

City & Guilds Level 3 Health and Social Care: Practice (Children & Young People)

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

Assessment Pack



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1 Introduction

This pack contains the assessment documentation for the Level 3 Health and Social Care: Practice (Children and Young People) qualification.

Assessors and managers should also refer to the **Qualification Delivery Guide** for further information and support on preparing to undertake assessments for this qualification.

2 Assessment overview

Assessment approach

The Level 3 Health and Social Care: Practice (Children and Young People) qualification will be internally assessed through a series of assessment activities.

- A set of **structured tasks** which will be used to gather assessment evidence for the majority of the mandatory content, and to provide a framework for collection of the required evidence for units selected from optional group A. These tasks will be based on candidates leading on a range of activities developed through the personal plans of the children and/or young people that they work with. The tasks will involve leading on the planning, carrying out and review of at least four activities.
- A **portfolio of evidence** will be kept alongside the structured tasks. The purpose of the portfolio is to provide evidence for any units/outcomes that are not likely to be observed through the structured tasks or covered during the discussion. This will include underpinning elements from within the mandatory content, where evidence is most likely to come from that observed in or inherent in day-to-day practice. The portfolio will also include evidence from the optional group B units, where evidence cannot be generated readily from within the framework of tasks.
- The assessment approach will be finalised by the candidate delivering a final evaluation of their activities through an assessor-led **professional discussion**, this will focus on the candidate's reflections and learning from leading on the promotion and support of the care for the children/young people that they work with.

3 Candidate brief

Over a period of 6-12 months, you will be required to work and support others to work in ways that promotes and supports the health and well-being of children and/or young people within your organisation/setting.

You will be asked to promote health and well-being through leading the development of a range of activities identified through the personal plans of children/young people that you support in your role. You will need to review plans, lead on the planning and development of activities and carry out those planned activities on four occasions.

Areas to consider across the assessment activities include:

- Person-centred approaches
- Rights based approaches
- Active participation
- Physical health and well-being
- Mental health and well-being
- Communication
- Personal, social, emotional and behavioural support.

You will be required to provide evidence from across the range of units so you need to think about this when agreeing which children/young people you will support for your assessment activities. You may provide support to a single child/young person, or several children/young people as part of the assessed activities.

You will need to attend a planning meeting to discuss and agree your plan for the assessment activities (Task B) with your manager/assessor prior to undertaking Tasks C-E.

Note that your assessor will observe you on a minimum of four occasions when you are leading on the delivery of your activities (Task C) and will ask you additional questions about the implementation of your plans and your practice as part of your final evaluation (Task E).

You must also complete a reflective log regularly over the assessment period, reflecting on your practice in the promotion and support of the children/young people who you work with, and reflecting and identifying your own development needs to continuously improve. You must also keep a portfolio of evidence during the assessment period; this will be generated through normal workplace processes, including planned progress meetings, and through expert witness testimony from your manager or workplace mentor. (Task A)

Your manager and assessor will hold an initial check-point meeting with you before you begin the activities to:

- Confirm the assessment process, and discuss the activities to be undertaken
- Discuss the links between the activities, supporting you to understand how the assessment is based on how your practice promotes and supports the health and well-being of children/young people
- Support you to think about the activities in relation to the unit requirements, i.e. ensuring that the activities that you have identified will provide enough evidence for the units

required; as well as agreeing how you will ensure consent is gained from children/young people and their families/carers for the observations to take place, and how privacy and confidentiality will be maintained throughout the assessment process

- Agree a timeframe for when assessment activities need to be completed, confirming a date for the planning meeting
- Agree how your portfolio of evidence and reflective log will be managed
- Plan a series of progress meetings at which your day-to-day practice and reflections will be reviewed, supporting the identification of portfolio evidence
- Agree how you will ensure consent is gained and how privacy and confidentiality will be maintained throughout the assessment process

