submitted in the report meets the requirements of the pass criteria	
<b>Final outcome - A(ii) (Pass / fail)</b>	

**Section 2**

**B(i) - Review of submitted report**

Provide details below of how the evidence submitted in the report meets the requirements of the pass criteria

Key outcome areas where evidence is limited, further clarification or expansion is expected to be observed

**B(ii) - Presentation**

Use the section below to capture notes on the candidate's presentation; including how the content of the presentation meets the requirements of the pass criteria, and any expansion on outcome areas where limited evidence was identified in the Report.

**B(ii) – Discussion**

Provide details below that will support the structure of the discussion based on review of the Report (Section 1), e.g.

- Key topic/themes to be covered during the discussion
- Types of questions to ask that will help evidence the candidate’s knowledge/understanding

Blank space for providing details to support the structure of the discussion.

Use the section below to capture evidence from the discussion with the candidate; this should include any specific questions asked.

Blank space for capturing evidence from the discussion with the candidate, including any specific questions asked.

Use the section below to provide final conclusions on how the entire assessment has met the requirements of the pass criteria

Blank space for providing final conclusions on how the entire assessment has met the requirements of the pass criteria.

**Final outcome (B) (Pass / fail)**

Blank space for recording the final outcome (Pass / fail).

I confirm that the evidence presented here is an accurate account of the assessment that took place.

<b>Assessor signature</b>	Signature	<b>Date</b>	DD/MM/YY
<b>Candidate signature</b>	Signature	<b>Date</b>	DD/MM/YY



## Appendix 3 Assessment summary form (Internal assessor)

**Qualification title:**

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Candidate name	Candidate number
Internal assessor name	Date of submission

Task:
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<b>Use the section below to capture notes from the candidate's response</b>	
<b>Based on the evidence provided, outline how the candidate's responses meet/ do not meet the pass criteria</b>	
Grade outcome	
Assessor signature/date	

## Appendix 4 Feedback form (Internal assessor)

Qualification title / route:

--

Candidate name	Candidate number
Assessor name	Date of submission

Unit number/s and title/s
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Evidence Reference	Feedback	Target date and action plan for resubmission

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency.

Assessor signature and date:
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## Appendix 5 Centre Feedback form (External assessor)

### Section 1

Candidate name	Candidate number
Centre name	Centre number
Qualification title:	Qualification number
External assessor name	Date of assessment

### Section 2

The feedback should be directed to the tutor/internal assessor to support development of the candidate's knowledge, understanding and/or skills. It will also confirm where evidence meets the necessary standard. The feedback will **not** include comments that may influence any resubmission of the task(s) e.g. **do not provide examples as to how a candidate's response could be amended or details indicating what potential content was missing from their response.**

Evidence Reference	Feedback	Judgement by Task (e.g. pass/retake/resit)	Target date and action plan for resubmission
Task A(i)			
Task A(ii)			
Task B(i)			
Task B(ii)			
Final performance conclusion:			
External Assessor signature and date:			

## Appendix 6 Declaration

### Declaration of Authenticity

Candidate name

Candidate number

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Centre name

---

Centre number

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**Candidate:**

**I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.**

Candidate signature

Date

**Internal assessor signature:**

**I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.**

---

Internal assessor signature

Date

**Note:**

**Where the candidate and/or internal assessor is unable to or does not confirm authenticity through signing this declaration form, the work will not be accepted by City & Guilds. If any question of authenticity arises, the tutor may be contacted for justification of authentication.**

## Appendix 7 Planning Meeting Script (External assessor)

**Welcome and Introductions:** Hello, thank you for joining this Planning meeting today. (*Sound check*).

My name is ----- from City & Guilds and I am an External Assessor for the 8041-16 City & Guilds Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development qualification.

I will be taking you/the learner through the planning meeting today. (*Attendee introductions*).

