

# Level 4 Professional Practice in Children's Care, Play, Learning and Development

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Assessment pack

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# 1 Assessment overview

## Assessment approach

The Level 4 Professional Practice in Children’s Care, Play, Learning and Development qualification will be assessed through the following assessments.

- a portfolio of evidence (Task A)
- a project, that includes a series of written tasks, direct observation of practice and a professional discussion (Tasks B-D)

A detailed breakdown of these tasks is shown below.

### Task A – a portfolio of evidence

The portfolio of evidence will be internally assessed alongside Task D, with a final holistic judgement determined, and the result submitted to City & Guilds.

**Task B** – these tasks relate to leading child-centred practice and form part of the preparatory aspect of the project. Task B consists of:

**Task B(i)** – production of an **information document**

**Task B(ii)** – application of understanding of **theories and models** to support holistic child development

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

**Task C** – these written tasks will form a basis of evaluation and background research for the project in Task D. Task C consists of:

**Task C(i)** – an **evaluation of practice** within the context of the chosen pathway to identify an area of focus to maintain and support the positive outcomes for children

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

**Task C(ii)** – development of a **research report** based on the candidate’s study skills

This task will be internally-assessed by the centre, with the result submitted to City & Guilds.

**Task D** – the practice-elements of the **project** related to the candidate’s own practice, that implements a plan to maintain and support positive outcomes for children within their workplace/setting.

**Task D(i)** – a **project plan**

**Task D(ii)** – implementation of the project plan, assessed via completion of a **reflective log** and through **direct observation of practice**

**Task D(iii)** – an evaluation of activities explored through a **professional discussion**

The tasks in (D) will be internally assessed alongside the portfolio (Task A), with a final holistic judgement determined, and the result submitted to City & Guilds.

## 2 Candidate guidance

### Assessment Overview

This qualification has been developed and designed to enable you to demonstrate your ability to support and deliver enhanced practice within a chosen pathway area. Completion of this qualification will allow you to develop, deliver and maintain practice that supports the positive outcomes of children within your workplace/setting.

This assessment is made up of a number of activities. These have been designed to assess your ability to demonstrate the knowledge and understanding needed for your role, as well as the practical skills and competencies needed to support enhanced practice.

As part of these activities, you will be asked to consider practice within your workplace/setting, and to think about how you can positively influence outcomes for children. This will require you to,

- Evaluate practice within the context of your chosen pathway; identifying an area of focus to support positive outcomes for children. (Task Ci)
- Use study skills to consider potential approaches to support positive outcomes from the wider childcare sector. (Task Cii)
- Using the findings from your research, develop a plan detailing how you will enhance and develop practice within your workplace/setting. (Task Di)
- Through your own practice, implement your plan to support positive outcomes for children within your workplace/setting. (Task Dii)

The practice assessment will be underpinned by further activities that are aimed at showing your knowledge and understanding that reflect your practice. You will be required to:

- show your understanding of the principles related to leading child-centred practice through a number of **written tasks** (Task B).
- Deliver a final evaluation of your activities through a **professional discussion** (Task Diii)

A **portfolio of evidence** (Task A) will be used to gather assessment evidence for learning outcomes where opportunities in practice may not be presented through the project.

*(\*) **Note.** As part of these assessments you need to consider an area of focus and how best to influence practice within your workplace /setting. Your focus may be about considering and implementing a small change within your workplace/setting; it might be about considering a wider change to practice and how you go about doing this or it may be about how you maintain and develop positive practices to further support positive outcomes for children.*

## General information for candidates

### Introduction to the tasks

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

- a) Working with families and carers to develop parenting skills
- b) Working with children with Speech, Language and Communication Needs (SLCN)
- c) Recognising and supporting children with Additional Learning Needs (ALN)

### Presentation of evidence

For Tasks B and C where written responses are required. Written responses should be provided as electronic, typed responses. You should ensure that your work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12) and use double spacing and include adequate margins.

### Use of external resources and references

Where relevant, you are permitted to use and make reference to external resources throughout the assessment tasks. However, you must clearly detail and reference any external sources that you have referred to or used as part of your responses. The '**What must be produced for assessment**' section of each task clearly states where a reference list must be provided if you have used any external resources as part of your task response.

### Confidentiality

You are required to follow the confidentiality and consent requirements of your organisation/setting at all times whilst completing the assessment tasks. All evidence submitted must meet the confidentiality and consent requirements of your organisation/setting. You must also be aware of and ensure you work in ways that complies with safeguarding considerations in your work environment at all times.

### **Assessment overview**

*For the purposes of this assessment, you are required to consider practice within your own workplace/setting and to think about how you can positively influence outcomes for children. As part of your assessment, you will need to consider all the areas of learning that you have undertaken as part of your learning programme. You will also need to ensure that the area of focus identified is one where you will realistically be able to influence practice, with the view to supporting positive outcomes for children.*

### **TASK A**

You are required to maintain a portfolio of evidence throughout your assessment period. The portfolio is intended to capture evidence for outcomes that would not be directly evidenced through your tasks and through the project. You may also use the portfolio to provide any 'showcase' examples of evidence that capture key activities and achievements that you have undertaken as part of your practice from across the period of assessment.

You will be asked to submit your portfolio, and will be asked about the contents of your portfolio during the professional discussion in Task D.

Your internal assessor will support you to ensure the most relevant evidence is selected for submission from your portfolio.

