City & Guilds Level 4 Professional Practice in Health and Social Care

September 2024 Version 2.0

Assessment pack

Version and date	Change detail	Section
2.0 September 2024	Updated guidance added on: - Word counts - Use of AI (Artificial Intelligence)	General information for candidates
	Updated guidance - Opportunities to repeat tasks section updated in relation to resit/retake information	Assessment introduction for tutors/internal assessors
	Updated guidance External assessor guidance - Appendix 9	External assessor guidance - Appendix 9

Contents

1　Assessment overview

Assessment approach

The Level 4 Professional Practice in Health and Social Care 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 legislation, theories and models related to person/child-centred practice and form part of the preparatory aspect of the project.

Task B consists of:

Task B(i) – a written response that shows an understanding of **legislations, conventions and codes of practice**

Task B(ii) – a written response that shows application of understanding of **theories and models** to support the promotion of well-being and rights and liberties of individuals.

Task B(iii) – a written response that explores the themes of **dignity and respect, citizenship and inclusion and advocacy** and **co-production** related to a health and social care context.

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

Task C – requires the candidate to undertake an **evaluation of practice** within the context of the chosen pathway to identify an area of focus with a view to improve support for the achievement of positive outcomes for individuals. This task will form a basis of evaluation for the project in Task D.

This task will be externally-assessed by the awarding body.

You will be required to evaluate an area of practice in relation to the regulatory and theoretical perspectives considered in Task (B) with a view to improve support for the achievement of positive outcomes for individuals. You will need to include an outline of the process you will undertake.

Task D – covers the practice-elements of the **project** related to the candidate's own practice, that implements a plan to maintain and support positive outcomes for individuals.

Task D consists of:

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) – a final 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 individuals 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 individuals. This will require you to,

- Evaluate and reflect on practice within the context of your chosen pathway; identifying an area of focus to support positive outcomes for individuals. (Task C)
- Using the findings from your evaluation, 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 individuals 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 legislation, theories and models of person/child-centred practice through a number of **written tasks** (Task B).
- Deliver a final evaluation of your activities and of how you work 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 individuals.*

General information for candidates

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

a) Leading support for reducing restrictive practices through positive approaches for behaviour
b) Leading practice with individuals living with mental ill-health
c) Leading practice with individuals living with dementia
d) Leading practice with individuals living with a learning disability/autism
e) Leading practice for disabled children and young people
f) Leading practice with children and young people who are looked after
g) Leading practice with families and carers

Presentation of evidence
Written responses are required for Tasks B and C. 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 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.

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 individuals. 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 individuals.

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

Task B contains three written tasks related to legislation, theories and models of person/child-centred practice and form part of the preparatory aspect of the project.

Task B(i)

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

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

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

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

Conditions of assessment
Working independently under quiet uninterrupted conditions

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

Task B(ii)

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

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

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

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

Conditions of assessment

Working independently under quiet uninterrupted conditions

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

Task B(iii)
You will be provided with a scenario that you will need to read and review. You will then need to provide responses to the questions listed below. You should consider how you promote voice and control of individuals and your learning of the following topic areas in your responses:

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

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

Conditions of assessment
Working independently under quiet uninterrupted conditions

What must be produced for assessment:
- Written question responses

TASK C

For Task C, you will conduct an evaluation of practice within the context of your chosen pathway to support identification of an area of focus to support positive outcomes for individuals.

You will be required to evaluate an area of practice in relation to the regulatory and theoretical perspectives considered in Task (B) with a view to improve support for the achievement of positive outcomes for individuals. You will need to include an outline of the process you will undertake.

For this task, you will need to,

- Identify an area of practice to evaluate.
- Outline the process you will take to conduct an evaluation, how you would work and negotiate with your manager to agree the area of focus and obtain management support.
- Evaluate the area of practice to include:
    - identification of a specific area of focus.
    - reflection on your own practice in relation to the area selected, as well as that of others who you work with. This should include consideration of how current and effective your practice and that of others is.

As part of the process and evaluation, and as appropriate, you will need to have considered and identified as part of your response:

- Relevant legislative requirements, standards and frameworks and Codes of Conduct and Professional practice
- The use of evidence informed practice
- Equality, diversity and inclusion
- Sector standards
- Safeguarding considerations
- Internal policies and procedures
- Internal evaluations
- External evaluations, including inspection and quality assurance

You should clearly outline the identified area of focus within your response, with clear justification provided as to why you have selected this area.

Whilst this task builds from the regulatory and theoretical perspectives considered in Task (B), you are also encouraged to consider content from across all of the units you have studied as part of your response.

Conditions of assessment
Working independently under quiet uninterrupted conditions

What must be produced for assessment:
- Outline of the process to be undertaken
- Your evaluation of the area of practice
- 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 D

For Task D, you are required to enhance and develop practice to support positive outcomes for individuals. 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.

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 outcomes 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 the individuals that you support
- How individuals 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 the implementation of your plan.

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 agreement and support for your intended implementation.

Your 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 assessor will be looking to observe how you meet the specific knowledge, understanding and skills of both the mandatory content and 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 individuals.

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. Your reflective log should also include consideration of how you have drawn on research, theories and models to inform your practice.

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 (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 your evaluation to inform practice and consider how well, on reflection, this has improved support for the achievement of positive outcomes for individuals.

