



Centre Readiness Event:

Level 4 Preparing for Leadership and Management in
Health and Social Care

Level 5 Leadership and Management in Health and
Social Care: Practice



February 2020

Morning		Afternoon	
1000	Welcome and introductions	1300	PM Session starts
	Overview of Level 4		Overview of Level 5
	Unit Content and resources		Unit Content and resources
1100	Break	1430	Break
	Overview of Assessment Approach		Overview of Assessment Approach
	Q&A		Q&A and evaluation
1230	Lunch	1630	Close

This event is supported and facilitated by representatives and subject specialists from City & Guilds, with support from colleagues from WJEC.

City & Guilds

Suzi Gray

Ymgynghorydd Technegol

City & Guilds /

Technical Adviser City & Guilds

City & Guilds and WJEC continue to work collaboratively and in partnership with the following organisations who will also be contributing to this event:

- Qualifications Wales
- Social Care Wales
- Health Education and Improvement Wales



Gofal Cymdeithasol **Cymru**
Social Care **Wales**



GIG
CYMRU
NHS
WALES | Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)



To provide information and support for centre staff regarding the delivery requirements associated with the new Level 4 Preparing for Leadership and Management in Health and Social Care and Level 5 Leadership and Management in Health and Social Care: Practice qualifications, both of which are designed to develop current and future leaders and managers in the sector



Our objective for this event is to ensure that providers can explore and discuss:

- Our documents and processes relating to the new qualifications, including gaining centre approval
- The qualification structures and content
- The assessment strategy
- Our expectations for internal and external quality assurance

Today we will be focusing on the following qualifications:




Level 4 Preparing for Leadership and Management in Health and Social Care

Level 5 Leadership and Management in Health and Social Care: Practice


The suite of qualifications

Level 5

Leadership and Management of Health and Social Care: Practice
Live by: Sept 20



Leadership and Management of Children's Care, Play, Learning and Development: Practice
Live by: Sept 20





Key

Practice based

Knowledge based


* It is recommended the Core qualification to be taken before or alongside Level 2 or Level 3

 Offered by City & Guilds


 Offered by WJEC

Level 4


3 x Role Specific qualifications in: Social Service Practitioner Adult Placement/Shared Lives Independent Advocacy
Live by: Sept 20




Professional Practice in Health and Social Care
Live by: Sept 20




Preparing for Leadership and Management in Health and Social Care
Live by: Sept 20



Preparing for Leadership and Management in Children's Care, Play, Learning and Development
Live by: Sept 20



Professional Practice in Children's Care, Play, Learning and Development
Live by: Sept 20




Level 3


Health and Social Care: Practice (Adults)
Live: Sept 19




Health and Social Care: Practice (Children and Young People)
Live: Sept 19



Certificate and Diploma in Health and Social Care: Principles and Contexts
Live: Sept 20




Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare
Live: Sept 20



Children's Care, Play, Learning and Development: Practice and Theory
Live: Sept 20




Children's Care, Play, Learning and Development: Practice
Live: Sept 19




Level 2


Health and Social Care: Practice (Adults)
Live: Sept 19



Health and Social Care: Principles and Contexts
Live: Sept 19




Health and Social Care: Core *
Live: Sept 19




GCSE Health and Social Care, and Childcare
Live: Sept 19



Children's Care, Play, Learning and Development: Practice and Theory
Live: Sept 19



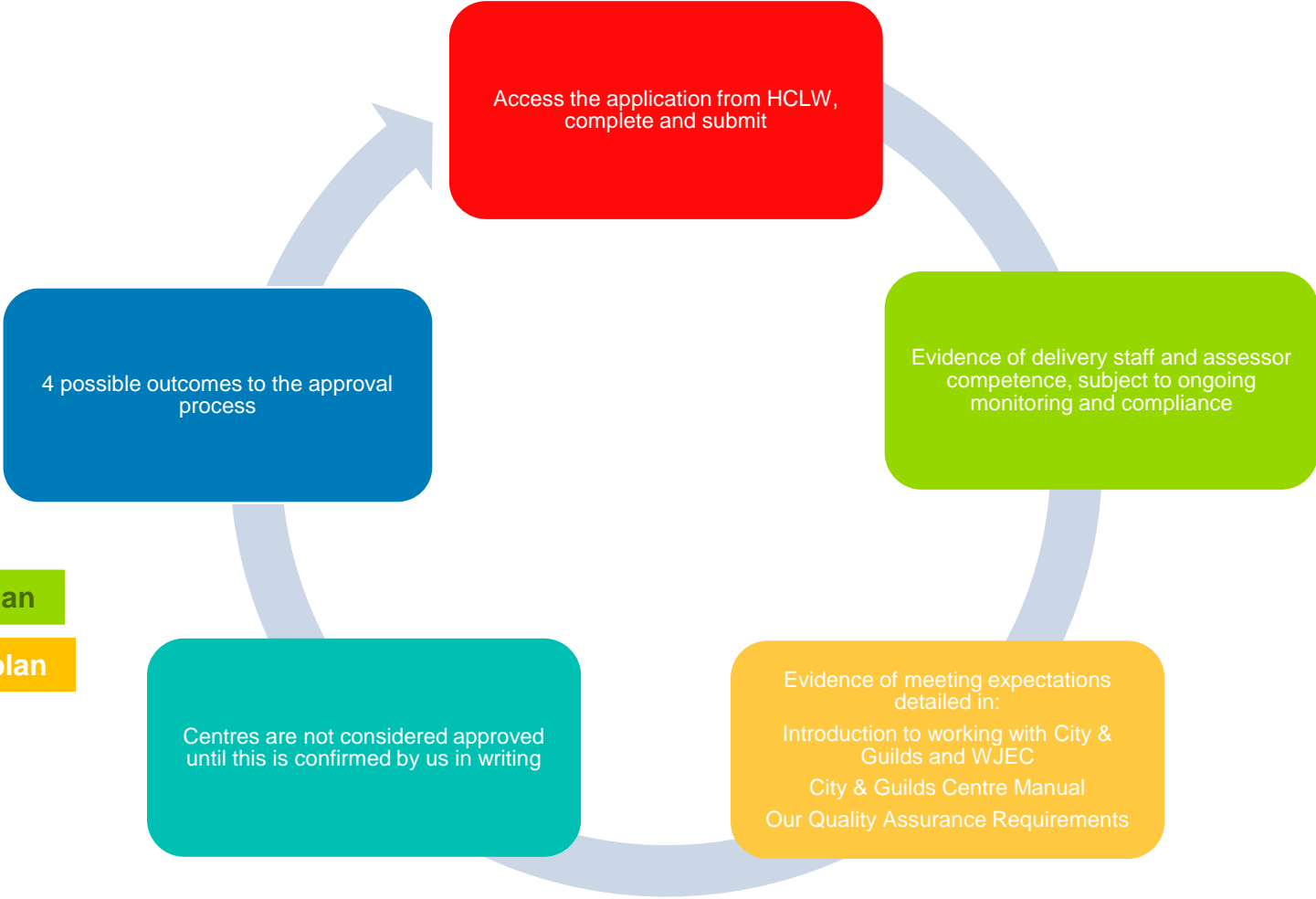
Children's Care, Play, Learning and Development: Core *
Live: Sept 19



Children's Care, Play, Learning and Development: Practice
Live: Sept 19



How do I gain qualification approval?



Centre approval and qualification approval granted

Centre approval and qualification approval granted subject to action plan

Centre approval and qualification approval withheld subject to action plan

Centre approval and qualification approval denied

How do I register and certificate learners?

