

City & Guilds Level 2 Health and Social Care: Practice (Adults)

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 2 Health and Social Care: Practice (Adults) 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 2 Health and Social Care: Practice (Adults) 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 consist of candidates being observed planning four separate activities; carrying these out in practice based on their plans, and evaluating each of these.
- 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 an assessor-led **discussion** to provide a final touch-point for the assessor and the candidate at the end of the assessment process. This discussion aims to consolidate any areas of evidence not satisfied through the structured tasks or portfolio.

3 Candidate brief

Over a period of 6-12 months you will work with the individuals who you care for and support to gather evidence to complete your chosen units. You will need to show how you use your knowledge and practical skills to contribute to the support of their health and well-being.

You will follow the normal policies and procedures operating in your organisation/setting, demonstrating the key principles, values and behaviours that underpin the care and support of individuals within the health and care sector.

During the assessment period you must create **four plans** that show how you will contribute to the support of individuals who you work with in your role, or contribute to the support of the personal plans of individuals who you care for and support. Each of the four plans should have a different focus – and reflect the scope of your role and how you contribute to supporting the health and well-being of individuals.

You will need to use your plans to show how you contribute to the support of individuals through your practice on **four occasions**. You will be observed by your assessor on each of these occasions.

You will need to reflect on and **review each** of the four practical observations; identifying how your practice has supported the health and well-being of individuals.

You will also be expected to complete a reflective log regularly over the assessment period, reflecting on your practice while working with the individuals who you support in your role and identifying any of your own development needs to discuss further with your manager/assessor. You will also need to keep a portfolio of evidence during the assessment period.

Areas to consider across the assessment activities include:

- Person-centred approaches
- Rights-based approaches
- Communication
- Active participation

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

- Confirm the assessment process, and discuss the activities to be undertaken
- Ensure the individuals whose care you contribute to and support are suitable for gathering the required evidence for the units you are completing; confirming the consent needed to be obtained as part of the assessment tasks
- Discuss the assessment period, detailing the activities for care and support that might be suitable, and the resources/time available to you
- Agree when your planning needs to be complete and agree a date for attending a 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.

Your assessor will observe you on a minimum of four occasions and will ask you questions about your practice.

Additional evidence will be gathered through normal workplace processes, including expert witness testimony from your employer or workplace mentor.

Task A

- **Carry out day-to-day activities** with individuals who you work with in your role. You must show how you support person-centred, partnership and co-production models when supporting the health and well-being of individuals. This will include how you work with colleagues, professionals and others involved in the care and support of individuals using agreed documents, processes and procedures.
- **Fill out your reflective log regularly**, and make sure it is up to date in preparation for each of your planned progress meetings.
- **Meet with your manager/assessor at each of the planned progress meetings** to discuss your progress, including how your everyday work activities support your portfolio evidence.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

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

Task B 1-4

Create **four plans** that show how you will contribute to the support of the individuals who you work with, or contribute to the support of the personal plans of individuals who you care for and support.

Each plan must include:

- **The type of care and support activity**, describing how it contributes to the support of the health and well-being of the individual/individuals
- **An outline of how the care and support will be provided**
- **Requirements for preparing to deliver care and support**, including any resources or materials required, environmental considerations and any advance preparation and setup considerations
- **Details of your role whilst providing care and support**
- **Who else will be involved in the activity**, or who may be required to support you, such as colleagues, families/carers, other professionals, including explanation of their roles in the activity
- **Consideration for contingencies**, including what action will be taken if you encounter any challenges as you provide care and support, and cannot continue as intended

You will be required to 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 you are familiar with using in your setting for this task. An example candidate planning form has been provided (Appendix 1) and you may instead choose to use this.

Conditions of assessment

Working independently under quiet uninterrupted conditions

What must be produced for assessment

- Candidate planning form.

Task C 1-4

Prepare for and contribute to the care and support of individuals on **four** occasions. You should use the plans agreed with your manager/assessor as the basis for supporting your practice.