The 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 assessor may ask you more than one question, or may spend more time focused on a particular area. The 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 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 from both the mandatory content and your chosen pathway area
- Have used theories and models to improve practice
- Use reflective and critical thinking in the context of your chosen pathway area

- Have shown self-awareness in order to improve practice, including how your own practice and that of others meets standards and requirements
- Apply understanding and knowledge of how to maintain and improve outcomes for individuals within your chosen pathway, including your use of person/child-centred approaches
- 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:
Assessor notes from the discussion.

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 for them to show their professional practice within a chosen area within the Health and Social Care sector.

The assessment presented here has been developed so that the tasks are applicable for candidates completing any of the pathways within this qualification. The internal assessor should ensure that candidates are aware of this and that their tasks should be responded to within the context of their selected pathway.

Roles within the process

The internal assessor is responsible for assessing Tasks A and D using the grading descriptors provided in this assessment pack (Appendix 2).

The internal assessor will also be responsible for ensuring the authenticity of the assessments for Tasks B(i), B(ii), B(iii) and C that requires 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 A and D.

Due to the significance of the manager/employer role in this qualification, which has a significant element of the assessment contained within a work-based project, it is required that the manager/employer is involved in the review of the project plan, following the candidate completing Task D(i). The manager/employer will need to provide sign-off of the project approval form (Appendix 6).

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. **Note**, evidence for the portfolio may come from any part of the learning/assessment period.

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

Conditions of assessment

Due to the nature of the tasks, the written tasks – Tasks B(i-iii) and C are permitted to be completed by the candidate under quiet, uninterrupted conditions with the candidate working independently. The tasks do not require full supervision however the tutor/internal assessor must be able to confirm the authenticity of candidates' final work.

The candidate is required to sign the declaration of authenticity form (Appendix 10) to confirm that the work that they are submitting is their own. The internal assessor is responsible for flagging 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 pack should only be released to candidates when the tutor/internal assessor is confident that the candidate is secure in their knowledge and understanding to complete the assessment task. Therefore, the pack should not be released until after the candidate has completed the full teaching element related to Unit 410 (Legislation, theories and models of person/child-centred practice).

Due to the nature of the tasks, it is permissible for the tutor/internal assessor to release the entire assessment pack to the candidate upon completion of the teaching of Unit 410. The candidate should be guided to understand all the assessment tasks and the structure of the assessment; with clarity provided on the linkages between tasks (i.e. that Task B provides an overarching basis for Task C, and that Task C provides the evidence base for the project in Task D). Whilst the assessments can be released upfront, it is anticipated that the candidate would work through the assessment tasks in the order as presented in the assessment pack.

The tutor/internal assessor should discuss and agree a completion timetable for Tasks B(i-iii), C and D(i) 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 each task as their final work and will be assessed accordingly.

It is suggested that the table below (or one like the one presented below) is kept for each candidate; recording 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.

	Agreed start date	Submission due date	Submission received date	Resubmission due date (if applicable)	Resubmission received date (if applicable)
Task B(i)					
Task B(ii)					
Task B(iii)					
Task C					

For Tasks D(ii) and D(iii), the internal assessor will agree and confirm the timeframes for completion of these tasks following receipt of and review of the project plan (Task D(i)) with the candidate. The project element of the assessment (Task D(ii)) should be completed within 6-months of agreement of the project plan (Task D(i)). The professional discussion (Task D(iii)) should be held within 3 weeks of receipt of the candidate's completed project evidence and portfolio.

Review of evidence and grading

The internal assessor should review the evidence provided for Tasks A and D.

The table below shows the relationship between the tasks and the unit content they assess.

Task	Unit coverage

Task A	**420** – Professional Practice
	
	Plus, the candidates focused pathway, either:
	    421- Leading support for reducing restrictive practices through positive approaches for behaviour
	    422- Leading practice with individuals living with mental ill-health
	    423- Leading practice with individuals living with dementia
	    424- Leading practice with individuals living with a learning disability/autism
	    425- Leading practice for disabled children and young people
	    426 - Leading practice with children and young people who are looked after
	    427- Leading practice with families and carers

Task B(i) Task B(ii) Task B(iii) Task C	**410** – Legislation, theories and models of person/child-centred practice

Task D	**420** – Professional Practice
	
	Plus, the candidates focused pathway, either:
	    421- Leading support for reducing restrictive practices through positive approaches for behaviour
	    422- Leading practice with individuals living with mental ill-health
	    423- Leading practice with individuals living with dementia
	    424- Leading practice with individuals living with a learning disability/autism
	    425- Leading practice for disabled children and young people
	    426 - Leading practice with children and young people who are looked after
	    427- Leading practice with families and carers

The tasks should be assessed in accordance with the unit content that they have been designed to assess, as per this table.

For the Professional Practice unit (Unit 420) and the optional pathway content (covered by Tasks A and D), the assessor will use the grading descriptors (Appendix 2) to form a holistic judgement of the candidate's assessment and determine whether a pass grade can be awarded. Evidence from across the Project tasks (Task D) and the Portfolio (Task A) will be considered by the assessor as they form an overall assessment judgement.

Note: The grading descriptors are comprised of generic descriptors that are common across each pathway, and map to the subject aims and objectives of the qualification. Candidates must demonstrate evidence of meeting these descriptors from across assessment tasks A and D. The coverage column provides an indication of where these descriptors best map to the learning outcomes within the pathway content. (Note, internal assessors should only be referring to the optional pathway content being assessed when referring to the coverage column.)

The Professional Practice unit (Unit 420) must be holistically considered alongside the pathway unit content. This reflects how the content of this unit underpins and supports the practice-elements within each of the pathway units.