Task A

- **Carry out day to day activities** involving the children/young people who you work with, and others in your organisation/setting. You must show how you use partnership and co-production models when promoting the health and well-being of children/young people. This will include how you work with others by gathering and sharing relevant and appropriate information with colleagues, professionals and others involved in the care of children/young people using agreed documents, processes and procedures.
- **Fill out your reflective log regularly**, and make sure it is up to date in preparation for meetings.
- **Meet with your manager/assessor at each of the scheduled progress meetings** to discuss your own progress and development, as well as to reflect on your work with others, and how this supports the care and support provided to the children/young people that you work with.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

- reflective log
- portfolio of evidence to include - workplace documentation, progress meeting records/notes, witness testimony

Task B

Review the personal plans of children/young people who you work with, and lead on the development of four identified activities for supporting the health and well-being of the child/young person.

You must plan and develop four activities, that you will be observed putting into place with the child/young person in Task C.

You must submit your plan, and attend a planning meeting with your manager and assessor to agree your plans before carrying out the activities.

You may use your own planning form, or one that you are familiar with using in your setting for this task. An example candidate planning form had been provided (Appendix 1) and you may instead choose to use this.

Conditions of assessment

Working independently under quiet uninterrupted conditions

What you must produce for assessment:

- Plan of activities

Task C 1-4

Lead the delivery of **four** planned activities. You will be observed on each occasion by your assessor.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

- Required workplace records
- Any additional records related to the activity (including records of consent)
- Observation by assessor

Task D

Complete a reflective review of your practice from each of the **four** observations completed within Task C.

You should consider:

- What you observed during the assessments; what you experienced.
- What you felt worked well; or areas where you felt they went less well
- What impact your practice had on outcomes for the child/young person
- What was the result of your practice in supporting others
- What you would consider doing differently in future, and how you would go about doing this.

You may use any format for structuring your reflective reviews. An example proforma has been provided (Appendix 5) and you may choose to use this form for your reviews.

Conditions of assessment:

Working independently under quiet uninterrupted conditions

What you must produce for assessment:

- Four observation reviews, including any referencing of sources used.

Task E

Complete an overall evaluation of the activities conducted. This will be assessed through a professional discussion with your assessor.

The discussion will focus on your personal review and reflections of the outcomes of the care and support provided across the four observations.

You may also be asked questions that relate your overall knowledge and understanding of health and care in relation to the assessment activities you have undertaken.

You may prepare notes in advance, and these may be brought with you and used to help you during the discussion. You may also use the reviews produced for Task D.

Timing

It is expected that the discussion will last for approximately 45 minutes.

Conditions of assessment

Professional discussion, under quiet uninterrupted conditions

What must be produced for assessment

- Any preparatory notes referred to within the discussion
- Assessor's discussion notes

4 Assessor/manager instructions

The following section of this document outlines the instructions for both manager and assessor, and their roles in the delivery of this assessment. This guidance should be read and used in conjunction with section (4) of the **Qualification Delivery Guide**.

Roles within the process

The assessment process relies on both the manager and assessor to ensure a valid assessment judgment of the candidate's performance is obtained. It is therefore important that both the manager and assessor have identified and confirmed the scope of their roles, and their required involvement, prior to the assessment process beginning.

Definitions and expectations of the roles of the manager and assessor can be found within section 4 of the Qualification Delivery Guide.

Confirming the assessment period

The assessment period is expected to take place within a 6-12 month period. The range of time has been provided to support the range of roles that candidates who undertake this qualification will be in – and to accommodate, for example, those who work part-time. For those in full-time work, it is expected that the assessment would be feasible to take place within a 6-month period. The manager/assessor should confirm with the candidate during the initial check-point meeting around expectations of the timeframe, based on their role, that they expect the assessment to take place in. If it is agreed that the assessment will take longer than 6 months, the decision for this should be recorded, and a rationale provided to confirm why this approach has been agreed. The rationale should be retained and made available for external quality assurance activities.

Use of recording forms

A set of recording forms have been provided (see Appendices) for use; these are to be considered as a guide only, and assessors/managers may wish to use their own forms. If own forms are used, they must reflect/gather the same information included within the forms in this pack.