You will be observed by your assessor as you prepare for and carry out your practice on **each** occasion.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

For each of the four observations:

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

Task D 1-4

Complete a reflective review of each of your observations of practice to discuss:

- What you observed during the assessments; what you experienced.
- What you felt worked well; or areas where you felt they went less well
- What you would consider doing differently in future, and how you would go about doing this.

You may complete your reflective reviews in a style that you are familiar with using or use a template from within your setting for this task. An example reflective review form has been provided (Appendix 5) and you may instead choose to use this.

Conditions of assessment

Working independently under quiet uninterrupted conditions

What must be produced for assessment

- Four activity reviews

Task E

Attend a discussion with your assessor.

Your assessor will ask questions on any areas that have not been fully covered by the observations and portfolio to satisfy themselves that you are able to work competently. They will record the evidence gathered and will make a decision after the meeting whether they can sign off your qualification.

You do not need to prepare anything specific in advance of the discussion, or bring anything with you.

However, it would be beneficial to have spent some time reflecting on your own learning, development and experiences across the assessment period in advance of the discussion. If you do prepare any notes, you may take these with you to the discussion.

Timing

It is expected that the discussion will last for approximately 20 minutes.

Conditions of assessment

Discussion with your assessor under quiet uninterrupted conditions

What must be produced for assessment

- 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 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 and allow for further expansion of recording by the assessor. Printed copies may be useful as an overview, but it is envisaged that on completion, these forms will run into multiple pages, so would best be completed electronically. Electronic versions can be downloaded from 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
- 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

- Consider the different areas of care and support that the candidate provides within their role and that could be planned for the observation element of the assessment; including setting realistic expectations on the range of care and support that could be undertaken with consideration of the candidate's unit selection; the environment and resources available
- Discuss and agree initial timeframes for initial assessment activity, confirming a date for the Planning meeting on completion of Task B
- Confirm the consent required to be gained from individual's and their families, and carers, and ways to maintain safeguarding and confidentiality throughout the assessment process.

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.

Notes for manager/assessor

Task B is designed around the candidate developing plans for the care and support activities that they will be observed carrying out. It should be noted that the development of plans should be within the context of the candidate's role; it is acknowledged that candidates at Level 2 will not necessarily be fully leading on the planning of care and support activities. The intention of this task is to support the candidate to evidence how they will contribute to the care and support of individuals; what their role is, what they need to do and why. The task is not intended to put the candidate in an unauthentic situation or a position beyond the expectations of their role.

Given the nature of the health and care sector, the planning element is to be used as the basis for the practical observations (Task C). In some instances, the candidate may be unable to fully deliver the specific plans that they have developed. In these circumstances, the plan should be used as the foundation of practice, but should not constrain the practical observation. As an example, the candidate may have planned how they will contribute to the care and support of an individual's personal hygiene and health and care. They may have referenced an individual in their plan – but that individual may not be able to contribute to the activity on the day of the intended observation. In this case, carrying out a similar activity with another individual would be valid – with the candidate still taking in to account the considerations that they have outlined within their plan to support their practice, e.g. how they have prepared, how they will gain consent, how they will meet safeguarding considerations etc.

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 for the required units.

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 an exemplar and as a supportive tool only, the actual mapping and linkages of units/outcomes will be defined by the activities undertaken.

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 range of care and support activities detailed within the plans.

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 care and support.

It is the responsibility of the assessor at this planning stage to ensure that the care and support 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 outcomes will not be covered during the formal 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 care and support activities to be observed; through additional evidence in the portfolio, or, if knowledge-based, recorded to be carried forward to the discussion.

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

- Review the plans for the care and support that the candidate has proposed
- Confirm the feasibility of the range of care and support activities – in terms of practicalities, resource requirements and ensuring that sufficient practice-based evidence will be obtainable for assessment purposes
- Confirm how consent will be gained and agreed from individuals, their families/carers and how confidentiality and safeguarding will be maintained through the assessment process
- Clarify and outline 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 contribute to the care and support of individuals on four occasions, based on their plans developed. The practical observations should be delivered 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 the care and support activities that candidates are observed contributing to should be in-line with the care and support that is 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 care and support activities to be observed. 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 care and support activities becomes 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 planning and review write-ups (tasks B & D).