The internal assessor recording form (Appendix 3) should be completed by the assessor to capture evidence of their assessment decision and their overall decision for each task. The assessor should also complete the internal assessor grading summary form (Appendix 4) as supportive evidence for summarising how each of the key objectives has been met.

The candidate is required to achieve a pass in all tasks for an overall pass grade to be achieved for the qualification. Achievement of a pass in all required tasks, will result in an overall pass grade. Grades should be submitted to the City & Guilds Walled Garden.

The table below identifies what needs to be achieved for each unit, and how the submission of results will be undertaken.

Unit	What needs to be done for achievement	Submission of result
410 - Legislation, theories and models of person/child-centred practice	Centre submit completed assessment to City & Guilds. City & Guilds are responsible for marking the tasks, using the marking criteria. A single unit grade will be submitted for the candidate on successful completion of all four tasks. Successful completion of tasks B(i), B(ii), B(iii) and C.	Pass grade confirmed and submitted by City & Guilds.

420 – Professional Practice	Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre |
| **421 -** Leading support for reducing restrictive practices through positive approaches for behaviour | Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre. |
| **422 -** Leading practice with individuals living with mental ill-health | Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre. |
| **423 -** Leading practice with individuals living with dementia | Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre. |
| **424 -** Leading practice with individuals living with a learning disability/autism | Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre. |
| **425 -** Leading practice for disabled children and young people | Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre. |
| **426 –** Leading practice with children and young people who are looked after | Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre. |
| **427 –** Leading practice with families and carers | Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.

Successful completion of tasks A and D. | Pass grade confirmed and submitted to the Walled Garden by the centre. |

Internal quality assurance

Prior to submission of assessment outcomes to City & Guilds, all assessment evidence must be quality assured by an Internal Quality Assurer (IQA). IQA's should review the evidence that internal assessors have provided to inform their holistic assessment judgement. This will include reviewing how the internal assessor formed their judgement against the grading descriptors and should confirm that the evidence provided for this judgement is securely and accurately referenced within the Internal assessor recording form (Appendix 3) and Internal assessor grading summary form (Appendix 4) against the candidates completed task evidence.

Preparing and submitting evidence for external assessment

The assessment responses for Tasks B(i), B(ii), B(iii) and C will be submitted for external assessment by the internal assessor following their completion. The candidate materials for these assessments should be submitted once all four tasks have been completed.

The internal assessor should ensure that the declaration of authenticity form (Appendix 10) 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:

- Evidence must have a header on each page containing the name and signature/e-signature[1] of the candidate together with the date the evidence was produced.
- Each piece of evidence must be referenced to the task it is being submitted against either on an evidence reference form or within the header.

[1] *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.

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.

Externally-assessed tasks

For externally assessed tasks (Tasks B(i), B(ii), B(iii) and C), 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).

A feedback form has been provided for this (Appendix 9).

Where a candidate is required to retake the task, a clear audit trail must be provided by the internal 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.

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.

Task B(i)	The candidate is permitted to **retake** the task **once**. If the candidate fails to achieve a pass grade after this further attempt, they are required to **resit** the task in full.
Task B(ii)	The candidate is permitted to **retake** the task **once**. If the candidate fails to achieve a pass grade after this further attempt, they are required to **resit** the task in full.
Task B(iii)	The candidate is permitted to **resit** the task. An alternative scenario to the original scenario should be provided for the resit attempt.
Task C	The candidate is permitted to **retake** task C **once** using the same proposed change to practice. If the candidate fails to achieve a pass grade after this further attempt, they are required to **resit** 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.

For task B(iii), multiple PowerPoint packs have been provided by City & Guilds, each with a different scenario. These packs are 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 these tasks. Centres are permitted to choose any of the available versions for initial delivery of the assessment but must use a new version for any resit.

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

Internally-assessed tasks

Tasks A/D – Holistic assessment
If the internal assessor is unable to award a pass to the candidate on finalisation of Tasks A/D, they will provide feedback on the candidate's overall performance, highlighting the objective areas from the grading descriptors where further evidence is to be observed and the assessment tasks where this may be evidenced. In some cases, this may require additional evidence to be submitted via the portfolio. In exceptional cases, the assessor may require the candidate to undertake a further professional discussion following a period of further learning and support to confirm that the candidate has developed to a sufficient level for a pass grade to be awarded.

The internal assessor will need to provide feedback to the centre and candidate using Section 2 of the Internal assessor grading summary form (Appendix 4) to confirm the actions that need to be undertaken for resubmission. Feedback will be provided at a high-level to support the candidate to understand the objective areas which have not been sufficiently evidenced within the grading criteria, though it will be the responsibility of the candidate to identify exactly how they respond and provide further evidence as needed.

Where a candidate is required to provide further evidence or retake any task, a clear audit trail must be provided by the internal 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 8).

Recognition of Prior Learning
City & Guilds recognise the learning undertaken and completion of Unit 410 (Legislation, theories and models of person/child-centred practice) as part of the Level 4 Preparing for Leadership and Management of Health and Social Care as RPL for this qualification.

Candidates who have successfully achieved the Level 4 Preparing for Leadership and Management of Health and Social Care qualification will not need to recomplete any of the Task B assessments related to Unit 410, however Task C is required to be undertaken by learners.

Task guidance

Task A - Portfolio of evidence

The purpose of the portfolio is to:

- Supplement evidence for outcome areas from the mandatory and/or optional pathway content that may not naturally occur, or be possible to apply through the project, based on the area of focus.

- Provide an opportunity for the candidate to provide evidence of key achievements and activities that occurred outside the key assessment activities. *

* It is important that candidates are reminded that the portfolio is to be used to capture standout or showcase examples of their practice; it is not intended to be a transactional account of all of the work that a candidate has done over their period of learning.