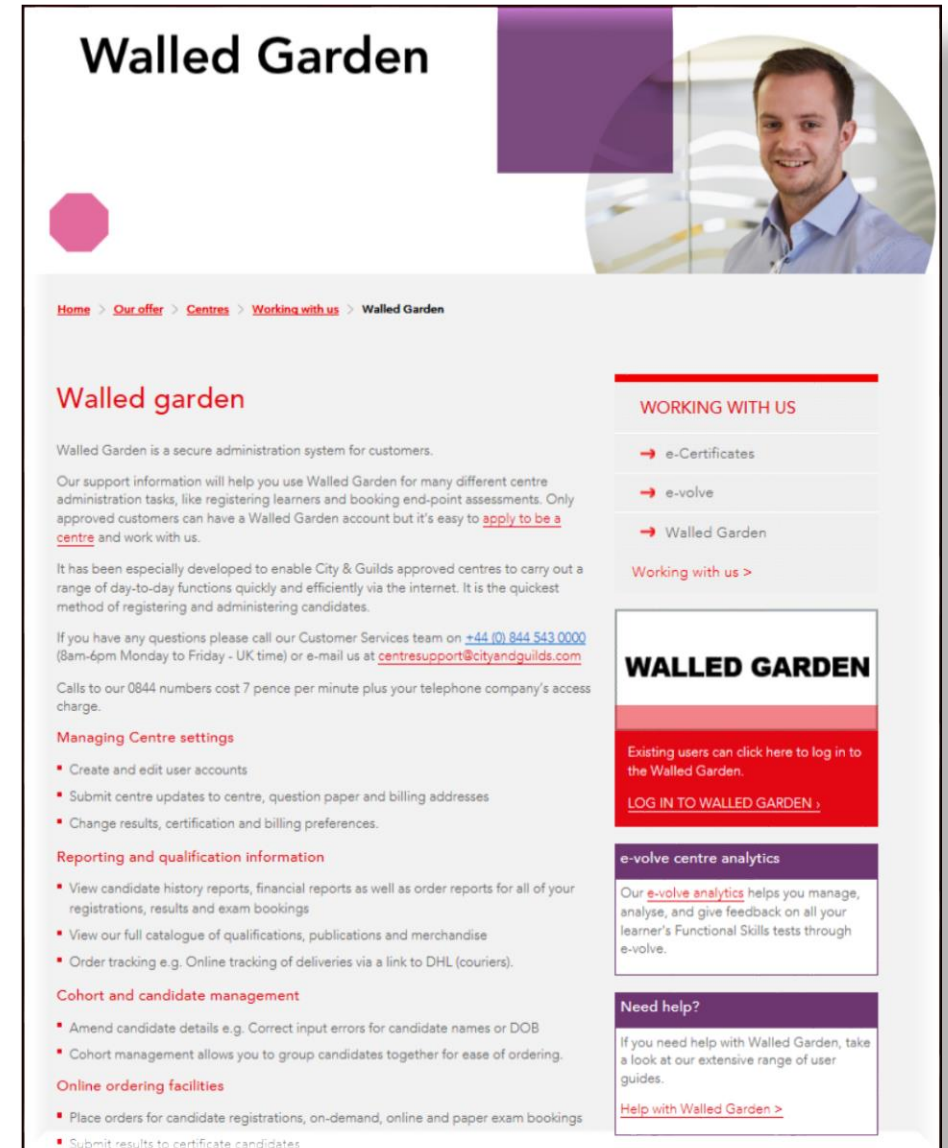
Registration and certification

Learners are registered and certificated through our web-based registration and certification system Walled Garden. The City & Guilds Walled Garden allows centres to submit registrations on a 'roll-on/roll-off' basis i.e. registrations can be submitted at any time and in any number throughout the calendar year.

For more information on the registration and certification process please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available from the consortium website at www.healthandcarelearning.wales.

Walled Garden – support and guidance

<https://www.cityandguilds.com/what-we-offer/centres/working-with-us/walled-garden>



The screenshot shows the 'Walled Garden' website interface. At the top, there's a header with the title 'Walled Garden' and a navigation breadcrumb: 'Home > Our offer > Centres > Working with us > Walled Garden'. Below the header, there's a main content area with the title 'Walled garden' and a sub-header 'WORKING WITH US'. The main content area contains several sections: 'Walled Garden is a secure administration system for customers.', 'Our support information will help you use Walled Garden for many different centre administration tasks...', 'It has been especially developed to enable City & Guilds approved centres to carry out a range of day-to-day functions quickly and efficiently via the internet.', 'If you have any questions please call our Customer Services team on +44 (0) 844 543 0000 (8am-6pm Monday to Friday - UK time) or e-mail us at centresupport@cityandguilds.com', 'Calls to our 0844 numbers cost 7 pence per minute plus your telephone company's access charge.', 'Managing Centre settings' (Create and edit user accounts, Submit centre updates to centre, question paper and billing addresses, Change results, certification and billing preferences.), 'Reporting and qualification information' (View candidate history reports, financial reports as well as order reports for all of your registrations, results and exam bookings, View our full catalogue of qualifications, publications and merchandise, Order tracking e.g. Online tracking of deliveries via a link to DHL (couriers).), 'Cohort and candidate management' (Amend candidate details e.g. Correct input errors for candidate names or DOB, Cohort management allows you to group candidates together for ease of ordering.), 'Online ordering facilities' (Place orders for candidate registrations, on-demand, online and paper exam bookings, Submit results to certificate candidates).

On the right side, there's a sidebar with a 'WORKING WITH US' section containing links for 'e-Certificates', 'e-volve', and 'Walled Garden'. Below that is a 'WALLED GARDEN' section with a link for 'Existing users can click here to log in to the Walled Garden.' and a 'LOG IN TO WALLED GARDEN' button. At the bottom of the sidebar, there's an 'e-volve centre analytics' section with a link for 'Our e-volve analytics helps you manage, analyse, and give feedback on all your learner's Functional Skills tests through e-volve.' and a 'Need help?' section with a link for 'Help with Walled Garden >'.



Level 4 Preparing for Leadership and Management in Health and Social Care

Who is the qualification for?

- learners employed within the health and social care sector who intend to progress to a management role.
- primarily for those in paid or unpaid employment or who have access to a work placement

What does the qualification cover?

- This qualification aims to prepare learners for a managerial role, by developing the knowledge requirements that underpin leadership and management within the health and social care sector.

What progression opportunities are there?

- The qualification allows learners to progress within employment and on to further learning via the following qualification:
 - Level 5 Leadership and Management in Health and Social Care: Practice

Who did we develop the qualification with?

- The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the health and social care sector.

Age Restrictions

- The Consortium cannot accept any registrations for learners under 18 as this qualification is not approved for under 18s.

Centre Approval

- Centres must seek formal approval from the Awarding Body BEFORE delivering this qualification.
- Information about the Approval process and expectations can be accessed from the Health and Care Learning Wales website <https://www.healthandcarelearning.wales>

Guided Learning Hours

- Guided Learning Hours (GLH) give an indication to centres of the amount of supervised learning and assessment that is required to deliver the qualification and can be used for planning purposes.
- The minimum guided learning hour requirement for this qualification is 335 hours.

Total Qualification Time

- Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities, some of which will may be in the workplace/setting.
- The TQT for this qualification is 600 hrs

Aims and objectives

The Level 4 Preparing for Leadership and Management in Health and Social Care qualification will enable learners to develop and demonstrate their knowledge, skills and understanding in the context of health and social care settings. In particular, learners will be able to demonstrate that they:

- understand a range of leadership and management concepts, theories and techniques;
- understand different leadership and management styles and how these influence practice within services
- understand how to lead person/child-centred approaches in practice;
- are able to work as effective and independent learners, and as critical and reflective thinkers to make informed judgements which includes using and interpreting data;
- have an awareness of how to lead, manage and improve service within health and social care.

Learner entry requirements

The Consortium does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Entries for the qualification can be made via the Walled Garden, see the Consortium website for further details.