The forms provided here are recommended to be used electronically so that they can be added to as appropriate to the situation. Printed copies may be useful as an overview, but it is envisaged that on completion, these forms will run into multiple papers, so would best be completed electronically. Electronic versions can be found on the consortium website.

Holding the initial check-point meeting

The initial check-point meeting will be run by the manager; and supported by the assessor.

The purpose of the initial check-point meeting is to:

- Support the candidate to understand the assessment process; the activities that they will undertake and what is required to successfully complete the assessment
- Confirm the links between the tasks, ensuring that the candidate understands how the assessment is based on how their practice promotes and supports the health and well-being of children/young people
- Discuss the role of the manager; the support they will provide – and the role of planned progress meetings throughout the assessment period
- Agree when planned progress meetings will occur (note, these progress meetings could be held or incorporated as part of already scheduled supervision/1:1 sessions)

- Discuss the purpose and role of the portfolio element of the assessment – including the role of the reflective log, and how it supports the overall assessment, as well as how this will be developed and maintained
- Discuss the role of the assessor, and how the candidate will be formally assessed
- Support the candidate to consider the tasks in relation to the unit requirements, i.e. ensuring that the activities identified will provide enough evidence for the units required; as well as agreeing the consent that will need to be gained from children/young people and their families/carers, and ways the candidate will maintain confidentiality throughout the assessment process.
- Discuss and agree initial timeframes for assessment activities, confirming completion dates for the planning and date for holding the planning meeting (Task B).

By the end of the initial check-point meeting, the candidate should be in a position where they fully understand the requirements of the assessment to be completed; the activities that they will carry out and the initial timeframes for completion.

Holding the planning meeting

The planning meeting will be run by the assessor, and supported by the manager.

On submission of the candidate's planning form, both the manager and the assessor should have thoroughly reviewed the submitted 'planning form' to confirm the feasibility of the intended activities for obtaining sufficient practice-based evidence.

The mapping exemplar provided is intended to support assessors to consider the types of activities that might be undertaken, and how evidence for different outcomes across units can be generated for each activity. The mapping exemplar should however be used as a support guide only.

In advance of the planning meeting, the assessor and manager should meet to confirm that they are comfortable with the approach that has been proposed by the candidate; or whether there are any key areas that need to be reconsidered – or any core areas of practice that would not be witnessed from the planned activities.

An assessor planning form has been provided (Appendix 2) to support the assessor map the candidate's plan against the required units/outcomes, and to identify prior to the planning meeting, any gaps that may not be evidenced through the planned activities.

It is the responsibility of the assessor at this planning stage to ensure that the activities planned and scheduled provide breadth across the required unit content – ensuring that sufficient practice-based evidence will be observed to allow for a valid assessment judgement.

If it is clear that outcomes will not be covered during the observations – the assessor should ensure that a plan is put in place to provide sufficient evidence for these areas; whether that be through an element of reconsideration or re-planning of the planned activities; through additional evidence in the portfolio, or, if knowledge-based, recorded to be carried forward to the professional discussion.

The purpose of the planning meeting is to meet with the candidate and,

- Review the plan for the activities that the candidate has proposed
- Confirm the feasibility of the activities – in terms of practicalities, resource requirements and ensuring that sufficient practice-based evidence will be obtainable for assessment purposes
- Ensure the plans and activities have sufficiently met the brief to support the development of the child/young person's personal plan
- Agree how consent will be gained from children/young people and their families/carers and how confidentiality will be maintained through the assessment
- Clarify and outline all of the roles within the process

- Sign-off the candidate planning form, and formally agree a schedule of activities.

Agreeing resources

The assessment tasks require the candidate to practically undertake four activities within a real working environment, the use of simulation is not permitted for these assessments. Due to this, it is important that the manager/assessor support the candidate to access the resources and environment that will allow the candidate to demonstrate the best of their ability. During the initial check-point meeting, initial expectations should have been set around the environment and resources available to the candidate – so their planned activities should be in-line with those that are manageable and achievable within the organisation/setting.