The internal assessor will support the candidate to identify areas that will need to be evidenced via the portfolio. This will be determined through review of the project plan following completion of Task D(i).

The internal assessor must ensure that candidates are aware that evidence provided within the portfolio must be clearly linked to the qualification content that it is intended to assess.

Evidence from the portfolio should be kept in accordance with the confidentiality and consent requirements of the workplace/setting, as well as the conditions outlined in the Administration Handbook (*Introduction to working with City & Guilds and WJEC).*

Guidance on acceptable evidence for portfolio
In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to support the collation of evidence for areas not fully observed through the project, and to support the development of the candidate's portfolio.

The below list identifies the range of acceptable types of evidence, however consideration to the type of evidence should be based primarily on the purpose of the evidence, and its validity in evidencing the candidate's ability.
- **Expert witnesses** may observe candidate practice and provide testimony for a candidate's practice. See further guidance in the section below on the role of expert witness testimony.
- **Witness testimonies**. These should be from people who are able to provide supplementary evidence to support how a candidate performs in practice. Where testimony is sought from families/carers and/or others, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Candidate/ reflective accounts/logs** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Whilst candidates will maintain a reflective log throughout the period of the project, additional reflective accounts may also provide further evidence that candidates' can evaluate their knowledge, understanding and skills in practice of a defined pathway area.

• **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

• **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

The use of **simulated practical assessment** is **not permitted** as evidence within this qualification. Simulated situations or activities may be useful for supporting formative assessment activities, but evidence for summative assessment should reflect the candidate's actual experienced practice.

Use of reflection

Candidates are required to complete a reflective log as part of their project, capturing their activities and experiences. It is recommended that candidates are advised on how to maximise the benefit of this log as a reflective tool; not as a diary for capturing a high-level narrative of what activities they have undertaken, but rather utilising it for purposes of self-reflection, critical analysis and detailed review of what they have achieved; what has gone well, or less well, and their thoughts and feelings on how to improve in practice.

Tutors/managers are encouraged to explore the use of different styles of reflection with candidates, supporting candidates to identify and use a format that reflects best their learning style and that best supports them to progress and develop their reflections into enhancement of their practice.

Use of witness testimony

Witness testimony is an acceptable form of evidence within the portfolio, however the use of this form of evidence must meet the requirements as outlined below.

The status of the witness will need to be considered by the internal assessor to determine how much weight their statement has and what other supplementary evidence might be needed to infer competence.

The status of the witnesses can be judged against the following criteria:

1. Occupational expert meeting the specific criteria for role of Expert Witness (See section on 'Expert witnesses below);
2. Occupational expert not familiar with the standards;
3. Non-expert familiar with the standards;
4. Non-expert not familiar with the standards.

For any piece of witness testimony included in the portfolio, it should be referenced so it is clear who the witness is, and their status level.

Expert witnesses

Where expert witness testimony is used for providing evidence of competence, the testimony must directly relate to the candidate's performance in the workplace/setting which has been observed first-hand by the witness. Any expert witness observations must be recorded and retained as part of the portfolio. All expert witness observation used as part of the assessment process needs to have been authenticated by the assessor.

Where used, expert witnesses must meet the following criteria:
- have a working knowledge of the units for which they are giving testimony
- be occupationally competent in their area of expertise to at least the same level of the unit for which they are providing testimony
- have either any qualification in assessment of workplace performance or a professional work role which involved evaluating the everyday practice of staff

Non-expert witnesses

These would be witnesses defined as having a status of 2, 3 or 4 in the list above. It is not necessary for non-expert witnesses to hold an assessor qualification as the assessor will make the final assessment decision(s) about the acceptability (validity, authenticity and sufficiency) of all evidence submitted in the portfolio.

Selecting portfolio evidence

Before selecting the evidence to form the portfolio, the candidate should review the assessment requirements to ensure they understand:

- the outcome to be covered by the portfolio
- the type of evidence that can be presented
- the amount of evidence that must be presented
- the period of time from which the evidence should have originated

To assemble their portfolio, the candidate should consider all the evidence they have available to show they have met the requirements being assessed. Evidence collected towards the end of their programme, as they become increasingly independent in their work, is likely to provide the most holistic evidence – ie covering a number of learning outcomes at once. From this, they should select evidence that **most efficiently** meets all the relevant criteria, and which demonstrated their **best performance**. While there may be some overlap between the evidence collected, multiple pieces of evidence showing coverage of the same learning outcomes should not normally be submitted for assessment.

There are two questions that a candidate should consider when selecting work to form their portfolio:

1. *Which pieces holistically (most efficiently) give evidence that together cover all of the relevant outcomes?*
2. *Is this the **best** evidence I have, showing that I have met all of the requirements for the pass grade.*

Confirming the evidence selection

When the candidate has selected the evidence to form their portfolio, this must be reviewed by the internal assessor to ensure;

- All identified assessment requirements for the portfolio have been evidenced
- It is in-line with any requirements relating to the type and amount of evidence required and when the evidence should have originated
- There is no unnecessary duplication of evidence against the same criteria
- The volume of evidence presented in the portfolio is proportionate, with no direct duplication of evidence for outcomes observed sufficiently through the project
- The work selected represents the best evidence available in relation to the grading descriptors (Appendix 2)
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- Authenticity of evidence has been established

The internal assessor should confirm that the evidence presented in the portfolio is relevant and rationalised. The portfolio has been used to collate 'showcase' pieces from the candidate's learning programme, without excessive duplication of evidence.