8040-09



Knowledge Only



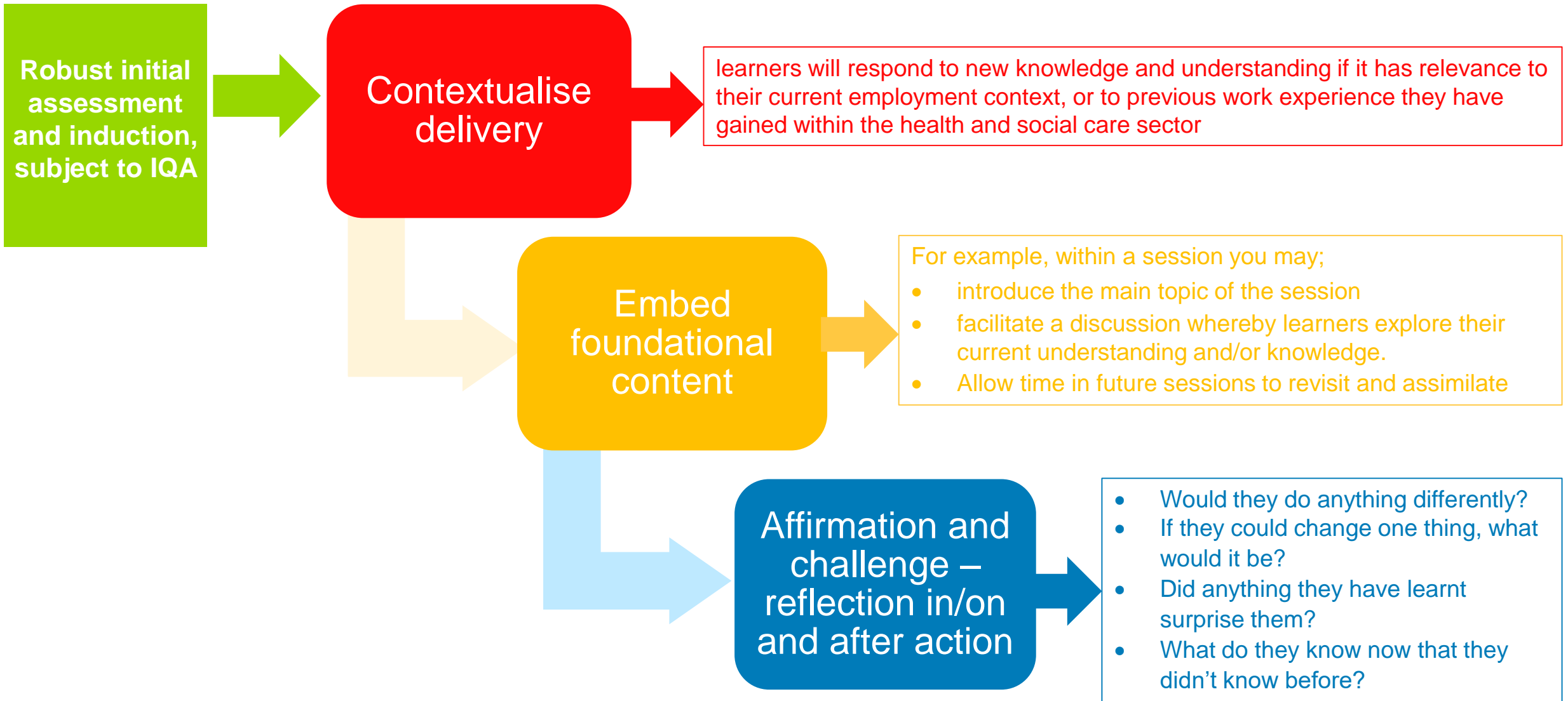
An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.



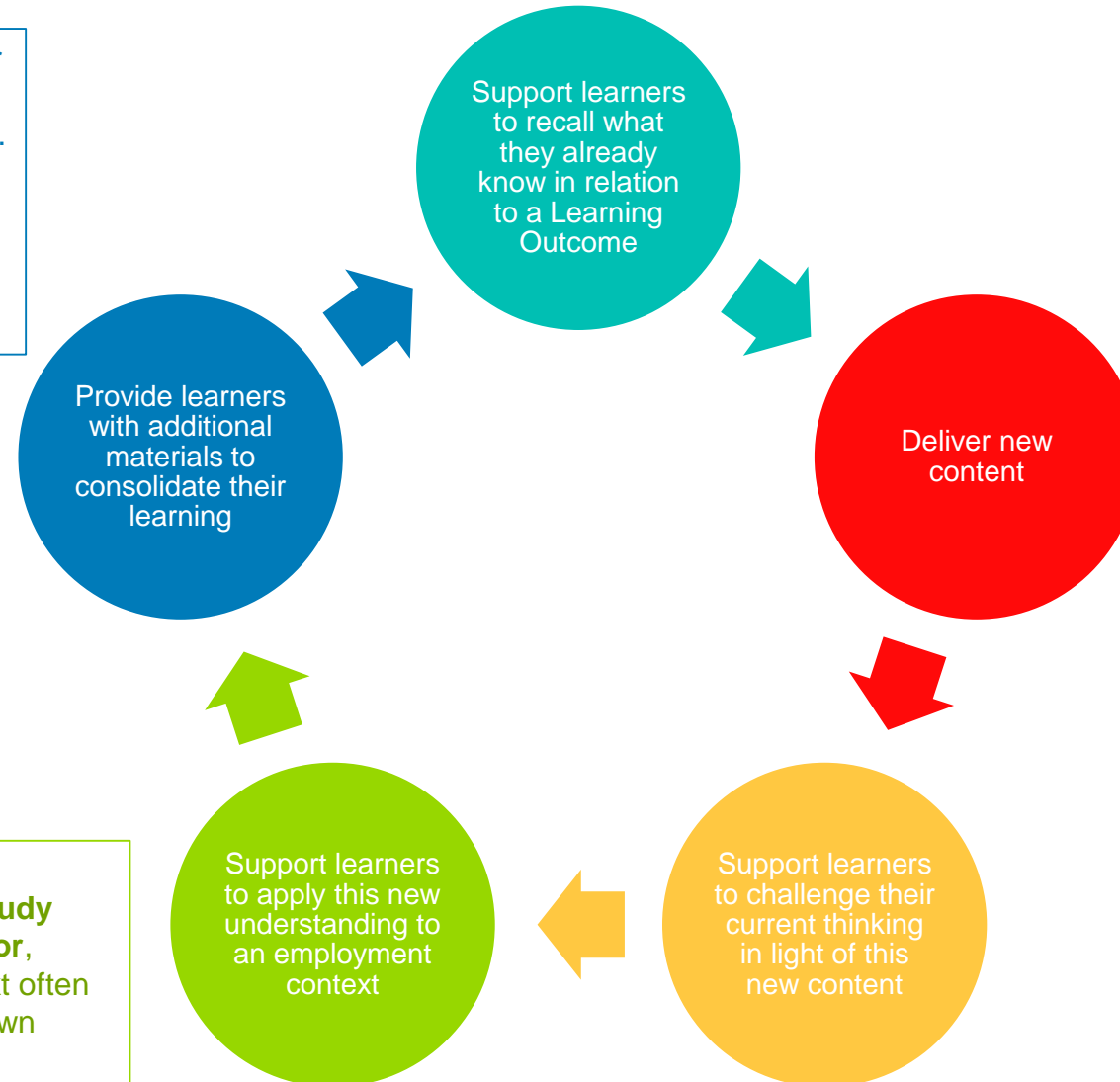
It is recommended that centres provide an induction programme so:

- the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.
- discuss with learners what they hope to achieve from this qualification; and there would be value in encouraging learners to complete a personal statement at the start of the programme, supporting them to consider their own goals for what they hope to achieve from completion of the programme, and remaining focused on these throughout the delivery.