### **Conditions of assessment**

Normal workplace conditions

### **What must be produced for assessment**

- Portfolio of evidence - which may include - workplace documentation/products, witness testimony, question responses, reflections, supportive case studies

## **TASK B**

*For Task B, you are required to complete two tasks that show your knowledge and understanding of principles related to leading child-centred practice, including an understanding of children's development.*

### **Task B(i)**

Produce an information document for workers in your workplace/setting, that introduces them to each of the following:

- legislative and regulatory frameworks that your workplace/setting works to
- UNCRC (United Nations convention on the Rights of the Child)
- Welsh Government Policy guidance and standards, including Welsh language

The information document should include where workers can find further information and reading, that may include reference to current workplace/setting policies and procedures.

The information document is to help other workers understand the importance of these frameworks to their role and to the workplace/setting. It will begin to shape their understanding of how provision, protection and participation in the workplace/setting are strongly influenced by these frameworks. It is intended to build a foundation of knowledge for other workers who will use this resource as they develop practice and bring about improvement to childcare practice in the workplace/setting.

The information document must be presented as:

- A formal guidance document, which includes clearly defined sections and headings to cover all of the points indicated above.

### ***Conditions of assessment***

Working independently under quiet uninterrupted conditions

### ***What must be produced for assessment:***

- Information document
- Reference list of any research, information sources or resources used or referred to

### **Task B(ii)**

As part of your learning programme, you have explored a number of biological, sociological and psychological theories and models that are used to support the holistic development of children and their life journey.

Describe how you can apply the theories and/or models that you have learnt about to support the positive, holistic development of children within your workplace/setting. Your response must include consideration of:

- the impact of adverse childhood experiences (ACEs)
- early intervention and prevention measures.

As part of your response, you must have applied understanding of and referenced theories/models that cover **each of** the following factors:

- biological
- sociological
- psychological.

### ***Conditions of assessment***

Working independently under quiet uninterrupted conditions

### ***What must be produced for assessment:***

- Written response
- Reference list of any research, information sources or resources used or referred to

## **TASK C**

*For the assessments in Task C, you will conduct an evaluation of practice within the context of your chosen pathway, as well as undertake research, to support identification of an area of focus to support positive outcomes for children within your workplace/setting.*

### **Task C(i)**

You will be required to evaluate an area of practice in relation to the regulatory and theoretical perspectives considered in Task (B) with a view to supporting positive outcomes for children in your workplace/setting. You will need to include an outline of the process you will undertake.

For this task, you will need to,

- Identify an area of practice to evaluate.
- Outline the process you will take to conduct an evaluation, how you would work and negotiate with your manager to agree the area of focus and obtain management support.
- Evaluate the area of practice, identifying a specific area of focus.

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

- Legislation and regulation, including national frameworks
- Equality, diversity and inclusion
- Sector standards
- Safeguarding considerations
- Internal policies and procedures
- Internal evaluations
- External evaluations, including inspection and quality assurance

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

### ***Conditions of assessment***

Working independently under quiet uninterrupted conditions

### ***What must be produced for assessment:***

- Outline of the process to be undertaken
- Your evaluation of the area of practice
- Reference list of any research, information sources or resources used or referred to

### ***Additional evidence:***

- a permission document, where applicable, from necessary stakeholders to access and/or use information

### **Task C(ii)**

You are required to use study skills to consider and research potential approaches from within the childcare sector that will support positive outcomes for children within the area of focus identified in C(i).

As part of your research, you will need to produce a report that details:

- The approach you took to plan your research
- The approach you used to research ideas
- The tools/techniques that you used
- A summary of your findings, and how you perceive they support the area of focus identified
- An overarching conclusion of how you will use the research to influence your plan to enhance and develop practice within your workplace/setting.

Your research report should include reference to all sources, materials and tools used. This should take the form of a bibliography.

### ***Conditions of assessment***

Working independently under quiet uninterrupted conditions

### ***What must be produced for assessment:***

- Research report
- Bibliography of sources, materials and tools used

## **TASK D**

*For Task D, you are required to enhance and develop practice to support positive outcomes for children within your workplace/setting. The tasks will require you to develop a project plan; implement your plan in practice and evaluate the outcomes. Your evaluation will take the form of a Professional Discussion with your assessor.*

### **Task D(i)**

Building from Tasks B and C, you are required to provide a detailed project plan for the area of practice selected to focus on in Task C(i).

Your project plan must detail how you will propose the development of practice, implement this within your own area of responsibility and evaluate the outcomes, with the intention of the implementation being used to inform and possibly support a change to wider practice within the workplace/setting.

You should include an account of:

- What improvements are intended, including how these influence positive outcomes for children, and may support early intervention and prevention.
- How children and their families/carers can be encouraged to participate and how their rights, voice and choices would be acknowledged and acted upon.
- An overview of the practical considerations for the changes you want to make including a timeline and justification for any additional resources you may need.
- The process you will use to evaluate your implementation.

You are required to meet with your internal assessor and manager/employer to discuss your proposal prior to commencing Task D(ii). You will need to talk through your proposal and obtain their support for your intended implementation.

Your internal assessor will observe you in practice during your implementation and will confirm suitable occasions alongside your manager/employer for observing your practice against your plan. Your internal assessor will be looking to observe how you meet the specific knowledge, understanding and skills of the mandatory content, as well as the content of your chosen pathway area.

### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

### **What must be produced for assessment:**

- Project plan
- Reference list of any research, information sources or resources used or referred to

### **Task D (ii)**

You will be required to implement the project plan developed in Task D(i) to support positive outcomes for children in your workplace/setting.

You will be required to maintain a reflective log throughout the delivery of your practice. This log should detail the role that you have taken in implementing your plan, as well as include reflections on any changes in approach you have taken, any challenges faced and overcome etc.

You will be observed in practice on a minimum of **two** occasions during the delivery of your implementation plan.

***Conditions of assessment:***

Your reflective log does **not** need to be completed under supervised conditions, but it must show your own genuine reflections of the implementation (ie it must be written in your own words, style and related to your practice).

The workplace observations will be carried out under normal workplace conditions.

***What must be produced for assessment:***

- Reflective log to cover the implementation period
- Observation record forms (Internal assessor)

**Task D(iii)**

**Professional discussion**

You will be invited to attend a professional discussion following completion of Task D(ii).

**Content and structure of the professional discussion**

The discussion will be based on the information that you have provided as part of your other completed assessments. You will be required to reflect on and evaluate your practice through the plan that you have implemented; considering how you used evaluation and research to inform practice and consider how well, on reflection, this has met the needs of supporting positive outcomes for children in your workplace/setting.

The internal assessor will be interested in your approach to work which demonstrates the standard to which you perform. During the discussion, you should draw upon:

- The information provided in your tasks
- Specific examples of experiences and work practices
- The knowledge and understanding you have gained from your learning programme

The main discussion points are listed below, for some of these areas, the internal assessor may ask you more than one question or may spend more time focused on a particular area. The internal assessor is looking for evidence that you have applied the knowledge, understanding and skills from your learning on your chosen pathway and that you can support the development of these skills within your wider work.

The internal assessor is looking for evidence of how you:

- Apply the knowledge, understanding and skills of working from your chosen pathway area
- Apply knowledge and understanding of theories, models and approaches in your chosen pathway area
- Use reflective and critical thinking in the context of your chosen pathway area
- Apply understanding and knowledge of how to maintain outcomes for children within your chosen pathway area
- Build arguments and make judgements related to work in your chosen pathway area.

You must respond to the questions asked in the discussion independently without support.

You must be aware of confidentiality when providing examples from the workplace.

You may bring the following documentation to refer to:

- copy of all tasks, your project evidence and portfolio evidence
- any preparation notes

#### **Time allowed for professional discussion**

The discussion will last for approximately **45 minutes**.

#### ***Conditions of assessment***

Professional discussion, under quiet uninterrupted conditions

#### ***What must be produced for assessment:***

Internal Assessor notes from the discussion.

## 3 Assessment introduction for tutors/internal assessors

### Introduction

This assessment is designed to require candidates to make use of the 'tool kit' of knowledge, understanding and skills they have built up over their programme of learning for this qualification for them to show their professional practice within an area of specialism within the Children's Care, Play, Learning and Development sector.

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

#### Roles within the process

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

The internal assessor will also be responsible for ensuring the authenticity of the assessments for Tasks B(i), B(ii) and C(i) that requires submission to City & Guilds for external assessment.

Tutors may be involved in the release/assignment of tasks to candidates. However, it is the role of the internal assessor to ensure that the assessments are undertaken as stipulated in this guidance, and to make the final assessment decision for Tasks A, C(ii) and D.

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

## Delivery of the assessments

### Introducing the assessment to candidates

The tasks have been developed in a sequence that reflects the expected delivery model of the content for this qualification. It is therefore recommended that tasks are completed in sequence. **Note**, evidence for the portfolio may come from any part of the learning/assessment period.

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

### Conditions of assessment

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

The candidate is required to sign the declaration of authenticity form (Appendix 9) to confirm that the work that they are submitting is their own. The internal assessor is responsible for flagging any concerns with the submitted work and must also sign the declaration form to confirm authenticity of the submitted work.

### Completion and submission of assessment

The assessment pack should only be released to candidates when the tutor/internal assessor is confident that the candidate is secure in their knowledge and understanding to complete the assessment task. Therefore, the pack should not be released until after the candidate has completed the full teaching element related to Unit 405 (Leading child-centred practice).

Due to the nature of the tasks, it is permissible for the tutor/internal assessor to release the entire assessment pack to the candidate upon completion of the teaching of Unit 405. The candidate should be guided to understand all the assessment tasks and the structure of the assessment; with clarity provided on the linkages between tasks (i.e. that Task B provides an overarching basis for Task C, and that Task C provides the evidence base for Task D). Whilst the assessments can be released upfront, it is anticipated that the candidate would work through the assessment tasks in the order as presented in the assessment pack.

The tutor/internal assessor should discuss and agree a completion timetable for Tasks B(i-ii), C(i-ii) and D(i) with the candidate, considering their delivery programme and their ability to successfully undertake each of the tasks within the overall assessment period. Submission dates for assessment tasks should be set so that they do **not** overlap, i.e. the candidate should have a defined period to respond to each task. Following this discussion and agreement, the tutor/internal assessor must provide candidates with a planned timetable of completion for each of the tasks, with clear submission dates. The candidate will submit the task as their final work and should be assessed by the internal assessor accordingly.