Contingency planning

It is envisaged that a single planning meeting would be held to review and agree the schedule of all four activities to be undertaken. This has been done to support efficiencies, and to aid the flow of holistic delivery across the assessment. If not all activities can be agreed during this single planning meeting, it is a requirement for the assessor/manager and candidate to agree and schedule a further meeting in order to discuss and agree the outstanding activities to be conducted*.

** If at any stage during the assessment period, the planned activities become unmanageable without reasonable adjustment, or implementing contingencies, then the candidate should meet with the assessor/manager again to confirm and agree how the outstanding activity can be progressed. This may require re-planning the initial activity.*

Supporting the candidate through the assessment process

During the assessment process, the candidate should be provided with an appropriate environment and sufficient time to ensure the authenticity of their reflective reviews (task D).

The environment should be a quiet environment within the workplace where the candidate has the opportunity to work undisturbed. Due to the nature of these tasks requiring the candidate's own personal inputs and reflections, they do not need full-time supervision, but the assessor should be able to confirm that the work completed is that of the candidate's. Candidate's may be permitted to refer to relevant reference materials or sources (e.g. relevant health and social care models or methodologies), but must clearly identify any sources they have used within their reviews.

Discussions during planned progress meetings should enable the manager/assessor to establish any concerns around authenticity; should concerns become apparent, this needs to be recorded for External Quality Assurance review and audit purposes. Both the candidate and manager/assessor will need to sign a declaration form (Appendix 9) to confirm authenticity of the candidate's work. A quiet room will also need to be provided for Task E.

Note on meeting terminology

The following meetings are referenced in this document, each has a different intention – so below is a summary of how these are defined.

Initial check-point meeting – an initial touchpoint meeting held with the candidate, by way of an introduction to the assessment process.

Planning meeting – a defined planning meeting to review the candidate plans, and confirm and agree assessment activities to be conducted.

Progress meetings – on-going meetings throughout the assessment period to support the candidate.

Observations

The assessor must carry out a minimum of **four** assessed observations across the assessment period, observing the candidate's four, planned activities.

Assessors must ensure the safeguarding of children/young people and candidates remains paramount, and confidentiality and data protection are followed at all times. The assessor must ensure that consent required, as outlined in the initial check-point and planning meetings, has been gained prior to commencing any observation activity.

The observation will require the assessor to

- review the candidate's plan for the activity in advance of the observation,
- observe how the candidates prepares for and provides care and support through the activity, as well as how they support others
- question the candidate, sampling the candidate's knowledge to ensure confidence that it is at the required level for the role.

An observation record form (Appendix 3) should be completed for each observation. These separate forms should support the assessor to build a picture of the consistency of candidate's practice over the period of assessment, particularly in relation to how they consistently promote elements of core practice. The recording forms, in conjunction with the structured tasks, support the assessor in making judgements of competence without requiring repeated assessment and granular decisions. A section of the observation record form has been provided to allow feedback for the candidate to be recorded and provided following each observation.

The assessor should review the evidence that is being collected by each observation on an on-going basis; if the observations do not go fully as intended and anticipated evidence is not observed in the initial tasks observed – they 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.

Portfolio of evidence

The portfolio of evidence will be kept to capture evidence that is not covered by the structured tasks. This may include individual units where no learning outcomes are observed within the tasks, or elements of units where not all learning outcomes are sufficiently observed within the tasks. It will also be used to support the collection of evidence of elements of the mandatory content that are more likely to be evidenced through day-to-day practice. It is also likely that most of the evidence for units from Optional Group B will be evidenced through the portfolio.

The mapping exemplar shows the types of evidence to be collected through the portfolio from day to day activities, and monitored through progress meetings. It also identifies the evidence expected to be collected through the tasks. On occasions where the tasks have not been able to generate sufficient expected evidence for certain units/outcomes, further supplementary evidence may be required in the portfolio – this will be identified on the observation record form (Appendix 3).

For any units from Optional Group B where outcomes are not fully observed through the structured tasks, the evidence requirements outlined for the unit in the qualification handbook should be used as the basis for evidence collection for the portfolio.