Level 4 Preparing for Leadership and Management in Health and Social Care: General Principles for delivery

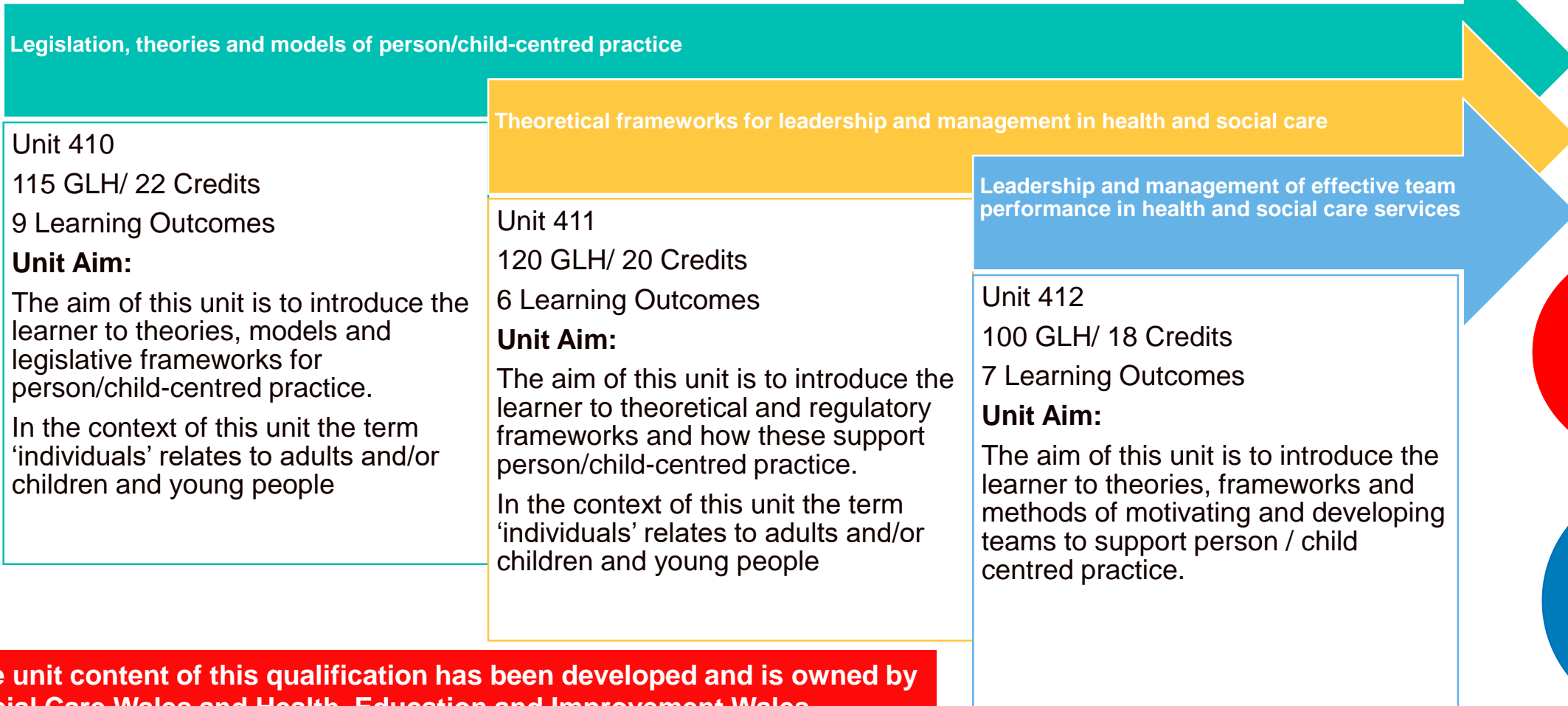
relevant website, journal article, book chapter etc. can provide an additional level of challenge to further consolidate their learning. The units contain links to a range of resources and presentation documents that can be used to support the delivery, and also supplement the learner's own development outside of the guided delivery of the content.



Bearing in mind different learning styles, and also consider the range of knowledge, understanding and backgrounds that learners within a cohort bring within group sessions, and should see the value in learners exploring the different themes and topics together, bringing their wealth of experience from a range of settings to aid and enhance their own development of knowledge and understanding

This can be to the learners' own or previous employment context or **to a neutral case study related to the health and social care sector**, devised by the tutor (Using a fictional context often makes students less defensive about their own setting). It is important that the learners take ownership of the knowledge they are gaining through understanding its relevance to practice.

Centres are advised that there is a value to delivering the content of this qualification within the sequence of units as presented in this qualification handbook. This reflects a logical sequence of delivery of the content and also reflects the anticipated sequence of delivery of the assessment tasks.



**Detailed
Guidance
for Delivery**

**Bespoke
delivery
resources
available**

The unit content of this qualification has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.

In the qualification some words or phrases within the assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome.

The range contains information about the depth and amount of detail required for a specific assessment criteria.

Whilst all elements listed in the range **MUST** be delivered, it is **not expected** that all range elements must be specifically observed during the assessment process; reflecting that the **assessment judgement is to be made as a holistic judgement**, and based at the level of the learning outcome

Unit 410

Legislation, theories and models of person/child-centred practice

Level:	4
GLH:	115
Credit:	22
Unit Summary:	The aim of this unit is to introduce the learner to theories, models and legislative frameworks for person/child-centred practice. In the context of this unit the term 'individuals' relates to adults and/or children and young people

Learning outcome:

1. Understand the importance of respect for uniqueness, equality and diversity

Assessment criteria

You understand:

- 1.1 Legislation and policy that support equality and diversity
- 1.2 The impact of stereotyping, prejudice, discrimination and hate crime on well-being

Learning outcome:

2. Understand the use of a rights-based approach for the assessment of need and risk

Assessment criteria

You understand:

- 2.1 How legislation, conventions and principles support person/child-centred practice in health and social care
- 2.2 How regard for **rights and liberty** can be balanced with risk

Range

Rights and liberty - a human rights approach (to promote person/child-centred practice and assessment of need and risk, including what matters to individuals)

Learning outcome:

3. Understand the role of inclusive assessments of individual need in health and social care



Activity 1: Review of unit content



Tea/Coffee Break



Centre Staffing and external roles

Internal assessor requirements

Assessors of this qualification must be occupationally knowledgeable; this means that the assessor must possess the relevant knowledge and understanding, which is at least at the same level as the content of the unit they are assessing.

In addition, they must possess or be working towards either:

- the Level 3 Award in Assessing Vocationally Related Achievement or equivalent legacy qualifications; **and**
- maintain their occupational knowledge through relevant and clearly demonstrable continuing learning and professional development, which is at least at the same level as the level of the units they are assessing.

Where assessors have legacy assessor qualifications they must demonstrate that they are assessing in line with current assessment standards or another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.

Internal quality assurers

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

The qualification requirements for an IQA are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
 - Hold the D34 unit or V1 Verifiers Award.

Where working towards an IQA qualification there must be a countersigning arrangement in place from a qualified IQA from the same or related occupational area or have a recognised teaching qualification and demonstrable experience of undertaking internal quality assurance for knowledge-based qualifications

Welsh context


For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

Continuing professional development Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.



Update your CV and CPD log to reflect these qualifications



Demonstrate that you are assessing in compliance with TAQA

<https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/training-and-development/6317-assessment-and-quality-assurance#tab=information>

ROLES	Scope and function
Tutor	provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment
Internal assessor	a qualified assessor - the internal assessor will be responsible for determining the outcome of tasks from Sections 1 and Sections 3 using externally-set pass criteria.
Internal Quality Assurer	ensures that the assessment of evidence is of a consistent and appropriate quality.
External Quality Assurer	responsible for confirming that the planning, delivery and assessment of the internally assessed tasks have been carried out in accordance with City & Guilds policies and procedures.
City & Guilds External Assessor*	a qualified assessor and responsible for making the final assessment judgement of Section 2 of the assessment tasks, covering unit 411.
City & Guilds Lead Assessor*	will be responsible for sampling and standardising the assessment judgement determined by external assessors.