It is important for me to state at this point that my role as an External Assessor is to support you/the learner through the planning of the External Assessment and to carry out the assessments as per the agreements made during this meeting. I do need to ensure that I remain impartial and maintain my independency in the assessment process. If you/the learner have any queries that I am unable to answer, please contact [welshqualifications@cityandguilds.com](mailto:welshqualifications@cityandguilds.com) for further assistance.

### **The purpose of the planning meeting is to:**

- Clarify the evidence required prior to the External Assessment
- Explain how the External Assessment will be delivered
- Agree the assessment dates and times

### **Evidence required prior to External Assessment:**

Today we are going to discuss how the external assessment for the qualification will be conducted.

The evidence to support the presentation and discussion will need to be made available to me at least **15 days before** the date we agree today. This is because I will need to review all this evidence before we meet, and it will help me to understand the journey that you/the learner have been on and how the evidence you have produced has been conducted. If I have any concerns about this evidence this may delay the next part of the external assessment. City & Guilds will alert the internal assessor if a delay to assessment is needed and what the next steps need to be.

The evidence you/the learner will need to make available **before** the presentation and discussion includes:

- a report for Task Bi
- Declaration form

Your/the internal assessor will also upload the assessment records and any resulting feedback that has been provided.

**Failure to upload the evidence in time will delay the progress of the external assessment**

### **What to expect at the External Assessment?**

The External Assessment will be conducted by me, your External Assessor. This will be a presentation and discussion conducted online, I will expect the assessment to be led by you although I may prompt you to talk about certain topics initially.

This element of your assessment is an assessment activity for task B(ii).

The discussion will aim to confirm and expand areas from the B(i) report which have not been evidenced fully through your report.

I will use my review of the evidence from Tasks B(i) to plan the discussion to ensure that the discussion is tailored towards you and the service in which you work as well as identify areas for further exploration.

My questions will focus on your task B(i) report.

The **discussion** will last **no more than 15mins**. During the discussion I will use questions clarify the evidence you have provided in task B(i) and I will also be interested in how you have embedded your knowledge of the leadership and management of a Health and Social Care setting within your assessment tasks.

I will use the grading descriptors listed in the assessment pack to assess the evidence that has been submitted and the professional discussion. Please take time to read the C&G Centre Assessment Pack in readiness for the External Assessment as this explains the assessment process fully, as well as explaining the grading descriptors.

### **Go-to-Meeting (G2M)**

The discussion will take place using Go-to-Meeting which is an online platform. Closer to your agreed date we will provide a link for you to use. In preparation for the event the internal assessor must ensure that you/the learner have access to functioning IT. Our partners Fusion can offer technical support with accessing the G2M link, if required but they cannot support with IT/internet connection issues and/or IT issues such as Firewalls. Please take note of the following telephone number for Fusion: **0808 196 3800**

**Your discussion should take place either at your approved centre or at your place of work. You are not permitted to undertake your discussion at home or by using a mobile telephone. If you are unable to access the G2M link or your connection is poor, we will have to reschedule your assessment.**

**Assessment times and dates:** Let's confirm dates/times for the External Assessment and for evidence to be submitted to City&Guilds.

External Assessment Details		
Date		Presentation and discussion
Time		

**Rescheduling or cancelling an event:** To cancel or reschedule an event, the internal assessor should email [Welshqualifications@cityandguilds.com](mailto:Welshqualifications@cityandguilds.com)

**Resubmission:** If you are unsuccessful in any aspect of your external assessment, a resubmission of a new project and topic is required. This will mean a further presentation and discussion. We will always try to offer a resubmission opportunity as quickly as possible

however there does need to be sufficient time for further study and preparation. City & Guilds will let your internal assessor know if a resubmission is required.

**Next steps:** Thank you very much for your time to join this meeting today. I will now input the agreed assessment event information into the QW Pro system. You will receive a system generated email to confirm these assessment dates and times.

It can take up to 2 working days for these to show in your view of the system.

**If you have any questions regarding the date or time of the assessment, please get in contact with me. I am unable to answer any questions on the assessment materials submitted?**