

Level 4 Adult Placement/ Shared Lives

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Assessment pack

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1 Assessment overview

Assessment approach

The Level 4 Adult Placement/ Shared Lives qualification will be assessed through the following assessments.

- a portfolio of evidence (Task A)
- a reflective log of practice (Task B)
- direct observation of practice (Task C)
- a professional discussion (Task D)

A detailed breakdown of these tasks is shown below.

Task A – Portfolio of evidence

The candidate will retain a portfolio throughout the assessment period.

Task B – Reflective log of practice

The candidate will retain a reflective log of their practice throughout the assessment period.

Task C – Direct observation of practice

The candidate will be observed on three occasions in practice as part of this assessment. They will be observed:

1. Undertaking the recruitment, assessment and approval process with a carer
2. Undertaking the support of a carer to prepare for provision of a shared lives arrangement/ placement or support of a carer providing a shared lives arrangement/ placement
3. Undertaking the monitoring and review of a shared lives arrangement/ placement

Task D – Professional Discussion

The candidate will undertake a professional discussion with an external assessor as an evaluation of their practice.

2 Candidate guidance

Assessment Overview

This qualification has been developed and designed to enable you to demonstrate your ability to support carers and practice within the functional role of an Adult Placement/ Shared lives worker. Completion of this qualification will allow you to develop, deliver and maintain practice that supports carers.

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 carers. The entire assessment will take place over a period of approximately 9 – 12 months.

As part of these activities, you will be observed in practice (Task C) within your workplace/setting. You will be observed undertaking different parts of the Adult Placement/ Shared Lives worker role, specifically:

1. Undertaking the recruitment, assessment and approval process with a carer
2. Undertaking the support of a carer to prepare for provision of a shared lives arrangement or support of a carer providing a shared lives arrangement
3. Undertaking the monitoring and review of a shared lives arrangement

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

- Complete a **reflective log of practice** (Task B).
- Deliver a final evaluation of your assessments through a **professional discussion** (Task D)

A **portfolio of evidence** (Task A) will be used to gather assessment evidence for any learning outcomes where evidence opportunities may not be fully presented through the other assessment activities.

Your observations of practice will be used to illustrate how you provide support for Adult Placement/Shared Lives carers (reflecting the development of your knowledge, understanding and skills from Unit 434). You will also be required to demonstrate through your assessments how you have developed the knowledge, understanding and skills to support carers who are providing shared lives placements/arrangements to either:

- Individuals living with dementia, or
- Individuals living with a learning disability/autism, or
- Individuals living with mental ill-health

General information for candidates

Presentation of evidence

For Task B a written response is 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 tasks

Task A

You are required to maintain a portfolio of evidence throughout the assessment period. The portfolio is intended to capture evidence for outcomes that would not be directly evidenced through your tasks. 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 –documentation/products, witness testimony, question responses, reflections, supportive case studies

Task B – Reflective log of Practice

You are required to produce a reflective log of your practice.

Your reflective log should be updated regularly throughout the assessment period. You should ensure your log accounts for your own reflections and responses to situations you have experienced, as well as respond to specific feedback that you have received, including that from supervision.

Your reflective log must include accounts of each of the formal observations that are undertaken by your internal assessor.

If your reflections do not cover specifically how you have supported carers in relation to the optional content you have studied, then you must provide an additional account that demonstrates how you have supported carers to develop their understanding of the individuals they are supporting, relevant to the optional unit content you have undertaken, either:

- Learning disability/autism, or
- Mental ill-health, or
- Dementia

Conditions of assessment

Working independently under quiet uninterrupted conditions

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

What must be produced for assessment:

- Reflective log of practice
- Reference list of any research, information sources or resources used or referred to

Task C – Observations of Practice

You will be observed on three occasions undertaking practice. Across these three observations, you will be observed

1. Undertaking the recruitment, assessment and approval process with a carer
2. Undertaking the support of a carer to prepare for provision of a shared lives arrangement/placement or support of a carer providing a shared lives arrangement/placement
3. Undertaking the monitoring and review of a shared lives arrangement/placement

Your observations may follow the journey of one carer that you support; or different carers may be supported for each observation.

You are required to meet legislative, regulatory and organisational requirements for supporting carers at all times as part of your observed practice.

Your internal assessor will discuss and agree with you the occasions when you will be observed.

Conditions of assessment:

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

What must be produced for assessment:

- Observation record forms (Internal Assessor)

Task D – Professional discussion

You will be invited to attend a professional discussion following completion of Tasks A-C.

Content and structure of the professional discussion

The discussion will be based on the information you have provided as part of your other completed assessments. You will be required to reflect on and evaluate how your practice has met the ethos of shared lives and legislative requirements.

You may prepare notes in advance, these may be brought with you and used to help you during the discussion.

The external 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 external assessor may ask you more than one question or may spend more time focused on a particular area. The external assessor is looking for evidence that you have applied the knowledge, understanding and skills from your learning and that you can use these skills to support your wider work.