* These are new roles, appointed by City & Guilds



Assessment Process

Summary of assessment methods

For the external assessment learners must successfully complete:

- A project that contains a written report, presentation and discussion based around a proposed change to practice

For the internal assessment learners must successfully complete:

- A series of tasks, involving both oral and written responses

An assessment pack detailing the requirements of all the assessments can be downloaded from the Consortium website.

Awarding of the qualification

The qualification will be assessed by a series of externally-set tasks.

Section 1 (Tasks A – C) will be assessed internally. A pass grade will be awarded for the unit on successful completion of all tasks.

Section 2 (Task D) will be assessed by an external assessor. A pass grade will be awarded for the unit on successful completion of all tasks.

Section 3 (Tasks E – G) will be assessed internally. A pass grade will be awarded for the unit on successful completion of all tasks.

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved.

NO restriction on number of re-submit/ retakes; clear audit trail required (p14)

Clear and auditable process required to determine 'readiness for assessment'

Pass criteria included in Assessment Pack

Controlled conditions – VARCS process applied

Declaration Form must be signed as part of submission requirement

Level 4 Preparing for Leadership and Management in Health and Social Care: Assessment by Unit

Support packs provided;
multiple versions to
support resits - see p15

Unit	Title	Task	Activity	Assessment	Review of evidence and grading
Unit 410	Legislation, theories and models of person/child-centred practice	Tasks A Task B Task C	Written response* Written response* Oral assessment (60mins independently + 30 mins discussion)	Internally assessed/externally moderated	Use PASS grading criteria provided Assessment Summary Form (Appendix 2) Feedback Form (Appendix 3)
Unit 411	Theoretical frameworks for leadership and management in health and social care	Task D Part (i) Part (ii)	Report on a change to practice Presentation of report on a change to practice (15 mins), and a discussion (5-10mins)	Externally assessed; In setting or remote assessment considered (p18)	External Assessor completes External assessment recording form (Appendix 1) Uses PASS grading criteria provided
Unit 412	Leadership and management of effective team performance in health and social care services	Task E Task F Task G	Written response* Oral assessment (60mins independently + 30 mins discussion) Written response*	Internally assessed/externally moderated	Use PASS grading criteria provided Assessment Summary Form (Appendix 2) Feedback Form (Appendix 3)

Tasks should be released sequentially NOT all at once, minimum of 2 weeks submission window; clear timetable agreed with no overlapping of tasks exemplar provided p13)

Use of external resources and references – clear guidance on referencing has been provided in the assessment pack

*Written responses should be provided as electronic, typed responses. Candidates should ensure that work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins

Resources

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

For Task D(ii), the centre is responsible for providing an appropriate environment and facilities that will allow learners to deliver a boardroom style or PowerPoint presentation.

(A boardroom style format is described as a situation where the assessor would be sat at a table with the candidate presenting from the front of the room, next to display equipment.)

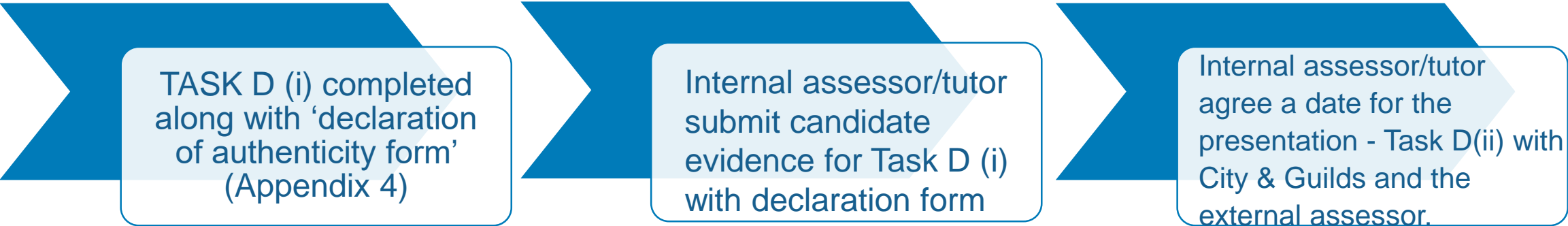
Support and feedback

Tutors/internal assessors may guide the candidates on the evidence that needs to be produced by supporting access to the tasks.

The tutor/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.**

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



TASK D (i) completed along with 'declaration of authenticity form' (Appendix 4)

Internal assessor/tutor submit candidate evidence for Task D (i) with declaration form

Internal assessor/tutor agree a date for the presentation - Task D(ii) with City & Guilds and the external assessor.

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 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.

External Assessment overview

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

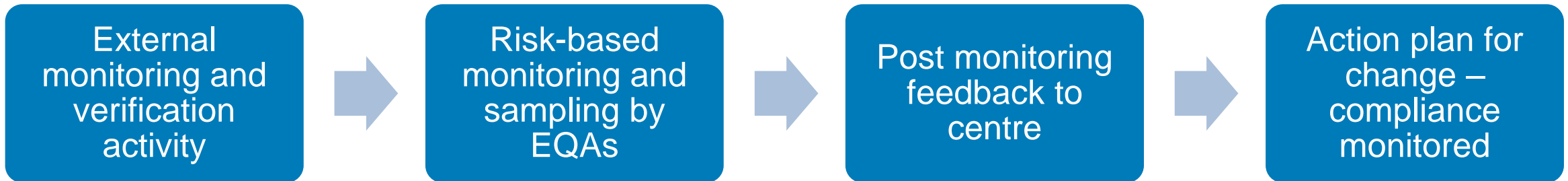
- Review the submitted evidence for Task (D(i)) using the pass criteria provided
- Prepare and plan questions and discussion points around the candidate's report (Task D(i)) for discussion following delivery of the candidate's presentation (Task D(ii))
- Observe the presentation and undertake the discussion (face-to-face or remotely as per guidance)
- Use the pass criteria provided to determine a holistic judgement for the Tasks in Section 2 (Tasks Di-ii)
- Submit a grade for the external assessment to City & Guilds

- External Assessors will have own assessment pack to ensure there is no confusion of roles or responsibilities.
- External assessors are responsible for providing a holistic grade for Tasks D(i) and D(ii) that cover Unit 411 of the qualification using the PASS criteria with a particular emphasis on:
 - The use of change management theories
 - How understanding of change fits alongside legislative/regulatory frameworks
 - How the measurement of outcomes and feedback (to include complaints/concerns) have influenced their identification of a change to practice
 - Potential challenges that may arise through adopting change.
 - Approaches to respond to challenges that arise through adopting change

External quality assurance processes are in place for checking the validity and reliability of internal assessment decisions made by centre staff.

Centres will need to write and implement a robust IQA strategy and sampling activity in line with City & Guilds quality guidelines signposted in 'Introduction to working with City & Guilds and WJEC'

Internal assessment will be subject to external monitoring to ensure the consistency and validity of centre assessment decisions.



Significant non-compliance or areas of concern identified during external monitoring will be subject to appropriate action by City & Guilds/WJEC.



Activity 2: Review of Assessment Pack

Level 4 Preparing for Leadership and Management in Health and Social Care: Progression

Level 4 Preparing for Leadership and Management in Health and Social Care (knowledge)

Prerequisite

Level 5 Leadership and Management in Health and Social Care: Practice (competence)

Role dependent

Level 4 Professional Practice in Health & Social Care (competence)

Level 4 – ‘specialism’ qualifications (competence)
(Independent Advocacy, Shared Lives, Social Services Practitioner)

The design and expectations of the Level 4 and Level 5 qualifications enable vertical and horizontal progression opportunities



Questions?



Lunch



Level 5 Leadership and Management in Health and Social Care: Practice

Who is the qualification for?