Evidence from the portfolio should be kept in accordance with the confidentiality and consent requirements of the organisation/setting, as well as the conditions outlined in the Administration Handbook. It would be beneficial for internal quality assurance teams to keep a record of the evidence using the Assessment completion record (Appendix 7).

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 structured tasks, 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 competence based units which will have parity with assessor observation for units from Optional Group B. 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, 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** 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 assessment period, additional reflective accounts may also provide further evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **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.
- **Completed SCW workbooks** used for the All Wales Induction Framework for Health and Social Care may provide supportive evidence for the portfolio, including reflective elements and less structured, but still informative, witness testimony.
- **Simulated assessments** may be used as evidence where this is specifically stipulated in the evidence requirements for individual units. If simulation is used, this must be done within a realistic work environment. See the Qualification Handbook guidance for further details.

Use of reflective logs/accounts

As part of the assessment, the candidate is required to maintain a reflective log of their practice during the assessment period. It is recommended that candidates are advised on how to maximise the benefit of this log as a reflective tool; not solely 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.

Managers are encouraged to explore the use of different styles of reflective log, supporting candidates to identify and use a format that reflects best their learning style.

Candidates are advised that they must update their reflective log regularly; expectations should be set at the initial check-point meeting on how regularly the candidate should update their log. As a minimum, it is expected that candidates will have updated their log for sharing at each of their progress meetings. It is important however to advise candidates of the value and importance of reflection as an ongoing process, and to encourage them to update their log throughout the period between progress meetings, rather than solely for the purpose of the progress meeting.

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 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

Due to the nature of the assessments, and the importance of observed practice in determining a holistic judgement, the use of evidence from an expert witness may only be used:

- to provide expert testimony of observed practice for a unit from Optional Group B
- if the sensitivities of aspects of an activity conducted as part of the planned observations would be unduly restricted by the presence of the assessor, or if safeguarding concerns would restrict an assessor's observation*.

The use of expert witness testimony for providing evidence for any of the points above should be agreed in advance with the assessor as part of the planning process.

* Note, as part of the planning of observations it is vital that the assessor ensures for each of the activities planned, that it will be possible for them to observe a sufficient amount of the activity to support them to make a valid assessment judgement.

The assessor needs to be able to have secured sufficient evidence from their own observations to allow the basis of a sound assessment from across the tasks.

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

Where expert witness testimony is used for providing evidence of competence, the testimony must directly relate to the candidate's performance in the organisation /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.

Non-expert witnesses

Additional 'non-expert' witness testimony (from individual's with a status of 2, 3 or 4) may **only** be used as supplementary evidence within the portfolio.

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.

Preparing for the professional discussion

The final assessment activity that needs to be completed by the candidate is a professional discussion with the 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 of supporting health and social care within the tasks.

The professional discussion should also support the assessor to confirm any gaps in evidence; or add an extra layer of confidence, particularly around any knowledge aspects that may not been fully seen through the practice observations.

Structure of the assessment

Prior to the assessment, the assessor should consider the key theme and topic areas that the discussion will focus on. This should take into account the assessment activities undertaken by the candidate. The assessor may 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 fully as intended
 - What would they do differently next time
 - What have they learnt about themselves, and their practice in relation to the activities conducted.
- The candidate's knowledge and understanding of health and social care, explored through the context of the assessment activities.

The exact questions to be asked should be tailored to the units that the candidate is undertaking, as well as what knowledge and understanding has been already observed through the other assessment activities. The assessor should be careful not to constrain the professional discussion through being overly prescriptive in the questions asked; and should allow for an element of flexibility, that allows for additional questions and follow-on questions to probe further, as the discussion develops.

A professional discussion recording form (Appendix 6) has been provided, and assessors may use Section 1 of this form this for planning in advance, and for use within the discussion itself.

Undertaking the professional discussion

Assessment environment

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

Introducing the discussion

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

The assessor should:

1. Introduce themselves and explain their role in the process.
2. Summarise the purpose and structure of the discussion.
3. Emphasise that the confidentiality of their assessment will be maintained.
4. Ask the candidate if they have any questions before beginning the assessment.