Tasks B/C – Written tasks

For Tasks B and C where written responses are required by the candidate, 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).

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 pass criteria.

Task D - Project

The purpose of the project is to enable the candidate to show the key knowledge and skills required to lead on, implement and evaluate an improvement to practice within their workplace/setting.

Project Plan D(i)- Review of the proposed change

The internal assessor and manager/employer are required to review the candidate's project plan (Task D(i)) prior to the candidate implementing their change.

The purpose of this review is to,

- ensure that the project plan aligns with the original area of practice that the candidate has investigated
- confirm that activities within the project plan provide sufficient opportunity for the candidate to evidence the practical skills required by the learning outcomes of the qualification

- identify specific opportunities within the project plan for the candidate to be observed in practice and to provide sufficient evidence of the pathway unit content through the two internally-assessed observations
- identify any major gaps in learning outcomes that would potentially not be covered by the planned activities proposed by the candidate, and where evidence would have to be evidenced in the portfolio
- ensure the feasibility of delivering the plan within the workplace/setting.

The internal assessor should use the Project approval form (Appendix 6) to outline their comments on the above points in relation to the project plan that is presented to them. They are then required to provide one of three responses to the candidate and undertake next steps as per the table below.

Outcome decision	What this means for the candidate	Next steps
Project approved	The candidate's project plan is agreed, and they can proceed to Task D(ii).	Candidate proceeds to Task D(ii).
Project approved subject to revision	The project plan is generally considered suitable, however there may be revisions needed. Where revision comments are suggested, then these must be detailed and provided to the candidate for amendment of their project plan.	Candidate reviews and amends project plan based on revisions proposed. On agreement of the amended project plan, the candidate proceeds to Task D(ii).
Project not approved	The opportunity is considered not suitable for the candidate to pursue. Detailed comments on why this is the case should be provided to the candidate.	Candidate is provided with feedback and an action plan agreed with clear timeframe for resubmission of the project plan.

Identification of areas to be evidenced in the portfolio

Review of the project plan should support the internal assessor to identify any learning outcome areas which may not be readily evidenced via the project. Where these areas are identified, the assessor should record in the project approval form, and highlight these areas to the candidate as areas where they will need to provide evidence within their portfolio.

Task D(ii)

Observation in practice

As part of the agreement of the project plan (Task D(i)), the internal assessor will have confirmed that the two planned occasions for observation will provide sufficient evidence of the candidate in practice to see the candidate's application of their knowledge, understanding and skills of the specific content of their chosen pathway.

The internal assessor is required to observe the candidate during the implementation of their project plan on a minimum of **two** occasions. On each occasion, the internal assessor should provide evidence of how the candidate has demonstrated that they:

> Apply knowledge, understanding and skills relevant to the subject specific content of the chosen pathway area and of the mandatory Professional practice unit (420).

For each observation, the **Observation Record Form (Assessor) (Appendix 7)** should be completed and submitted alongside the candidate's evidence.

Due to the importance of the observations of practice for supporting the final holistic assessment judgement, the assessor should review the evidence collected by each observation and confirm if it sufficiently meets the expectations of what was to be observed, as determined as part of the planning element of Task D(i). If the observations do not go fully as intended and anticipated evidence is not observed in the initial tasks observed – the assessor may need to consider whether further observations may be required. If it is felt that there is a requirement for further observation(s), then this should be discussed with the candidate and manager; highlighting the reasons for the additional assessment and confirming arrangements for this.

Task D(iii) – Professional Discussion

The professional discussion will be undertaken by the internal assessor.

The purpose of the professional discussion is to
1. Discuss information generated by the candidate's project, as well as evidence within their portfolio
2. Assess knowledge, understanding and skills expected from the Professional Practice unit (420) and the chosen pathway content of the Level 4 Professional Practice in Health and Social Care qualification

Preparing for the professional discussion

The final assessment activity that needs to be completed by the candidate is a professional discussion with the internal assessor. This element of the assessment is designed to support the candidate's evaluation and reflection of their assessment activities, and particularly, how they have embedded their knowledge and understanding of theories, models and approaches to support their implementation of their project plan in practice.

The professional discussion should also support the assessor to confirm any areas which have not been evidenced fully through the evidence submitted for the portfolio or project.

Structure of the assessment

The assessor should review all of the evidence submitted by the candidate in advance of the professional discussion. The assessor will look at how well the evidence generated from Tasks A and Tasks D(i) and (ii) support each of the key objective areas and will conduct a gap analysis to identify key areas for the discussion to focus on. These key areas are likely to be focused on aspects where the assessor feels further expansion is needed to the evidence submitted, or where there is a lack of evidence for a particular objective.

The assessor will use the evidence provided from Tasks A and D(i-ii) to plan the discussion to ensure that the discussion is tailored towards the candidate and the service in which they work as well as identify areas for further exploration. It will enable the assessor to consider key themes and topic areas; and consider the types of questions that could be asked to structure the discussion. The internal assessor recording form (Appendix 3) must be used to record this information prior to the discussion.

The assessor should be mindful of supporting a discussion that is candidate-led. The assessor would benefit from preparing a series of questions that will help to structure and support the professional discussion. These questions should focus on,

- The candidate's evaluation and reflection of their activities, e.g.
  - What happened
  - What they had expected to happen
  - What were the things that surprised them, or didn't go as intended
  - What would they do differently next time
  - What have they learnt about how they work and their practice in relation to the activities conducted.
- The candidate's knowledge and understanding of using theories, models and approaches to support practice, explored through their involvement in the assessment activities. This could lend itself to supporting the discussion with questions such as,
  - Why did you know that?
  - What lead you to take that approach?
  - What were your considerations at that point?