It is suggested that the table below (or one like the one presented below) is kept for each candidate; recording the release date of the task, anticipated submission date, and actual receipt date. This table can also be used to record any resubmission required, as applicable.

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

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

### Review of evidence and grading

The internal assessor should review the evidence provided for Tasks A, C(ii) and D.

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

Task	Unit coverage
Task A	The candidates focused pathway, either: <b>416</b> – Working with families and carers to develop parenting skills Or <b>417</b> – Working with children with Speech, Language and Communication Needs (SLCN) Or <b>419</b> – Recognising and supporting children with Additional Learning Needs (ALN)
Task B(i)	<b>405</b> – Leading child-centred practice
Task B(ii)	
Task C(i)	
Task C(ii)	<b>415</b> – Study Skills
Task D	The candidates focused pathway, either: <b>416</b> – Working with families and carers to develop parenting skills Or <b>417</b> – Working with children with Speech, Language and Communication Needs (SLCN) Or

	<b>419</b> – Recognising and supporting children with Additional Learning Needs (ALN)
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The tasks should be assessed in accordance with the unit content that they have been designed to assess, as per this table.

For Task C(ii), the internal assessor will use the marking criteria (Appendix 1) for this task to confirm whether a pass grade can be awarded for the assessment.

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

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

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

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

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

Unit	What needs to be done for achievement	Submission of result
<b>405</b> – Leading child-centred practice	Centre submit completed assessment to City & Guilds.  City & Guilds are responsible for marking the tasks, using the marking criteria. A single unit grade will be submitted for the	Pass grade confirmed and submitted by City & Guilds.

	<p>candidate on successful completion of all three tasks.</p> <p>Successful completion of tasks B(i), B(ii) and C(i).</p>	
<b>415 – Study skills</b>	<p>Centre mark task C(ii) using the marking criteria.</p> <p>Successful completion of task C(ii)</p>	<p>Pass grade confirmed and submitted to the Walled Garden by the centre</p>
<b>416 – Working with families and carers to develop parenting skills</b>	<p>Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.</p> <p>Successful completion of tasks A and D.</p>	<p>Pass grade confirmed and submitted to the Walled Garden by the centre.</p>
<b>417 – Working with children with Speech, Language and Communication Needs (SLCN)</b>	<p>Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.</p> <p>Successful completion of tasks A and D.</p>	<p>Pass grade confirmed and submitted to the Walled Garden by the centre.</p>
<b>419 – Recognising and supporting children with Additional Learning Needs (ALN)</b>	<p>Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.</p> <p>Successful completion of tasks A and D.</p>	<p>Pass grade confirmed and submitted to the Walled Garden by the centre.</p>

### Internal quality assurance

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

## **Preparing and submitting evidence for external assessment**

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

The internal assessor should ensure that the declaration of authenticity form (Appendix 9) is completed by both the candidate and the internal assessor and submitted with the assessment materials for the tasks.

Evidence being submitted for assessment must be presented as follows:

- Evidence must have a header on each page containing the name and 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.

City & Guilds will confirm candidate results within 30 working days of receipt of all externally-assessed tasks.

## **Resit arrangements**

Candidates who fail to meet the criteria required to achieve a pass in any assessment task are permitted to retake the task.

### **Externally-assessed tasks**

For externally assessed tasks (Tasks B(i), B(ii), C(i)), high-level feedback will be provided by the external assessor to the tutor/internal assessor that should be used to support any additional activity required to support the development of the candidate's knowledge and understanding prior to retaking the task(s).

A feedback form has been provided for this (Appendix 8).

Where a candidate is required to retake the task, a clear audit trail must be provided by the internal assessor that shows how feedback has been provided to the candidate, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

Where a candidate is required to retake a task, guidance should be given to the candidate as per the table below, on how their re-attempt should differ from their original response. In most cases, the candidate is asked to look at the task from a different perspective, either referring to a different scenario or example, to show their developed knowledge and understanding. For Task B(i) the candidate is permitted to retake the original task, without the need to provide a different focus within their response.

Task B(ii)	The candidate's response should focus on either a different theory or model to their initial response or should focus on a different specific example from their experience.
Task C(i)	The candidate should select a different area of focus within practice.

### **Internally-assessed tasks**

#### **Task C(ii)**

Candidates who fail to meet the marking criteria required to achieve an overall pass for this task, are permitted to re-take the task. The internal assessor should provide feedback to the candidate using the feedback form provided (Appendix 8).

It is expected that the candidate will provide a new research report on retaking this task.

#### **Tasks A/D – Holistic assessment**

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

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

Where a candidate is required to retake any task or provide further evidence, a clear audit trail must be provided by the internal assessor that shows how feedback has been provided to the candidate, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

A feedback form has been provided for this (Appendix 8).

#### **Recognition of Prior Learning**

City & Guilds recognise the completion of Unit 405 (Leading child-centred practice) as part of the Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development as RPL for this qualification.

Candidates who have successfully achieved the Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development qualification will not need to recomplete any assessment related to Unit 405; the assessment decision for

this unit will be carried forward and used within this qualification. However, candidates will need to be supported to review and reflect on the relevance of the area that they identified and evaluated to support practice within their workplace/setting (Task C(i) in this qualification). If the candidate has moved workplace/setting, or the area used as part of the assessment for the Level 4 Preparing for Leadership and Management of Children’s Care, Play, Learning and Development is not relevant to the current pathway, the candidate will be required to consider a different area for the basis of their plan. The internal assessor/tutor must discuss this with any candidates in this situation prior to starting the assessment tasks and confirm the level of work required. This element of Task C(i) will **not** need to be resubmitted or reviewed for assessment purposes.