During the discussion

During the discussion the assessor should use Section 2 of the Professional discussion recording form (Appendix 6) to make notes to capture the key points elicited through the candidate's responses.

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

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

Timings

The discussion is not expected to last more than 45 minutes in total.

Retention of evidence

It is permitted for the assessor to digitally record the professional discussion to support the assessment process, e.g. to use as a post-review tool, or to support the capturing of notes that may be difficult to fully take during the discussion. If the assessor plans to record the discussion digitally, this must be discussed and agreed with the candidate prior to the discussion starting.

If the assessor uses a digital record for assessment purposes, then it is important that the overall commentary and conclusion section of the 'Professional discussion recording form' is still completed and signed off as evidence of the discussion. If the assessor wishes to use notes captured as part of the digital record, then their overall commentary and conclusions must refer to the point in the digital record where this evidence has been noted. If the digital record is referenced within the recording form, then the digital record must be kept and stored securely, and made available for external quality assurance purposes.

5 Mapping exemplar

The mapping example below has been developed to help support an understanding of how different units/outcomes may be realistically evidenced across the range of assessment tasks, and show how the content of the optional units build on and reflect the knowledge of the Core qualification and the mandatory content.

This example should be used as an exemplar only. The actual evidence observed will be dependent on how the activities are developed and delivered, but this mapping may support the manager/assessor during the planning process to identify the areas that can be covered in each activity, as well as to identify where additional evidence could be gathered if not observed during the observations.

Example unit 367 – Promoting care and support for children and young people who are looked after			
	<i>How the underpinning knowledge/understanding of the unit reflect the key outcomes from the core and mandatory unit</i>	<i>How areas of practice content reflect the key outcomes from the core and mandatory unit</i>	<i>The assessment tasks where the assessor is likely to most evidence the candidate's competence at delivering these outcome areas</i>
Core outcome area	<i>Note the mapping below is not exhaustive, but is to be used as an indication of how specific areas of content within the unit relate to or build on from the core knowledge/practice</i>		
Principles and values		2.5-2.8 5.7-5.9 6.1-6.4 7.11-7.12	Structured tasks
Health and well-being	7.1-7.7 9.1-9.8	2.5-2.8 4.1-4.8 6.1-6.3 7.8-7.10, 7.13 9.9-9.14 10.6-10.8	Structured tasks
Professional practice			Structured tasks Portfolio
Safeguarding individuals	8.1-8.3	8.4-8.9	Structured tasks Portfolio evidence
Health and safety	10.1-10.5	6.5 10.6-10.8	Portfolio evidence
Additional knowledge areas	1.1-1.5 2.1-2.4 3.1-3.7 5.1-5.6		Portfolio evidence Discussion

6 Finalising assessment

Assessment decisions

The unit content has been developed as learning outcomes and assessment criteria. Assessment decisions should however be made at the level of the learning outcome. The assessor should consider whether the process and outcome has been demonstrated:

- appropriately for the children/young people used within the activity
- in line with the expectations of the organisation/setting and work role,
- in line with the core principles (unit 330),
- consistently over the four observations.

This will provide the assessor with sufficient evidence to be confident that the candidate is competent in relation to the areas of content assessed through the tasks.

Separate recording forms should be used for each observation and to support the assessor to build up a picture of the candidate's performance over the assessment period.

The recording forms require the assessor to provide a statement describing how the outcomes have been met in line with the relevant principles. Performance that particularly showcases good practice is recorded for feedback, and any areas which are not covered as expected are recorded, to be carried over to the next observation / ongoing portfolio development / the final professional discussion as appropriate.

Submission of evidence for final assessment

Following completion of Tasks A-D, the assessor should confirm that all practical assessment activity has been undertaken and achieved, using the 'Assessment completion record' (Appendix 7). The portfolio and reflective log will be submitted for assessment by the assessor after tasks A-D are completed. A professional discussion will then be held with the candidate (Task E) to provide the assessor with the opportunity to ask any further questions on areas where they feel there is insufficient evidence.

The assessor will assess all of the evidence from all tasks to judge whether the evidence is sufficient to award the qualification.