- Those in a leadership or management role within the Health and Social Care sector (adults, and children and young people)
- Learners in work based learning. The qualification will assess learners' knowledge and practice through their work

What does the qualification cover?

- Develops the knowledge, understanding, behaviours and skills required for leadership and management of health and social care settings.

What progression opportunities are there?

- The qualification allows learners to progress their employment opportunities or to continue to further study at a higher level

Who did we develop the qualification with?

- The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the health and social care sector.

Age Restrictions

- The Consortium cannot accept any registrations for learners under 18 as this qualification is not approved for under 18s.

Centre Approval

- Centres must seek formal approval from the Awarding Body BEFORE delivering these qualification.
- Information about the Approval process and expectations can be accessed from the Health and Care Learning Wales website <https://www.healthandcarelearning.wales>

Guided Learning Hours

- Guided Learning Hours (GLH) give an indication to centres of the amount of supervised learning and assessment that is required to deliver the qualification and can be used for planning purposes.
- The minimum guided learning hour requirement for this qualification is 395.

Total Qualification Time

- Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities, some of which will may be in the workplace/setting.
- The TQT for this qualification is 1200 hrs

Aims and objectives

The Level 5 Leadership and Management of Health and Social Care: Practice qualification will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a health and social care setting.

In particular, learners should be able to demonstrate that they:

- understand and apply in practice a range of leadership and management concepts, theories and techniques;
- reflect on their own and others' leadership and management styles and understand how this impacts on those they work with, both within and outside of their setting;
- lead and manage performance improvement in health and social care settings;
- lead and manage person/child-centred approaches in practice;
- lead and manage the improvement of service within health and social care
- work as effective and independent learners, and as critical and reflective thinkers to make informed judgements which includes using and interpreting data;
- use communication, numeracy and digital competency skills as appropriate within their role.

Learner entry requirements

Candidates must have completed the following qualification or an agreed comparable qualification* prior to registration of this qualification:

8040-09 Level 4 Preparing for Leadership and Management in Health and Social Care

It is the responsibility of the centre as part of the learner's induction to the programme to confirm that all knowledge areas have been covered to sufficient depth, and the learner has a sufficient degree of understanding to progress to the Level 5 programme.

City & Guilds does not set any additional entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Entries for the qualification can be made via the Walled Garden, see the Consortium website for further details.



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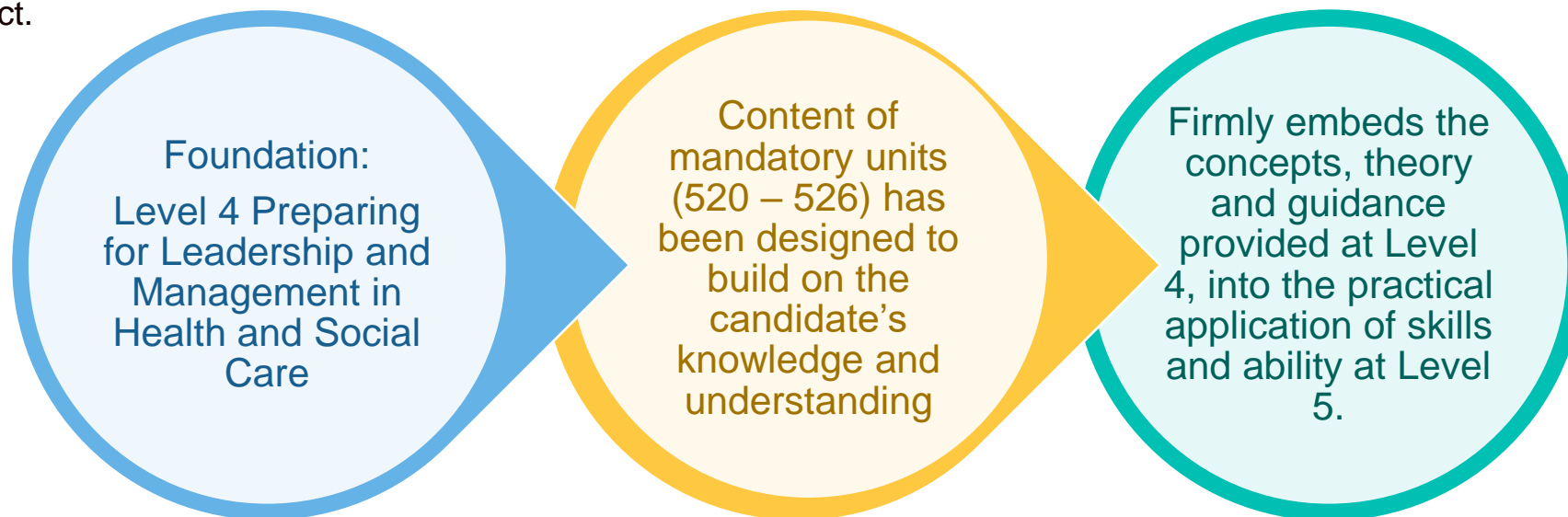
Competence



An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.



Deliverers should ensure that the delivery of Level 5 **builds upon** the Level 4 content, but does not attempt to unnecessarily replicate it. Refreshment or reiteration of certain content elements may be helpful; however, the delivery should primarily focus on the development of Level 5 skills, with the understanding that a secure knowledge base has been already achieved by candidates. **An example is provided on p15 of the Qualification Handbook**

Candidates must have access to a suitable range of resources to carry out the tasks.

- **Staff resource** – Candidates are required to be observed managing others as part of the evidence for this qualification; managers/employers should ensure that for purposes of assessment, the candidate is provided opportunity to use staff resource as needed for the implementation of their business project. The required level of resource should be reasoned and agreed as part of the approval of the business project plan.
- **Environment** - It is expected that all activities are carried out as in normal work practice including those undertaken offsite.

Structure

To achieve the **Level 5 Leadership and Management of Health and Social Care: Practice** qualification learners must achieve a minimum of 120 credits in total.

- 20 credits must be achieved from Mandatory group A*
- 70 credits must be achieved from Mandatory group B
- A minimum of 30 credits must be achieved from the Optional group.

Unit Number	Unit title	GLH	Credits
Mandatory Group A			
520	Lead and manage person/child-centred practice	60	20
521	Lead and manage person/child-centred practice through independent advocacy	60	20
Mandatory Group B			
522	Lead and manage effective team performance	65	18
523	Lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements	70	16
524	Professional practice	50	12
525	Lead and manage practice that promotes the safeguarding of individuals	60	12
526	Lead and manage health, safety and security in the work setting	60	12
Optional Group			
527	Lead and manage service provision for children and young people who are looked after	45	31
528	Lead and manage service provision for disabled children and young people	50	30
529	Lead and manage support for reducing restrictive practices through positive approaches for behaviour support	40	21

***Learners completing this qualification with the purpose of leading and managing independent advocacy services should select unit 521 from Mandatory Group A. Learners completing this qualification for all other health and social care services should select unit 520 from Mandatory Group A.**

Unit Number	Unit title	GLH	Credits
Optional Group cont.			
530	Lead and manage care and support for individuals living in their own homes	40	19
531	Lead and manage services for individuals living in care home settings	30	30
532	Lead and manage practice in dementia care	40	31
533	Lead and manage services for individuals living with mental ill-health	40	31
534	Lead and manage support for individuals with a learning disability and/or autism	40	34
535	Lead work with individuals with sensory loss	50	20
536	Lead and manage work for substance misuse services	40	19
537	Lead work in end of life care	30	11
538	Lead and manage a clinical area	50	30
539	Lead and manage adult placement/shared lives services	40	18
540	Lead and manage independent advocacy services	20	24
541	Lead and manage work with carers	20	11
542	Lead support for carers	10	8
543	Lead and manage inter-professional working arrangements	20	10
544	Lead work with volunteers	10	9
545	Lead and manage business planning and processes	20	12
546	Lead and manage a therapy team	80	20
401	Using assessments for the development of personal plans	35	6

Learners may only achieve credits for 1 of the following:

- Unit 541 Lead and manage work with carers
- Unit 542 Lead support for carers

If learners take both units as part of this qualification, only credit achieved from 1 unit will count towards their overall credit achievement.