Table 1 below lists all the discussion points that must be covered. There are six main discussion points, linked to the grading descriptor objectives. These are designed to elicit responses which are targeted to specific areas of the qualification standard and work practices. Focus on these areas helps to ensure consistent coverage of qualification content for all candidates.

Table 1

Discussion points
1. How the candidate applies the knowledge, understanding and skills of working from their chosen pathway area
2. How the candidate applies knowledge and understanding of theories, models and approaches in their chosen pathway area
3. How the candidate uses reflective and critical thinking in the context of their chosen pathway area
4. How the candidate has shown self-awareness in order to improve practice, including how their own practice and that of others meets standards and requirements

Discussion points	
5.	How the candidate applies understanding and knowledge of how to maintain and improve outcomes for individuals within their chosen pathway, including their use of person/child-centred approaches
6.	How the candidate builds arguments and makes judgements related to work in their chosen pathway area

To meet the requirements of the grading descriptors (Appendix 2), it is anticipated that all discussion points in Table 1 will be covered. However, the depth and level of coverage of each discussion point will be dependent on the assessor's review of the evidence submitted – some discussion areas may require further review and exploration than others.

Undertaking the professional discussion

Assessment environment
On the day of the assessment the internal assessor is responsible for ensuring that any assessment takes place in appropriate surroundings which are free from distractions and interruptions. The internal assessor will need to ensure the environment is properly prepared, 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.

Introducing the professional discussion
It is important that the assessor puts 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 qualification standards by minimising the extent to which their performance may be hindered by anxiety.

The 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 discussion
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 professional discussion
During the discussion the assessor should record all responses in the recording form provided (Appendix 3).

The professional discussion should feel as natural as possible, utilising open questions to allow the candidate to dominate the conversation. 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 'How did you know that?' 'What method did you use to arrive to that conclusion?'
*   Providing summaries of points covered to ensure they have understood and recorded the candidate's evidence accurately

The internal assessor must ensure that they do not inadvertently answer questions or provide hints or clues which may lead or direct candidates to a specific or framed answer.

Timings

The assessed element of the professional discussion should last for approximately 45 minutes in total.

Time taken to introduce and settle the candidate to the assessment should not count as part of this assessed time but should not exceed an additional five minutes.

The internal assessor is expected to manage timings throughout the discussion, advising the candidate as appropriate.

Materials
- Candidate's completed assessment materials
- Internal assessor recording form (Appendix 3)
- Instructions to the candidate for Task D(iii)
- Table 1 which outlines the expected coverage of the discussion points

Recording forms

In advance of the professional discussion the internal assessor should prepare the internal assessor recording form (Appendix 3) with the planned areas to be discussed with each candidate. The internal assessor should save a version of the prepared form; this should then be used during the professional discussion 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 professional discussion or print off 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.

General assessment administration requirements

Timings

Candidates are 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. The centre should ensure that IT facilities are made available to candidates for the completion of these tasks.

For Task D(iii), the centre is responsible for providing an appropriate environment and facilities for the professional discussion.

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

Note, the guidance for external assessors will be contained within its own pack – included here for completeness of information, but this guidance would not be provided to centres or internal assessors to avoid confusion in the roles.

Introduction

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

Review of evidence and grading

The assessor should confirm that a completed declaration of authenticity form (Appendix 10) has been submitted alongside the candidate's tasks.

The outcome of each task should be made within the External assessment summary form (Appendix 5). The assessor will submit this form 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 9) 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 externally-assessed tasks within this assessment.

Task	Pass criteria	Coverage
B(i)	The candidate's response shows understanding of legislation, conventions and Codes of Conduct and Professional Practice related to valuing uniqueness and rights, and that promote equality, diversity and inclusion. The candidate has shown that they understand and have specifically considered legislation, conventions and guidance related to: • Equality and rights • Person/child-centred practice • Safeguarding • Welsh language • Advocacy as part of their response: The candidate makes clear linkages between how these specified legislations, conventions and Codes of Conduct and Professional Practice support rights, equality, diversity and inclusion within the health and social care sector. The candidate has shown an understanding of how they can use these specified legislations, conventions and codes of conduct and practice to create a safe and secure environment that supports individuals to express their identity and promotes person/child-centred practice.	Unit 410 - LO1-LO3, LO5, LO9
B(ii)	The candidate has provided a response that: • shows a secure understanding of theories/models that cover biological, sociological and psychological factors related to person/child-centred practice. **The candidate's response may reference a single model/theory that covers all of these factors (e.g. the Biopsychosocial model) or may cover a range of models/theories reflecting the influence of each of these factors.** • makes relevant linkages between aspects of the theory/model(s) referenced and how this/these can be applied in practice to support positive person/child centred practice. The candidate shows consideration of both the theoretical aspect of the theory/model(s) and the implications of application of the theory/model(s) in practice. • shows how an understanding of the referenced theory/models(s) can be applied to support well-being and the rights and liberties of individuals.	Unit 410 LO6, LO7, LO8
B(iii)	The candidate has responded to the questions and has shown 1. A clear understanding of the overarching topic areas	Unit 410 – LO4, LO5

		2. That they are able to relate all three topic areas to the context of the scenario. The candidate shows secure linkages between their understanding of each topic area with how these are represented through the context of the scenario.	
		3. They are able to draw conclusions that relate the topic areas to the scenario context. The candidate is able to identify interconnections between the three topic areas and draws conclusions that relate to all of the individuals presented in the scenario. The candidate is able to clearly articulate the implications for individuals when there is not voice and control.	
		4. A clear understanding of values and communication skills that support inclusion and co-production. This understanding is securely linked to the scenario, demonstrating how these skills can support the development of positive outcomes for individuals. A minimum of one value and one communication skill must be detailed with clear links provided to providing positive outcomes.	