Assessment and feedback should take place within two weeks of submission of the completed assessment.

If the evidence is judged to be insufficient, and the assessor is not satisfied that a pass outcome can be awarded, the assessor should discuss the reasons for the outcome with the manager and candidate, and should advise that the candidate will be asked to submit further evidence.

Resubmission

If a candidate is required to submit further evidence, the centre must provide appropriate feedback and support to enable the candidate to resubmit. If a candidate does not meet the appropriate learning outcomes required in the subsequent resubmission, the centre should either:

- arrange additional support for the candidate, or,
- inform the candidate of the right to appeal.

Centres must record any actions taken and/or any additional support given to the candidate.

7 General assessment administration requirements

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements and safeguarding practices are in place before candidates start practical assessments. The importance of safe working practices, the demands of the Health and Safety at Work Act 1974 and the Codes of Practice associated with the sector must always be adhered to.

Should a candidate fail to follow correct health and safety practices and procedures during practical assessment, the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have not reached the standard of assessment required. The assessor is required to advise the manager of any instance where health and safety has been contravened, and that the candidate has not reached the standard of assessment required. At the discretion of the centre, candidates may retake the assessment at a later date when they are able to work safely. In any cases of doubt, guidance should be sought from the External Quality Assurer.

Safeguarding

Candidates must work in ways that fully maintain safeguarding considerations in their work environment at all times. Candidates should be reminded of the importance of maintaining safeguarding considerations throughout all assessment activities.

Support and feedback

Managers/assessors may guide the candidates on the evidence that needs to be produced by supporting access to the tasks. The manager/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 practice.

Appeals

In the event of an appeal against an assessment decision made, candidate(s) must be directed to the centre's own internal appeals procedure.

Appendix 1 Candidate planning form

Candidate planning – summary form			
Candidate name		Candidate number	
Date of planning meeting			
Units selected			
Care and support activities to be carried out			
Care and support activities to be carried out			
Observation 1			
Timeframe for the care and support activity			
Aim of the activity <i>How the activity intends to support the child/young person based on their personal plan</i>			
Outline of the activity <i>This should provide an outline of the planned activity; what you intend to do, how it will be done and the reasons why</i>			
Other considerations required <i>e.g. support of others, required resources, environmental considerations etc.</i>			
Additional information <i>Including any other relevant information, plus any potential contingency plans that may be needed</i>			
Observation 2:			
Timeframe for the care and support activity			
Aim of the activity <i>How the activity intends to support the child/young person based on their personal plan</i>			
Outline of the activity <i>This should provide an outline of the planned activity; what you</i>			

<i>intend to do, how it will be done and the reasons why</i>	
Other considerations required <i>e.g. support of others, required resources, environmental considerations etc.</i>	
Additional information <i>Including any other relevant information, plus any potential contingency plans that may be needed</i>	
Observation 3:	
Timeframe for the care and support activity	
Aim of the activity <i>How the activity intends to support the child/young person based on their personal plan</i>	
Outline of the activity <i>This should provide an outline of the planned activity; what you intend to do, how it will be done and the reasons why</i>	
Other considerations required <i>e.g. support of others, required resources, environmental considerations etc.</i>	
Additional information <i>Including any other relevant information, plus any potential contingency plans that may be needed</i>	
Observation 4:	
Timeframe for the care and support activity	
Aim of the activity <i>How the activity intends to support the child/young person based on their personal plan</i>	
Outline of the activity <i>This should provide an outline of the planned activity; what you intend to do, how it will be done and the reasons why</i>	
Other considerations required <i>e.g. support of others, required resources, environmental considerations etc.</i>	
Additional information <i>Including any other relevant information, plus any potential contingency plans that may be needed</i>	

Candidate signature:		Date	
Confirmation of assessor signature:		Date	
Confirmation of manager signature:		Date	