The environment should be a quiet environment within the workplace where the candidate can 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.

Time should be provided for the candidate away from their everyday work activities that allows them to complete assessment activities. This time should have been discussed and agreed with the manager at the planning meeting. For tasks B & D, the candidate may choose to complete these activities one-by-one, or may complete in a single session.

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 individuals 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 candidate prepares for and provides care and support,
- 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. 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 sufficient 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 illustrates the unit/outcome areas where evidence may need 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.

Evidence retained within the portfolio must meet the confidentiality and consent requirements of the organisation/setting, and in-line with the requirements outlined in the Administration Handbook.

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. The log should be utilised 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 develop and 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 individuals 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 discussion

The final assessment activity that needs to be completed by the candidate is a formal discussion with the assessor. This assessment has been developed to support the assessor to confirm or consolidate any gaps in evidence; or to add an extra layer of confidence for the assessor, particularly around any knowledge aspects that may not have been fully seen or explored through the practice observations. The assessor will use the discussion to ask the candidate questions on areas identified as having insufficient evidence derived from the portfolio and tasks. The assessor may have identified these deficits at an earlier stage in the assessment process, e.g. during the initial planning and mapping of outcomes, or as evidence is not witnessed during ongoing observation and assessment; or may do so when reviewing the final submitted evidence prior to the discussion (See also Section 6: Finalising assessment).

Prior to the discussion, the assessor should use Section 1 of the 'Discussion recording form' (Appendix 6) to plan the structure of the discussion, i.e. consider the outcomes to be reviewed and the range of questions to ask the candidate.

Undertaking the discussion

As the candidate has not been asked to prepare anything specific for the discussion, the assessor should account for this during the assessment; for example, ensuring that the questions are clear, or that sufficient relevant context is given if the question is asked on an aspect of observed practice to allow the candidate to recall the event.

Assessment environment

On the day of the assessment, the assessor is responsible for ensuring that the 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 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 Discussion recording form (Appendix 6) to make notes to capture 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

Following the discussion, the assessor should complete the Discussion Recording Form (Appendix 6) – confirming whether the key outcome areas to be met have now been sufficiently evidenced.

Timings

As the discussion is based on confirming and consolidating evidence, it is not expected to last more than 15-20 minutes in total.

Retention of evidence

It is permitted for the assessor to digitally record the 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 '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			
232 - Providing care and support for individuals living in care home settings			
Core outcome area	<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>
<i>Note the mapping below is not intended to be 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	2.1-2.7 3.1-3.17	3.18-3.23 4.2-4.4	Structured tasks
Health and well-being	4.1, 5.1-5.5.6	3.23 5.7-5.10 6.1-6.3	Structured tasks
Professional practice	7.1-7.4		Structured tasks Portfolio

Safeguarding individuals			Structured tasks Portfolio evidence
Health and safety		6.3	Portfolio evidence
Additional knowledge areas	1.1-1.5		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 individual/individuals cared for and supported
- in line with the expectations of the organisation/setting and work role,
- in line with the core principles of health and social care (unit 230),
- 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 observation record forms should be used for each observation and to support the assessor to build up a picture of the candidate's performance over the 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 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 final 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 complete the feedback form (Appendix 8) to highlight areas of evidence to be resubmitted. The assessor should then 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, appropriate feedback and support must be provided 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	
Observation 1	
Type of care and support/activity to be undertaken <i>This should briefly describe how it contributes to support the health and well-being of the individual/s</i>	
Outline of how the care and support will be provided <i>This should be a brief outline of the planned care and support, and timeframe</i>	
Requirements for the care and support <i>This includes any preparation needed; environmental considerations and any resources</i>	
Outline your role within the process, and details of others who will be involved	
Additional information <i>Including any potential contingency plans that may be needed</i>	
Observation 2	
Type of care and support/activity to be undertaken <i>This should briefly describe how it contributes to support the health and well-being of the individual/s</i>	
Outline of how the care and support will be provided <i>This should be a brief outline of the planned care and support, and timeframe</i>	
Requirements for the care and support <i>This includes any preparation needed; environmental considerations and any resources</i>	
Outline your role within the process, and details of others who will be involved	
Additional information <i>Including any potential contingency plans that may be needed</i>	
Observation 3	
Type of care and support/activity to be undertaken	