C		For a pass to be awarded, the candidate has:
		 • identified an area of practice to be evaluated within their workplace/setting.
		 • outlined clearly the process they would take to conduct an evaluation. The outline clearly details the activities the candidate would complete to agree the area of focus and shows how they have planned to seek managerial support.
		 • evaluated the identified area of practice within their workplace/setting. The candidate has considered the effectiveness and viability of current practice within the context of, and with consideration of (as appropriate),
		    i) Relevant legislative requirements, standards and frameworks and Codes of Conduct and Professional practice
		    ii) Evidence informed practice
		    iii) Equality, diversity and inclusion
		    iv) Sector standards
		    v) Safeguarding considerations
		    vi) Internal policies and procedures
		    vii) Internal evaluations
		    viii) External evaluations, including inspection and quality assurance
		
		 Through consideration of the effectiveness of each of these areas; the candidate has demonstrated an understanding of how current practice supports outcomes for individuals within the workplace/setting.
		 • shown consideration of how their own practice and that of others supports the work in the area of practice within their workplace/setting. The candidate identifies and reflects on current strengths and/or areas of development of theirs and others practice in a reflective way as part of their evaluation.
		 • identified an area of focus through the practice evaluated. The candidate's area of focus is clearly identified, with justification provided as to why this area was selected, with reasoning given that relates clearly to being an area where development/enhancement can be supported for the positive outcomes of individuals.
			410
			 LO1
			 LO2
			 LO9

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
Applies knowledge, understanding and skills in the chosen pathway	**420** LO3 **421** LO1-LO6, LO8-LO9 **422** LO1-LO3, LO4, LO6, LO8, LO10-LO12 **423** LO1-LO2, LO4-LO8 **424** LO1, LO3-LO8 **425** LO1-LO2, LO4-LO11, LO13 **426** LO1-LO13 **427** LO1-LO6, LO8- LO14	Candidates demonstrate a sound understanding of the area in which they work; they understand the context of their work and the specific considerations needed to support the individuals that they work with. The candidate uses their own professional practice to support the confidentiality, safeguarding and security of individuals within their setting. This includes ensuring that they and the setting complies with requirements for recording, reporting and storing information. The candidate leads practice that supports others to understand safeguarding considerations and how to promote safeguarding when working with individuals.
Applies knowledge and understanding of ***theories, models and approaches*** *in the chosen pathway*	**420** LO1 **421** LO2 - LO7 **422** LO2-LO4, LO6, LO8, LO10 **423** LO1-LO3, LO5, LO7 **424** LO1-LO4, LO7 **425** LO3-LO6, LO13 **426** LO2-LO4, LO6, LO8-LO9, LO12 **427** LO1-LO5, LO7-LO9	Candidates demonstrate an understanding of a range of theories, models and approaches within their practice. Candidates understand a range of theories, models and approaches and how they underpin support for the individuals they work with. They are able to relate these theories, models and approaches directly to their work with individuals. They use and apply appropriate theories, models and approaches relevant to the situation, and show consideration for when to use each appropriately. Candidates understand how research and evidence informed practice has informed and underpins legislation, national policies and guidance for the individuals that they work with. They are able to recognise and relate how their work in supporting individuals is underpinned by these frameworks, plans and strategies. *(Theories, models and frameworks in this context would include legislative and regulatory frameworks, research and evidence informed practice).*

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Apply understanding and knowledge of **how to maintain and improve outcomes for individuals** *within the chosen pathway, including use of* **person/child-centred approaches**	**421** LO2- LO4, LO6 **422** LO3-LO7, LO9, LO11- LO12 **423** LO1-LO7 **424** LO2-LO4, LO6 **425** LO2, LO5-LO7, LO11-LO13 **426** LO4-LO9, LO11-LO13 **427** LO3-LO5, LO7, LO9, LO11, LO14	The candidate considers the range of communication methods and approaches that can be used to support individuals. Their approach takes into account the range of factors, considerations and approaches that best support an individual to actively communicate/be actively supported. Their practice role models the use and adaptation of a range of communication methods and approaches that support effective communication for individuals. The candidate demonstrates that they lead practice that is both person/child centred and uses rights-based approaches. The intent of this practice is to co-productively support individuals to understand and have access to support available to them that allows them to engage and participate effectively to lead full and valued lives/achieve positive outcomes. The candidate leads, monitors and reviews practice to support individuals to take informed risk.
Builds arguments and makes judgements in the chosen pathway area	**420** LO2 **421** LO3-LO4, LO6- LO8 **422** LO5-LO6, LO9-LO11 **423** LO1, LO3-LO4, LO5, LO7 **424** LO1-LO2, LO4, LO6 **425** LO1, LO3, LO5-LO7, LO13 **426** LO2, LO4, LO6-LO9 **427** LO3-LO5, LO7-LO8, LO14	The candidate effectively identifies activities that can help to support improvement within the workplace/setting, including through their own practice and that of others. 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 and evidence informed practice. Candidates use their own judgements to support the collaborative development and implementation of plans, including with others, to support individuals.