Appendix 2 Assessor planning form

Assessor planning – summary form			
Candidate name		Enrolment number	
Date of planning meeting			
Units to be covered			
Activities to be carried out			
Observation 1			
Activity timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this planned activity			
Learning outcomes anticipated to be evidenced from the planned activity			
Additional questions that may need to be considered to pose to the candidate			
Observation 2			
Activity timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this planned activity			
Learning outcomes anticipated to be evidenced from the planned activity			
Additional questions that may need to be considered to pose to the candidate			
Observation 3			
Activity timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this planned activity			

Learning outcomes anticipated to be evidenced from the planned activity	
Additional questions that may need to be considered to pose to the candidate	
Observation 4	
Activity timeframe	
Use this section to capture notes on the types of skills that a candidate may demonstrate in this planned activity	
Learning outcomes anticipated to be evidenced from the planned activity	
Additional questions that may need to be considered to pose to the candidate	
Use this section to capture notes on any practice-based outcomes that are not likely to be observed through practice. <i>Use this section to confirm a plan for evidencing these outcomes, or for further reviewing the planned activities</i>	

Appendix 3 Practice observation record form

Observation record			
Candidate name		Enrolment number	
Observation number/date			
Activity observed			
Learning outcomes expected to be observed			
Observations made			
<i>(Highlight how the observations reflect the learning outcomes/units being undertaken)</i>			
Evidence of Supporting Core Practice			
<i>Outline any specific examples or evidence where the candidate has demonstrated their promotion of the principles, behaviours and values of Unit 330.</i>			
Follow-up questions asked <i>(List the questions that were used to further question the candidate)</i>			
Learning outcomes not evidenced			
Feedback for candidate			
<i>Use this section to capture any feedback to be provided to the candidate following this observation</i>			
Candidate signature:		Date	
Confirmation of manager signature:		Date	
Confirmation of assessor signature		Date	

Appendix 4 Progress meeting record form

Progress meeting record form			
Candidate name		Enrolment number	
Date of meeting			
Period covered			
Summary of discussion points:			
Evidence of Promoting Core Practice			
<i>Outline any specific examples or evidence where the candidate has demonstrated their application of the principles, behaviours and values of Unit 330.</i>			

Candidate comments/feedback

This section is provided as a space for the candidate to capture any of their own comments or feedback on the meeting

Feedback provided

Highlight any supportive/developmental feedback provided to the candidate during this session

Follow-up questions asked
(List the questions that were used to further question the candidate, and briefly outline their responses)

Learning outcomes evidenced

Candidate signature:

Date

Confirmation of manager signature:

Date

Appendix 5 Reflective review form

Candidate – reflective review form template			
Candidate name		Candidate number	
Care and support provided/activity			
Date of care and support provided/activity			
What did you observe/experience during the assessment?			
What did you feel worked well, or what were the areas where you felt they went less well?			
What impact did your practice have on the outcomes for the child/young person?			
What was the result of your practice in supporting others?			

What would you consider doing differently in future, and how you would go about doing this?
Any other observations/reflections <i>Use this section to highlight any other observations or reflections that you made on your practice.</i>

Appendix 6 Professional discussion recording form

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

Section 1

Provide details below that will support the structure of the discussion, 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

Section 2

Notes captured during the discussion

Overall comments and conclusions drawn

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 7 Assessment completion record

Task	Evidence	Evidence record reference	Learning outcomes confirmed	Notes	Feedback for candidate
A	Reflective log				
	Portfolio of evidence				
	<i>Evidence 1</i>				
	<i>Evidence 2</i>				
	<i>Evidence 3</i>				
B1-B4	Candidate Planning Form				
C1	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 1				
C2	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 2				
C3	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 3				
C4	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 4				
D1	Reflective review 1				
D2	Reflective review 2				
D3	Reflective review 3				

D4	Reflective review 4				
E	Professional discussion notes				
	<i>Candidate evidence</i>				

Appendix 8 Feedback form

Qualification title / route:

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Candidate name	Candidate number
Assessor name	Date of submission

Unit number/s and title/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 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

Manager:

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.

Manager signature

Date

Assessor

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.

Assessor signature

Date

Note:

Where the candidate and/or manager/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 manager/assessor may be contacted for justification of authentication.