Learners should select units that are relevant to their role and to the individuals that they care for within their organisation/setting.

In the qualification some words or phrases within the assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome.

The range contains information about the depth and amount of detail required for a specific assessment criteria.

Whilst all elements listed in the range **MUST** be delivered, it is **not expected** that all range elements must be specifically observed during the assessment process; reflecting that the **assessment judgement is to be made as a holistic judgement**, and based at the level of the learning outcome

Unit 526 Lead and manage health, safety and security in the work setting

Level:	5
GLH:	60
Credit:	12
Unit Summary:	The aim of this unit is to support learners to develop the knowledge, understanding and skills to lead and manage health, safety and security in the work setting. In the context of this unit, the term 'individuals' relates to adults and/or children and young people

Learning outcome:

1. Understand legislative and regulatory requirements for health, safety and security in the work setting

Assessment criteria

You understand:

- 1.1 Legislative and regulatory requirements for health, safety and security in the work setting
- 1.2 Responsibility of self and **others** for health, safety and security in the work setting

Range

Others Organisation (board members, senior managers/responsible individual, workers, other professionals, individuals/families/carers)

Learning outcome:

2. Monitor and maintain compliance with health, safety and security requirements

Assessment criteria

You are able to work in ways that:

- 2.1 Ensure that workers and others are aware of legal and work setting policies, procedures and practices required for health, safety and security in the work setting
- 2.2 Ensure that there are systems in place to provide workers and others with updates on changes in legal and work setting policies, procedures and practices for health, safety and security



Activity 1: Review of unit content



Tea/Coffee Break



Centre Staffing and external roles

Internal assessor requirements

Internal assessors will not be making assessment judgments that count towards the final qualification grade, however they will be involved in supporting the assessment process through supporting agreement of the business project and providing evidence through observation and testimony. Individuals within this role must,

- be occupationally competent within a health and social care role. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through relevant and clearly demonstrable continuing learning and professional development
- hold or be working towards the current Assessor qualifications, e.g.
 - Level 3 Award in Assessing Competence in the Work Environment **or**
 - hold the A1 Assessors Award or D32/33 units

Where assessors have legacy assessor qualifications they must demonstrate that they are working in line with current assessment standards or another suitable qualification equivalent/alternative in their support of assessment of work based performance. **This must be agreed in advance with the centre's External Quality Assurer.**

The consortium also accepts alternative nationally accredited assessor qualifications. A comprehensive list of these are available on the qualification webpage.

Welsh context

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

Internal quality assurers

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions. IQAs will be responsible for ensuring that the process and delivery of assessment is undertaken appropriately, and that any assessment evidence produced (e.g. portfolio evidence) is validated.

The qualification requirements for an IQA are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
 - Hold the D34 unit or V1 Verifiers Award.

Where working towards an IQA qualification there must be a countersigning arrangement in place from a qualified IQA from the same or related occupational area.



Where used to provide supportive evidence as part of the portfolio, expert witnesses must:

- 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 a qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff.



An external assessor is a qualified assessor, appointed by City & Guilds, and responsible for undertaking direct observation of the candidate in practice, as well as undertaking the professional discussion. The external assessor will review all final evidence presented for the portfolio and business project and will make the final assessment judgement of the candidate.

Assessors of this qualification must be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing.

Occupational competence means that they are also occupationally knowledgeable. Assessors must possess the relevant knowledge and understanding, which is at least at the same level as the content of the unit they are assessing.

In addition, they must possess or be working towards either:

- the Level 3 Award in Assessing Vocationally Related Achievement or equivalent legacy qualifications; **and**
- maintain their occupational knowledge through relevant and clearly demonstrable continuing learning and professional development, which is at least at the same level as the level of the units they are assessing.

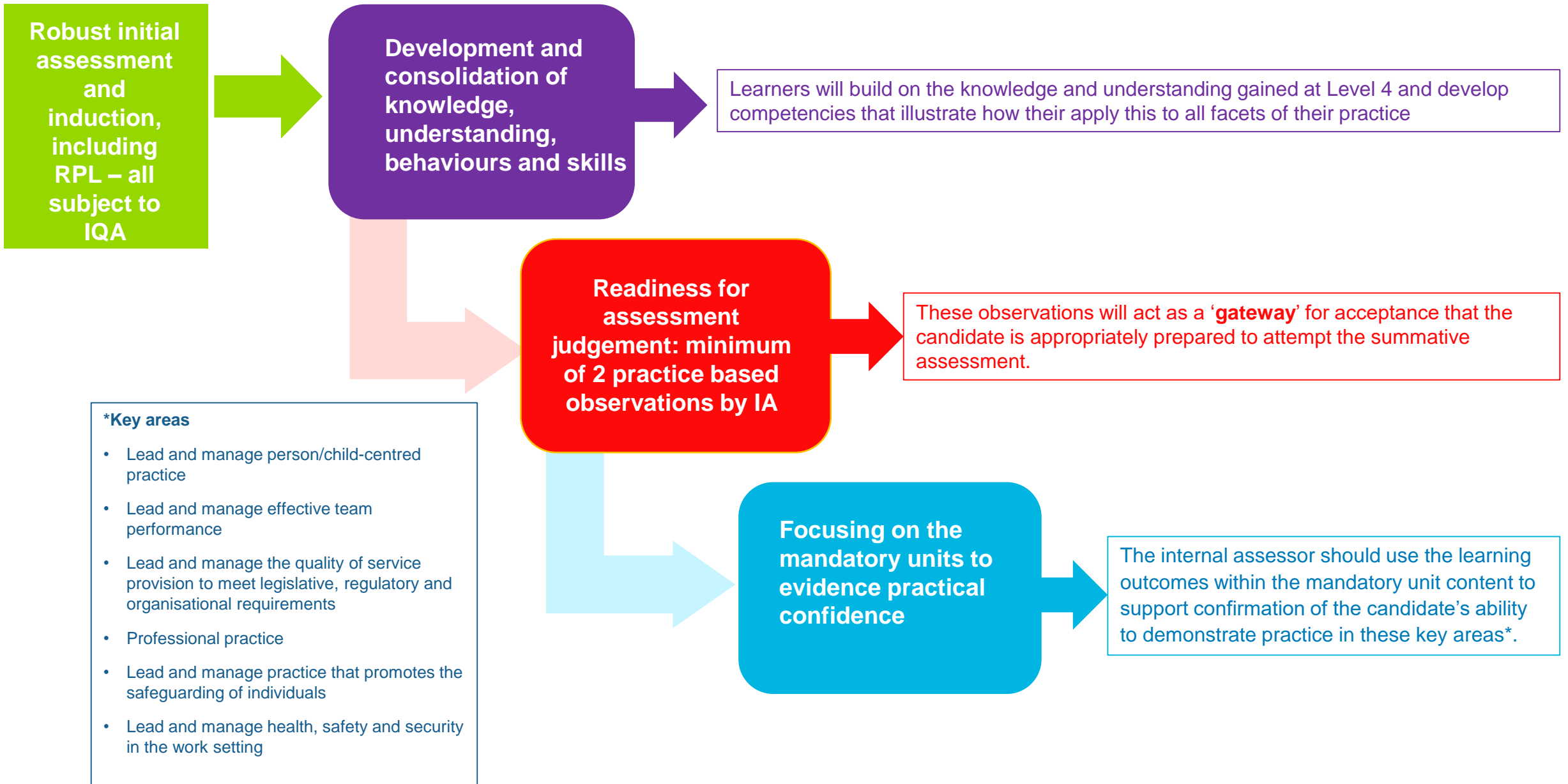
Where assessors have legacy assessor qualifications they must demonstrate that they are assessing in line with current assessment standards or another suitable qualification equivalent/alternative in the assessment of work based performance.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.