## Task guidance

### Task A - Portfolio of evidence

The purpose of the portfolio is to:

- Supplement evidence for outcome areas from the mandatory and/or optional pathway content that may not naturally occur, or be possible to apply through the project, based on the area of focus.
- Provide an opportunity for the candidate to provide evidence of key achievements and activities that occurred outside the key assessment activities. \*

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

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

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

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

#### Guidance on acceptable evidence for portfolio

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

The below list identifies the range of acceptable types of evidence, however consideration to the type of evidence should be based primarily on the purpose of the evidence, and its validity in evidencing the candidate's ability.

- **Expert witnesses** may observe candidate practice and provide testimony for a candidate's practice. See further guidance in the section below on the role of expert witness testimony.
- **Witness testimonies.** These should be from people who are able to provide supplementary evidence to support how a candidate performs in practice. Where testimony is sought from families/carers and/or others, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.

- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Candidate/ reflective accounts/logs** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Whilst candidates will maintain a reflective log throughout the period of the project, additional reflective accounts may also provide further evidence that candidates' can evaluate their knowledge, understanding and skills in practice of a defined area of specialism.
- **Questions** asked by internal assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Internal assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

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

### Use of reflection

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

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

### Use of witness testimony

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

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

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

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

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

### **Expert witnesses**

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

Where used, expert witnesses must meet the following criteria:

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

### **Non-expert witnesses**

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

### **Selecting portfolio evidence**

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

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

To assemble their portfolio, the candidate should consider all the evidence they have available to show they have met the requirements being assessed. Evidence collected towards the end of their programme, as they become increasingly independent in their work, is likely to provide the most holistic evidence – ie covering a number of learning outcomes at once. From this, they should select evidence that **most efficiently** meets all the relevant criteria, and which demonstrated their **best performance**. While there may be some overlap

between the evidence collected, multiple pieces of evidence showing coverage of the same learning outcomes should not normally be submitted for assessment.

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

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

## Confirming the evidence selection

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

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

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

## Tasks B/C – Written tasks

For Tasks B and C where written responses are required by the candidate, it is advised that there is no word count limit applied against these tasks. Written responses will be standardised based upon applying the marking criteria (Appendix 1).

### Task C(ii)

**Note**, for this task, the use of the term 'research' refers to how candidates will use existing sources, materials and tools available to them, i.e. using references from a literature search of published research.

## Task D - Project

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

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

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

The purpose of this review is to,

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

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

Outcome decision	What this means for the candidate	Next steps
<b>Project approved</b>	The candidate's project plan is agreed, and they can proceed to Task D(ii).	Candidate proceeds to Task D(ii).
<b>Project approved subject to revision</b>	The project plan is generally considered suitable, however there may be revisions needed. Where revision comments are suggested, then these must be detailed and provided to the candidate for amendment of their project plan.	Candidate reviews and amends project plan based on revisions proposed. On agreement of the amended project plan, the candidate proceeds to Task D(ii).

<b>Project not approved</b>	The opportunity is considered not suitable for the candidate to pursue. Detailed comments on why this is the case should be provided to the candidate.	Candidate is provided with feedback and an action plan agreed with clear timeframe for resubmission of the project plan.
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## Identification of areas to be evidenced in the portfolio

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

### Task D(ii)

#### Observation in practice

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

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

- Apply knowledge, understanding and skills relevant to the subject specific content of the chosen pathway area

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

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

### **Task D(iii) – Professional Discussion**

The professional discussion will be undertaken by the internal assessor.

The purpose of the professional discussion is to

1. Discuss information generated by the candidate's project, as well as evidence within their portfolio
2. Assess knowledge, understanding and skills expected from the pathway content of the Level 4 Professional Practice in Children's Care, Play, Learning and Development qualification

### **Preparing for the professional discussion**

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

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

### **Structure of the assessment**

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

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

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

- The candidate's evaluation and reflection of their activities, e.g.
  - What happened
  - What they had expected to happen

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

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

**Table 1**

Discussion points	
1.	How the candidate applies the knowledge, understanding and skills of working from their chosen pathway area
2.	How the candidate applies knowledge and understanding of theories, models and approaches in their chosen pathway area
3.	How the candidate uses reflective and critical thinking in the context of their chosen pathway area
4.	How the candidate applies understanding and knowledge of how to maintain outcomes for children within their chosen pathway area
5.	How the candidate builds arguments and makes judgements related to work in their chosen pathway area

To meet the requirements of the grading descriptors (Appendix 2), it is anticipated that all discussion points in Table 1 will be covered.

## Undertaking the professional discussion

### Assessment environment

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

### Introducing the professional discussion

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

The internal assessor should:

1. Introduce themselves and explain their role in the process and if applicable ask permission to record the discussion
2. Summarise the purpose and structure of the assessment
3. Ask the candidate what reference material they have brought to the discussion
4. Emphasise that the confidentiality of their assessment will be maintained
5. Ask the candidate if they have any questions before beginning the assessment

### During the professional discussion

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

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

These may include:

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

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

## Timings

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

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

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

## Materials

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

## Recording forms

In advance of the professional discussion the internal assessor should prepare the internal assessor recording form (Appendix 3) with the planned areas to be discussed with each candidate. The internal assessor should save a version of the prepared form; this should then be used during the professional discussion to record the responses given by the candidate and any further topics covered or questions asked.