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
*Use **reflective and critical thinking** in the context of the chosen pathway*	**420** LO1-LO2 **421** LO3, LO5 **422** LO6 **423** LO1-LO6 **424** LO1-LO4, LO6 **425** LO3-LO7, LO13 **426** LO4-LO9, LO11-LO12 **427** LO1-LO2, LO4-LO5, LO9	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. The candidate has demonstrated that their approach to work 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. The candidate has demonstrated understanding of how their approach to work has had a positive impact upon others, including both within and outside of their workplace/setting, and the impact that their work has had on the individuals that they work with. The candidate routinely uses critical analysis to monitor, reflect on and inform their practice and that of the practice within the setting. Conclusions drawn are used to make the most informed decision for the situation.

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
*Shows **self-awareness** in order to improve practice*	**420** LO1, LO2 **421** LO2-LO4, LO6, LO8 **422** LO3-LO4, LO6 **423** LO1, LO4-LO5 **424** LO1-LO2, LO4, LO6 **426** LO3, LO5-LO7, LO13 **427** LO1-LO3, LO5, LO9	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. The candidate has continued to professionally develop within the context of their role to ensure that they meet standards and requirements and reflect current practice. They demonstrate an ability to evaluate their own knowledge, understanding and skills against: - relevant legislative requirements - relevant standards and frameworks - Codes of Conduct and Professional Practice - Evidence informed practice The candidate makes secure judgements on the effectiveness of their practice in response to their evaluation against critical requirements and is able to identify where improvements can be applied and approved – and how they personally can support these changes through development of their practice. The candidate uses their own continued professional development to support the role modelling of best practice within the setting and to support others to develop practice.

Appendix 3   Internal assessor recording form

Candidate name			Candidate number	
Assessor name	Assessor name		**Assessment date**	DD/MM/YY

Section 1 – Review of submitted evidence (Task D)
Provide details below of how the evidence submitted in the portfolio, project plan and project evidence meet the requirements of the grading descriptors
Key outcome areas where evidence is limited, further clarification or expansion is expected to be observed
Section 3 – Professional Discussion
Provide details below that will support the structure of the discussion based on review of the portfolio, project plan and project evidence (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

Use the section below to capture evidence from the discussion with the candidate; this should include any specific questions asked.
Use the section below to provide final conclusions on how the entire assessment has met the requirements of the grading descriptors.

Final performance conclusion	

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

Assessor signature	Signature	Date	DD/MM/YY

Candidate signature	Signature	Date	DD/MM/YY

Appendix 4   Internal assessor grading summary form

Section 1		
Objectives	**Assessor summary**	**Evidence where observed**
Applies knowledge, understanding and skills in the chosen pathway		
*Applies knowledge and understanding of **theories, models and approaches** in the chosen pathway*		
*Apply understanding and knowledge of how to **maintain and improve outcomes for individuals** within the chosen pathway, including the use of **person/child-centred approaches***		
***Builds arguments and make judgements** in the chosen pathway area*		

Section 1		
Objectives	**Assessor summary**	**Evidence where observed**
*Use **reflective and critical thinking** in the context of the chosen pathway*		
*Shows **self-awareness** in order to improve practice*		

Section 2		
Confirmation of overall assessment judgement	Candidate has produced sufficient evidence to be awarded a pass for the qualification, based on a holistic review of the grading descriptors across the six objective areas, and of the additional evidence requirements required to be observed.	
	Candidate has failed to produce sufficient evidence for a pass grade to be awarded, based on the evidence presented and how this evidence meets the requirements of the grading descriptors across the six objective areas, and/or the additional evidence requirements have not been met. Further detail of the reasons for this, should be outlined in the Feedback section below.	
Feedback		
Internal assessor signature		**Date**	

Appendix 5   External assessment summary form

Qualification title:

Candidate name	Candidate number
External assessor name	Date of submission

Task:

Use the section below to capture notes from the candidate's response
Based on the evidence provided, outline how the candidate's responses meet/ do not meet the marking criteria

Final performance conclusion	
Assessor signature/date	

Appendix 6   Project approval form

Level 4 Professional Practice in Health and Social Care		
Candidate name:		**Date of meeting:**
Candidate ENR No.:		
Centre name:	**Centre no:** —— —— —— —— —— —— ——	
Location		
Opportunity		

For centre use:

Describe how the Project plan meets the following objectives.

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 and improve outcomes for individuals within the pathway area	

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:	
Assessor signature:	
Date:	
Confirmation of manager/employer signature:	
Date:	

Appendix 7   Observation record form (Assessor)

Observation record	
Candidate name	
Observation number/date	
Project activity observed	
Observations made *(Highlight how the observations reflect each of the key practice outcomes)*	
How has the candidate applied knowledge, understanding and skills relevant to the chosen pathway area?	
General observations	
Follow-up questions asked *(List the questions that were used to further question the candidate; and their responses)*	
Candidate signature:	
Date:	
Assessor signature:	
Date:	
Confirmation of manager/employer signature:	
Date:	

Appendix 8   Feedback form (Internal assessor)

Qualification title:

Candidate name	Candidate number
Assessor name	Date of submission

Task number/s:

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:

Appendix 9   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 B(i)			
Task B(ii)			
Task B(iii)			
Task C			
Final peformance conclusion:			
External Assessor signature and date:			

Appendix 10   Declaration

Declaration of Authenticity

Candidate name   Candidate number

_____   _____

Centre name   Centre number

_____   _____

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 at moderation. If any question of authenticity arises, the tutor may be contacted for justification of authentication.