Assessment Process

Level 5 Leadership and Management in Health and Social Care: Practice– Role of formative assessment



Assessment approach

The Level 5 Leadership and Management of Health and Social Care: Practice qualification will be assessed through a series of assessment activities.

- A **portfolio of evidence** will be used to gather assessment evidence for learning outcomes where opportunities in practice may not be presented through the business project. This will include areas from the mandatory and the optional units.
- A **business project** will be used to gather assessment evidence for the majority of the mandatory content, as well as the optional units where achievable. The project will require candidates to:
 - Identify an opportunity for implementing a new or revised provision/initiative within the organisation/setting
 - Develop a project plan for implementing a new or revised provision/initiative within the organisation/setting
 - Implement the new or revised provision/initiative
 - Evaluate the outcome of the implementation.
- The assessment approach will be finalised by the candidate delivering a final evaluation of their activities through a **professional discussion** held with an external assessor.

Presentation of work

Written responses are required for completion of a number of the tasks in this assessment.

Written responses should be provided as electronic, typed responses.

Written work needs to be presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.

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.

Re-sit opportunities

There is no restriction on the number of times candidates can re-take/re-submit tasks which they have failed within this qualification.

Assessment task	Duration	Purpose	Units	Internal Assessor/employer role/assessment	Assessment activity	Guidance
Task 1: Portfolio	Maintained throughout	‘Showcase’ of evidence that originates during the period of assessment - SUMMATIVE Capture evidence not gathered through business project.	Mandatory and/or optional	Provides support and guidance	Assessed as part of the professional discussion that will be undertaken with the External Assessor	Evidence completion form: Appendix 6 outlines ‘must do’ content; Business plan must be included
Task 2: Business Project 2a – Rationale 2b – Plan 2c – Implementation 2d – Evaluation	Approx. 8-9mths	How the candidate: <ul style="list-style-type: none"> Support, develop and enhance provision for, and the experience of, individuals within their organisation/setting work with and manage others within the organisation/setting to successfully implement their project. 	Mandatory and optional	2a -Concept meeting 2b – Project planning meeting 2c – minimum of 2 observations by IA (p19) IA should facilitate regular ‘check ins’ though this period; or manager via supervision	2a – rationale; proposal concept form 2b - Completed Business project plan; Business project approval form 2c – minimum of 1 observation by EA (summative); Critically reflective log 2d - overall evaluation of the business project	2a - Business plan concept approval form – Appendix 3 2b - A Business project plan template (Appendix 10) 2c – Observation Forms Appendix 5 2d – sources must be referenced
Task 3: Professional Discussion	Summative Up to 75 mins	The focus of the discussion will be on the learning and development that has been undertaken as part of the qualification. This will be underpinned by the activities and work that the candidate has completed as part of their learning programme and their assessments	Mandatory and optional	Provide guidance around the format of the discussion and will support with mentoring activities to prepare the candidate for undertaking the discussion	Candidate led discussion with the EA. The candidate must respond to the discussion points and questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely Any preparatory notes referred to within the discussion will be used as evidence	The EA’s discussion notes will be recorded on the Professional Discussion recording form (Appendix 7)

Full assessment journey 9-12mths depending on employment contract p12

Business project concept approval:

The internal assessor should use the business project concept approval form (Appendix 3) to outline their comments on the pointers provided by City & Guilds in relation to the rationale that is presented to them. They are then required to provide one of three outcome responses to the candidate:

- Business project concept approved
- Business project concept approved subject to revision
- Business project concept not approved

Business project approval:

The internal assessor should use the Business project approval form (Appendix 4) to outline their comments on the pointers provided by City & Guilds in relation to the project plan that is presented to them. They are then required to provide one of three responses to the candidate:

- Business project approved
- Business project approved subject to revision
- Business project not approved

Check out P17/18 of the Assessment Pack

Level 5 Leadership and Management in Health and Social Care: Practice– Agreeing external assessment arrangements for observation

Business project
plan agreed (Task
2b)

Submit to City &
Guilds – identifying
opportunities during
implementation
when the EA may
be able to observe
the candidate in
practice

Ensure identified
opportunities allow
EA to observe at
least four of the
following points

Apply a range of leadership and management concepts, theories and techniques within practice

Lead and manage the performance of staff

Lead and manage the promotion of person/child-centred practices

Lead and manage safeguarding practices

Lead and manage health and safety practices

Collating and preparing evidence for submission – Task 1 and 2

Evidence completion form (Appendix 6) completed by candidate showing how all Learning Outcomes have been evidenced*

Declaration of Authenticity completed

Submission of evidence for final assessment

IA reviews portfolio and assessment materials for business project

IA reviews evidence for Task 1 and 2 to judge that all Learning Outcomes have been met and assessment documents collated

Candidate Feedback

Feedback provided to candidate within 2 weeks of submission using feedback form (Appendix 8)

Should Learning Outcomes not be met following resubmission, centre should:

1. Arrange additional support**
2. Advise candidate of right to appeal

Submission to City & Guilds

Following confirmation that all internal assessment requirements have been met the candidate materials should be submitted

Evidence for Task 1 and 2 must be submitted a minimum of 3wks before agreed date for the Professional discussion

*Evidence for Tasks 1 and 2 being submitted for assessment must be presented as follows:

- Evidence must have a header on each page containing the name and signature/e-signature of the candidate together with the date the evidence was produced;
- Be clearly referenced so that each piece of evidence can be cross-referenced to the evidence completion form.

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

The internal assessor will:

- Review the business project concept and the business project plan for feasibility and ensure that the opportunity provides sufficient evidence to meet the requirements for assessment. (Task 2b)
- Observe the candidate implementing the delivery of their business project on a minimum of two occasions (Task 2c) - ***in addition to the minimum of 2 observations will be completed during formative assessment process***
- Provide evidence from practical observations and testimonies in the work environment, e.g. the use of observations/witness testimony incorporated into the portfolio. This evidence will inform the external assessor's overall judgements and observations.
- Support candidates to develop a portfolio of evidence that provides evidence of practice for learning outcomes not seen through the project.
- Provide ongoing coaching to support the candidate as they progress their business project, and to assist the candidate's preparation for the professional discussion (Task 3).

The internal assessor must liaise with City & Guilds at each of the following points in the assessment process:

- Following internal agreement of the candidate's business project plan; the internal assessor will be required to submit this to City & Guilds for review and approval.
- Following two observations of the candidate in practice, to agree a date for the external assessor to observe the candidate in practice; this will either be to observe activity within the implementation of the project.
- Following completion of Tasks 1 and 2; the internal assessor will co-ordinate and review all candidate evidence and submit this to City & Guilds for the external assessor to review.

Following submission of the evidence of Tasks 1 and 2; the internal assessor will agree a date for the professional discussion (Task 3) with City & Guilds and the external assessor.

Centres must have a written Internal Quality Assurance strategy.

This will help ensure that internal quality assurance procedures:

- provide accuracy and consistency between Assessors in the use and interpretation of the guidance in the qualification and/or assessment documentation
- are efficient and cost effective

Internal quality assurance requirements must meet the policies and guidance as outlined in the consortium's guidance to centres. Details of these guidance documents can be accessed through the Administration Handbook (Introduction to working with City & Guilds and WJEC) available on the Consortium website at www.healthandcarelearning.wales.

External Quality Assurer – will support an initial centre visit as part of the qualification approval process of the awarding body, ensuring appropriate systems and processes are in place within the centre

City & Guilds Lead Assessor – will be responsible for sampling and standardising the assessment judgements determined by external assessors.



Activity 2: Review of Assessment Pack



Questions?



Event Evaluation



Thank you

City & Guilds

wjec
cbac