The internal assessor can either complete the form electronically during the professional discussion or print off a hard copy to write on. If printing a hard copy, it is suggested that the internal assessor might want to increase the size of the boxes to write in prior to printing the form.

## General assessment administration requirements

### Timings

Candidates are required to plan their work and activities and their plans must be confirmed by a tutor/internal assessor for appropriateness. The tutor/internal assessor should agree a timetable of submission dates for each of the tasks upon their release.

### Resources

For the assessment tasks that require written responses, the candidate is expected to have access to IT equipment, and the internet, as appropriate for completion of the tasks. Candidates are expected to produce typed responses for their written work. The centre should ensure that IT facilities are made available to candidates for the completion of these tasks.

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

### Support and feedback

Tutors/internal assessors may guide the candidates on the evidence that needs to be produced by supporting access to the tasks. The tutor/internal assessor should be sure that the candidate understands what they need to do and by when, and that they need to add explanations showing understanding during their written work. They should however ensure that the candidate is not led or told what to do in a way that prevents them from being able to show their own independent decision making and application of their knowledge and understanding.

## 4 External assessor guidance

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

### Introduction

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

### Review of evidence and grading

The external assessor should confirm that a completed declaration of authenticity form (Appendix 9) has been submitted alongside the candidate’s tasks.

The outcome of each task should be made within the External assessment summary form (Appendix 5). The external assessor will submit this form to City & Guilds on completion of marking of all three tasks.

### Resubmission of evidence

If upon marking, the external assessor identifies any task where the pass criteria have not been met, then feedback must be provided to the centre and candidate to advise of this. The Feedback Form (Appendix 8) should be used for this purpose.

Candidates will only be required to resubmit the task(s) where the pass criteria have not been met.

## Appendix 1 Marking criteria

The following pass criteria should be used for assessing the individual tasks within this assessment.

Task	Pass criteria	Unit coverage
Bi)	<p>For a pass to be awarded, the information document must show,</p> <ul style="list-style-type: none"> <li>• understanding of legislative and regulatory frameworks and the UNCRC</li> <li>• understanding of how provision, protection and participation are supported by legislative and regulatory frameworks and the UNCRC. The candidate makes clear linkages between these frameworks and the development of safe and secure child centred practice.</li> <li>• understanding of elements that need to be understood to support improvement to childcare practice – e.g reflecting on approaches to early intervention, participation and protection and equality, diversity and inclusion</li> </ul> <p>The information document must be clearly presented as a guidance document to meets its intended purpose. It must include clear sections and headings.</p>	<p><b>405</b> LO1 LO2 LO3 LO4</p>
Bii)	<p>For a pass to be awarded, the candidate’s response,</p> <ul style="list-style-type: none"> <li>• shows a secure understanding of theories/models that cover biological, sociological and psychological factors related to child development. <b>The candidate’s response may reference a single model/theory that covers all of these factors (e.g. the Biopsychosocial model) or may cover a range of models/theories reflecting the influence of each of these factors.</b></li> <li>• makes relevant linkages between aspects of the theory/model(s) referenced and how this/these can be applied in practice to support positive, holistic child development. The candidate shows consideration of both the theoretical aspect of the theory/model(s) and the implications of application of the theory/model(s) in practice.</li> <li>• shows an understanding of how the referenced theory/models(s) reflects the impact of adverse childhood experiences (ACEs) on child development.</li> </ul>	<p><b>405</b> LO4 LO6</p>

	shows an understanding of how the referenced theory/model(s) reflects the impact of early intervention and prevention measures on child development.	
Ci)	<p>For a pass to be awarded, the candidate has:</p> <ul style="list-style-type: none"> <li>• identified and evaluated an area of practice within their workplace/setting.</li> <li>• outlined clearly the process they would take to conduct an evaluation. The outline clearly details the activities the candidate would complete to agree the area of focus and shows how they have planned to seek managerial support.</li> <li>• considered the effectiveness and viability of current practice within the context of, and with consideration of,                             <ol style="list-style-type: none"> <li>i) Legislative and regulatory frameworks</li> <li>ii) Equality, diversity and inclusion</li> <li>iii) Sector standards</li> <li>iv) Safeguarding considerations</li> <li>v) Internal policies and procedures</li> <li>vi) Internal evaluations</li> <li>vii) External evaluations, including inspection and quality assurance</li> </ol> <i>Through consideration of the effectiveness of each of these areas; the candidate has demonstrated an understanding of how current practice supports outcomes for children within the workplace/setting.</i> </li> <li>• identified an area of focus through the practice evaluated. The candidate's area of focus is clearly identified, with justification provided as to why this area was selected, with reasoning given that relates clearly to being an area where development/enhancement can be supported for the positive outcomes of children.</li> </ul>	<b>405</b> LO1 LO2 LO5
Cii)	<p>The candidate has produced a research report that clearly shows that they have explored an area related to the area of focus identified in C(i). The research report includes reference to all sources, materials and tools used – with a bibliography used to clearly present this information.</p> <p>The report specifically details,</p> <ul style="list-style-type: none"> <li>• the approach the candidate used to research ideas</li> <li>• the approach the candidate used to plan their research</li> <li>• the tools/techniques that the candidate used</li> </ul>	<b>415</b> LO1 LO2 LO3

- a summary of the candidate's findings, with clear links made between the identified research and how this research could be used/applied to support the area of focus identified for exploration
- an overarching conclusion of how the candidate plans to use/utilise their findings to support implementation of a plan to develop/enhance practice.