<i>This should briefly describe how it contributes to support the health and well-being of the individual/s</i>	
Outline of how the care and support will be provided <i>This should be a brief outline of the planned care and support, and timeframe</i>	
Requirements for the care and support <i>This includes any preparation needed; environmental considerations and any resources</i>	
Outline your role within the process, and details of others who will be involved	
Additional information <i>Including any potential contingency plans that may be needed</i>	
Observation 4	
Type of care and support/activity to be undertaken <i>This should briefly describe how it contributes to support the health and well-being of the individual/s</i>	
Outline of how the care and support will be provided <i>This should be a brief outline of the planned care and support, and timeframe</i>	
Requirements for the care and support <i>This includes any preparation needed; environmental considerations and any resources</i>	
Outline your role within the process, and details of others who will be involved	
Additional information <i>Including 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		Candidate number	
Date of planning meeting			
Units to be covered			
Care and support 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 activity			
Learning outcomes anticipated to be evidenced from the 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 activity			
Learning outcomes anticipated to be evidenced from the 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 activity			
Learning outcomes anticipated to be evidenced from the 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 activity	
Learning outcomes anticipated to be evidenced from the activity	
Additional questions that may need to be considered to pose to the candidate	
<p>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 reviewing the planned care and support to be undertaken</i></p>	

Appendix 3 Observation record form

Observation record			
Candidate name		Candidate number	
Observation number/date			
Care and support observed			
Learning outcomes expected to be observed			
Observations made <i>(Highlight how the observations reflect the units being undertaken)</i>			
Evidence of Supporting Core Practice <i>Outline any specific examples or evidence where the candidate has demonstrated their application of the principles, behaviours and values of Unit 230.</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 employer/mentor signature:		Date	
Confirmation of assessor signature		Date	

Appendix 4 Progress meeting record form

Progress meeting record form			
Candidate name		Candidate number	
Date of meeting			
Period covered			
Summary of discussion points:			
<p><i>Summary of discussion points:</i></p> 			
Evidence of Supporting Core Practice			
<p><i>Outline any specific examples or evidence where the candidate has demonstrated their application of the principles, behaviours and values of Unit 230.</i></p>			
Candidate comments/feedback			
<p><i>This section is provided as a space for the candidate to capture any of their own comments or feedback on the meeting</i></p>			
Feedback provided			
<p><i>Highlight any supportive/developmental feedback provided to the candidate during this session</i></p>			

Follow-up questions asked <i>(List the questions that were used to further question the candidate, and briefly outline their responses)</i>			
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? <i>You may wish to consider thinking about questions such as,</i> <ul style="list-style-type: none"> • <i>What were you feeling?</i> • <i>What made you feel that way?</i> 			
What did you feel worked well, or what were the areas where you felt they went less well?			
What would you consider doing differently in future, and how you would go about doing this? <i>You may wish to consider thinking about questions such as,</i> <ul style="list-style-type: none"> • <i>What else could have been done?</i> • <i>How might things work better in the future?</i> • <i>What have you learnt in relation to your practice that you would do differently next time?</i> 			
Any other observations/reflections			

Appendix 6 Discussion recording form

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

Section 1

Key outcome areas not evidenced through the tasks/portfolio, or to be further consolidated

Provide details below that will support the structure of the discussion, e.g.

- Types of questions to ask that will help evidence the candidate's knowledge/understanding for key outstanding outcome areas

Section 2

Notes from 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	Activity review 1				
D2	Activity review 2				
D3	Activity review 3				
D4	Activity review 4				

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.