

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

September 2024 Version 1.0

Candidate pack

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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.

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)	<p>The candidate's response shows understanding of legislation, conventions and Codes of Conduct and Professional Practice related to valuing uniqueness and rights, and that promote equality, diversity and inclusion.</p> <p>The candidate has shown that they understand and have specifically considered legislation, conventions and guidance related to:</p> <ul style="list-style-type: none"> • Equality and rights • Person/child-centred practice • Safeguarding • Welsh language • Advocacy <p>as part of their response:</p> <p>The candidate makes clear linkages between how these specified legislations, conventions and Codes of Conduct and Professional Practice support rights, equality, diversity and inclusion within the health and social care sector. The candidate has shown an understanding of how they can use these specified legislations, conventions and codes of conduct and practice to create a safe and secure environment that supports individuals to express their identity and promotes person/child-centred practice.</p>	Unit 410 - LO1-LO3, LO5, LO9
B(ii)	<p>The candidate has provided a response that:</p> <ul style="list-style-type: none"> • 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)	<p>The candidate has responded to the questions and has shown</p> <ol style="list-style-type: none"> 1. A clear understanding of the overarching topic areas 	Unit 410 - LO4, LO5

	<ol style="list-style-type: none"> 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	<p>For a pass to be awarded, the candidate has:</p> <ul style="list-style-type: none"> • 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), <ol style="list-style-type: none"> 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 <p><i>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.</i></p> <ul style="list-style-type: none"> • 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. 	<p>410 LO1 LO2 LO9</p>

Appendix 2 Grading descriptor tables

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

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

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

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p><i>Applies knowledge, understanding and skills in the chosen pathway</i></p>	<p>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</p>	<p>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.</p> <p>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.</p> <p>The candidate leads practice that supports others to understand safeguarding considerations and how to promote safeguarding when working with individuals.</p>
<p><i>Applies knowledge and understanding of theories, models and approaches in the chosen pathway</i></p>	<p>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</p>	<p>Candidates demonstrate an understanding of a range of theories, models and approaches within their practice.</p> <p>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.</p> <p>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.</p> <p><i>(Theories, models and frameworks in this context would include legislative and regulatory frameworks, research and evidence informed practice).</i></p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p><i>Apply understanding and knowledge of how to maintain and improve outcomes for individuals within the chosen pathway, including use of person/child-centred approaches</i></p>	<p>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</p>	<p>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.</p> <p>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.</p> <p>The candidate leads, monitors and reviews practice to support individuals to take informed risk.</p>
<p><i>Builds arguments and makes judgements in the chosen pathway area</i></p>	<p>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</p>	<p>The candidate effectively identifies activities that can help to support improvement within the workplace/setting, including through their own practice and that of others.</p> <p>Candidates are able to review and evaluate the effectiveness of their decisions; identifying what has worked well, and where improvements could be made. Evaluations reflect the application of legislative and theoretical frameworks, as well as research and evidence informed practice.</p> <p>Candidates use their own judgements to support the collaborative development and implementation of plans, including with others, to support individuals.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p><i>Use reflective and critical thinking in the context of the chosen pathway</i></p>	<p>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</p>	<p>Candidates evaluate and reflect on their own work and show how their own reflection has been used to support their work as they implement their project plan in practice.</p> <p>The candidate has demonstrated that their 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.</p> <p>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.</p> <p>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.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Shows <i>self-awareness</i> 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	<p>The candidate demonstrates that they routinely use critical analysis to reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation. The candidate demonstrates how their own practice has been adapted based on reflection.</p> <p>The candidate 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:</p> <ul style="list-style-type: none"> • relevant legislative requirements • relevant standards and frameworks • Codes of Conduct and Professional Practice • Evidence informed practice <p>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.</p> <p>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.</p>

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									
<p>For centre use:</p> <p>Describe how the Project plan meets the following objectives.</p> <table border="1"> <thead> <tr> <th>Objective</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Provides opportunity to apply knowledge, understanding and skills within the pathway area</td> <td></td> </tr> <tr> <td>Provides opportunity to apply knowledge and understanding of theories, models and approaches within the pathway area</td> <td></td> </tr> <tr> <td>Provides opportunity to apply knowledge and understanding of how to maintain and improve outcomes for individuals within the pathway area</td> <td></td> </tr> </tbody> </table>		Objective	Description	Provides opportunity to apply knowledge, understanding and skills within the pathway area		Provides opportunity to apply knowledge and understanding of theories, models and approaches within the pathway area		Provides opportunity to apply knowledge and understanding of how to maintain and improve outcomes for individuals within the pathway area	
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:	