The candidate's research shows knowledge and understanding of the area of focus identified. The candidate has shown a reasoned approach to their research, identifying areas that would validly be explorable in relation to supporting practice in the selected area.

The candidate's conclusion summarises their findings of the research. They show a clear and justified approach to how they will support their plan to develop/enhance practice from their research. The reasoning and conclusions drawn validly show that the candidate has linked the research they have done with how they can proceed to support the development of practice, clearly demonstrating how this has been focused on supporting positive outcomes for children.

## Appendix 2 Grading descriptor tables

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

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

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

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p><i>Applies knowledge, understanding and skills in the chosen pathway</i></p>	<p><b>416</b> LO2, LO3, LO4, LO5 – LO7  <b>417</b> LO1, LO3-LO4, LO5, LO8  <b>419</b> LO3, LO4</p>	<p>The candidate demonstrates consideration of child-centred practice in their work.</p> <p>Activities are planned that actively involve children and their families/carers and show consideration for how they have been developed with children in mind; including consideration for the voice and choice of children and their families/carers.</p> <p>The candidate demonstrates that they have actively engaged and collaborated with children, their families/carers and others, including multi-agency workers, to ensure that 'what matters' to the child and their families/carers is acted upon.</p> <p>Consideration is given to ensure that the workplace/setting meets basic requirements for ensuring children are safe and protected from health and safety concerns.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p><i>Applies knowledge and understanding of <b>theories, models and approaches</b> in the chosen pathway</i></p>	<p><b>416</b> LO1 <b>417</b> LO2 <b>419</b> LO1, LO5</p>	<p>Candidates demonstrate an understanding of a range of theories, models and approaches within their practice.</p> <p>Candidates use a range of theories, models and approaches within their practice; utilising the toolkit of techniques available to them to support a range of situations.</p> <p>Candidates utilise a range of theories, models and approaches within their practice; they demonstrate that they have considered the outcome of adopting different approaches, but consistently use mechanisms that promote the best outcome for situations.</p> <p>Candidates adopt the use of theories, models and approaches that show a developed understanding of how the adopted approach will benefit the activity that it is being used to support.</p> <p><i>(Theories, models and frameworks in this context would include legislative and regulatory frameworks and related research).</i></p>
<p><i>Apply understanding and knowledge of <b>how to maintain outcomes for children</b> within the chosen pathway</i></p>	<p><b>416</b> LO2, LO4 <b>417</b> LO6, LO7 <b>419</b> LO3</p>	<p>Candidates demonstrate their ability to successfully implement change within the workplace/setting. Change is implemented with consideration for its impact on the wider workplace/setting/workforce.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<p><b><i>Builds arguments and makes judgements in the chosen pathway area</i></b></p>	<p><b>416</b> LO1 <b>417</b> LO2 <b>419</b> LO1, LO2, LO4</p>	<p>The candidate effectively identifies activities that can help to support improvement within the workplace/setting.</p> <p>The candidate understands, with clear justification, the reasons needed for change – with insight provided on the implications of change, including anticipated benefits and challenges.</p> <p>Candidates are able to review and evaluate the effectiveness of their decisions; identifying what has worked well, and where improvements could be made. Evaluations reflect the application of legislative and theoretical frameworks, as well as research related to children’s development.</p>
<p><b><i>Use reflective and critical thinking in the context of the chosen pathway</i></b></p>	<p><b>416</b> LO2, LO6 <b>417</b> LO4, LO7, LO9 <b>419</b> LO5, LO6</p>	<p>Candidates evaluate and reflect on their own work and show how their own reflection has been used to support their work as they implement their project plan in practice.</p> <p>The candidate has demonstrated that their style has been influenced by reflections from their own practice, and on reflecting on current practice through implementation of their project plan in the workplace/setting.</p> <p>The candidate has demonstrated understanding of how their approach to work has had an active impact upon others, including both within and outside of their workplace/setting, and the impact that their work has had on the children that they work with.</p> <p>The candidate routinely uses critical analysis to monitor, reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation.</p> <p>Implications of decisions and potential outcomes are accounted for when making a final decision of actions to be taken.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
<i>Shows <b>self-awareness</b> in order to improve practice</i>	<b>416</b> LO6 <b>417</b> LO6 <b>419</b> LO5, LO6	<p>The candidate demonstrates that they routinely use critical analysis to reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation. The candidate demonstrates how their own practice has been adapted based on reflection.</p> <p>The candidate shows an ability to evaluate the work of their workplace/setting, including any support programmes that are offered by the workplace/setting. The candidate makes secure judgments on the effectiveness of the work undertaken, identifying where improvements can be applied and approved – and how they personally can support these changes through their own developed practice.</p>

## Appendix 3 Internal assessor recording form

<b>Candidate name</b>	<b>Title</b>	<b>Candidate number</b>	
<b>Internal assessor name</b>	Internal assessor name	<b>Assessment date</b>	DD/MM/YY

<b>Section 1 – Review of submitted evidence</b> (Task C(ii))
<b>Provide details of how the evidence submitted for Task C(ii) meets the requirements of the marking criteria</b>

<b>Final performance conclusion</b>	
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## Section 2 – Review of submitted evidence (Task D)

**Provide details below of how the evidence submitted in the portfolio, project plan and project evidence meet the requirements of the grading descriptors**

**Key outcome areas where evidence is limited, further clarification or expansion is expected to be observed**

## Section 3 – Professional Discussion

**Provide details below that will support the structure of the discussion based on review of the portfolio, project plan and project evidence (Section 1), e.g.**

- Key topic/themes to be covered during the discussion
- Types of questions to ask that will help evidence the candidate's knowledge/understanding

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

<b>Final performance conclusion</b>	
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**I confirm that the evidence presented here is an accurate account of the assessment that took place.**

<b>Internal assessor signature</b>	Signature	<b>Date</b>	DD/MM/YY
<b>Candidate signature</b>	Signature	<b>Date</b>	DD/MM/YY

## Appendix 4 Internal assessor grading summary form

Section 1		
Objectives	Internal assessor summary	Evidence where observed
<i>Applies knowledge, understanding and skills in the chosen pathway</i>		
<i>Applies knowledge and understanding of <b>theories, models and approaches</b> in the chosen pathway</i>		
<i>Apply understanding and knowledge of <b>how to maintain outcomes for children</b> within the chosen pathway</i>		

Section 1		
Objectives	Internal assessor summary	Evidence where observed
<i>Builds arguments and make judgements in the chosen pathway area</i>		
<i>Use <b>reflective and critical thinking</b> in the context of the chosen pathway</i>		
<i>Shows <b>self-awareness</b> in order to improve practice</i>		
Section 2		
Confirmation of overall assessment judgement	Candidate has produced sufficient evidence to be awarded a pass for the qualification, based on a holistic review of the grading descriptors across the six objective areas, and of the additional evidence requirements required to be observed.	
	Candidate has failed to produce sufficient evidence for a pass grade to be awarded, based on the evidence presented and how this evidence meets the requirements of the grading descriptors across the six objective areas, and/or the additional evidence requirements have not been met. Further detail of the reasons for this, should be outlined in the Feedback section below.	
Feedback		

<b>Section 1</b>			
<b>Objectives</b>	<b>Internal assessor summary</b>	<b>Evidence where observed</b>	
<b>Internal assessor signature</b>		<b>Date</b>	

## Appendix 5 External assessment summary form

### Qualification title:

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Candidate name	Candidate number
External assessor name	Date of submission

Task:
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<b>Use the section below to capture notes from the candidate's response</b>	
<b>Based on the evidence provided, outline how the candidate's responses meet/ do not meet the marking criteria</b>	
Final performance conclusion	
External assessor signature/date	

## Appendix 6 Project approval form

Level 4 Professional Practice in Children’s Care, Play, Learning and Development	
<b>Candidate name:</b>	<b>Date of meeting:</b>
<b>Candidate ENR No.:</b>	
<b>Centre name:</b>	<b>Centre no:</b> _____
<b>Location</b>	
<b>Opportunity</b>	
<b>For centre use:</b> Describe how the Project plan meets the following objectives.	
Objective	Description
Provides opportunity to apply knowledge, understanding and skills within the pathway area	
Provides opportunity to apply knowledge and understanding of theories, models and approaches within the pathway area	
Provides opportunity to apply knowledge and understanding of how to	

maintain outcomes for children within the pathway area

Internal assessors **may find the following questions useful at the project plan presentation:**

Question number	Question
Q1	What are the potential risks involved with implementing your proposed plan and can you identify any contingency plans for the workplace/setting?
Q2	What do you believe will be the challenges in managing the implementation of practice proposed in your project plan?
Q3	What strategies are you considering to monitor, measure and report on the impact of the implementation of practice proposed in your project plan? Explain the reasons for your selection.

**Opportunities for observation in practice**

*Provide details below of specific opportunities that the candidate's plan presents for being observed in practice.*

**How the plan ensures unit coverage**

*Provide details below of learning outcomes of the pathway content where coverage may not be sufficiently evidenced via the project, as evidenced from the project plan.*

<b>Outcome</b>	
<b>Project approved</b> Candidate is able to commence the implementation of the project.	
<b>Project approved subject to revision</b> The assessor believes the opportunity is suitable for the candidate to pursue the project, subject to revision. (Please provide revision comments in the comments section.)	
<b>Project rejected</b> The assessor does <b>not</b> believe the opportunity is suitable for the candidate to pursue the project. (Please provide comments in the comments section.)	
Candidate signature:	
Date:	
Internal assessor signature:	
Date:	
Confirmation of manager/employer signature:	
Date:	

## Appendix 7 Observation record form (Internal assessor)

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

## Appendix 8 Feedback form

**Qualification title:**

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Candidate name	Candidate number
Assessor name	Date of submission

Task number/s:
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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:
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## Appendix 9 Declaration

### Declaration of Authenticity

Candidate name

Candidate number

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Centre name

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Centre number

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#### Candidate:

**I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.**

Candidate signature

Date

#### Internal assessor signature:

**I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.**

---

Internal assessor signature

Date

#### Note:

**Where the candidate and/or internal assessor is unable to or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation. If any question of authenticity arises, the tutor may be contacted for justification of authentication.**