The external assessor is looking for evidence of how you:

- Apply your knowledge, understanding and skills as an Adult Placement/Shared Lives worker

- Apply knowledge and understanding of legislative, regulatory and organisational requirements within your role
- Apply knowledge and understanding to support carers to maintain and achieve outcomes for individuals, including how you use person-centred approaches
- Use reflective and critical thinking
- Build arguments and make judgements within your role
- Show self-awareness in order to improve practice

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 reflective log and any portfolio evidence
- any preparation notes

Time allowed for professional discussion

The discussion must last for no more than **45 minutes**.

Conditions of assessment

Professional discussion, under quiet uninterrupted conditions

What must be produced for assessment:

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 ability as workers who are responsible for supporting shared lives placements/arrangements and Adult Placement/Shared Lives Carers.

The assessment presented here has been developed so that the tasks are applicable for candidates completing any of the optional units within this qualification. The internal assessor should ensure that candidates are aware of this and that they should consider the optional unit content selected as they respond to the tasks.

Roles within the process

The internal assessor is responsible for assessing the internally-assessed tasks against the learning outcomes from the mandatory and optional units.

The internal assessor will also be responsible for ensuring the authenticity of the assessments for Tasks A and B that require submission to City & Guilds for review as part of the final external assessment judgement.

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 assess the internally-assessed tasks.

Confirming the assessment period

Prior to the assessment period commencing, the manager/supervisor, internal assessor and candidate should discuss and agree the candidate's readiness for assessment.

The assessment period is expected to take place within a 9-12 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 9-month period.

If it is agreed that the assessment will take longer than 9 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.

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 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 task, Task B is permitted to be completed by the candidate under quiet, uninterrupted conditions with the candidate working independently. This task does 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 7) 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 tasks.

Due to the nature of the tasks, it is permissible for the tutor/internal assessor to release the entire assessment pack to the candidate. 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. 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 the tasks with the candidate, considering their delivery programme and their ability to successfully undertake each of the tasks. 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 each task as their final work and will be assessed 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 A					
Task B					
Task C – Observation 1					
Task C – Observation 2					
Task C – Observation 3					
Task D					

The professional discussion (Task D) should be scheduled to occur within 3 weeks of the receipt of the candidate’s evidence for Tasks A, B and C by City & Guilds.

Review of evidence and grading

The internal assessor is required to complete the Internal Assessor Recording Form (Appendix 2) to outline how each of the internally-assessed tasks meets the requirements of the learning outcomes.

The internal assessor will complete an Observation record form (Appendix 5) to capture evidence of their assessment decision and their overall decision for each practice observation. The completed observation record forms should be submitted to City & Guilds alongside the completed Internal Assessor Recording Form (Appendix 2), as well as the candidate’s evidence for Tasks A and B as they will form evidence to be used by the external assessor as part of the final assessment judgement.

The final assessment judgement and confirmation of the candidate’s grade will be undertaken by the external assessor.

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 internal assessors assessment judgement against the evidence provided. This will include reviewing how the internal assessor formed their judgement against the learning outcomes and should confirm that the evidence provided for this judgement is securely and accurately referenced

within the Internal assessor recording form (Appendix 2) against the candidates' completed task evidence.

Preparing and submitting evidence for external submission

The assessment responses for Tasks A and B will be submitted for review as part of the final external assessment judgement by the internal assessor following their completion. The candidate materials for these assessments should be submitted upon completion of all tasks, along with the completed observation record forms for Task C.

The internal assessor should ensure that the declaration of authenticity form (Appendix 7) 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.

The centre must provide City & Guilds of notification of the submission of candidate evidence a minimum of three weeks-notice prior to submission.

City & Guilds will confirm candidate results within 30 working days of the final professional discussion conducted by the external assessor.

Resit arrangements

Candidates who fail to meet the criteria required to achieve a pass are required to retake the assessment.

Internally-assessed tasks

For Task C, if candidates fail to provide sufficient evidence against the learning outcomes for any of the practice observations, then the candidate may undertake a further observation. See the task guidance section for further information.

Externally-assessed tasks

If following the submission of candidate evidence, the external assessor identifies that insufficient evidence has been provided to support confirmation of a pass grade, the candidate will be required to undertake additional activity.

If the external assessor is unable to award a pass to the candidate on finalisation of Task 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 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 external assessor will provide feedback to the internal assessor and candidate using Section 3 of the External 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 provide further evidence or retake any 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.

A feedback form has been provided for this (Appendix 6).

Task guidance

Task A - Portfolio of evidence

The purpose of the portfolio is to:

- Supplement evidence for any outcome areas from the mandatory and/or optional content that may not naturally occur or be possible to apply through the other assessment tasks due to the nature of the assessments.
- 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 consideration of the learning outcomes evidenced through the practice observations.

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

If any learning outcome areas are not fully evidenced through the other assessment tasks, then 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 and to support the development of the candidate's portfolio.

The list below 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 assessment, additional reflective accounts may also provide further evidence that candidates' can evaluate their knowledge, understanding and skills in practice of a defined pathway area.

- **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 internal 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 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 it would be appropriate to present
- 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 learning outcomes 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 learning outcomes covered by 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 tasks
- The work selected represents the best holistic evidence available
- 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 learning programme, without excessive duplication of evidence.

Task B – Reflective log

Candidates are required to maintain a reflective log, capturing reflections and evaluations of their work and practice as an Adult Placement/Shared Lives worker. 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.

For Task B where a written response is required by the candidate, it is advised that there is no word count limit applied against this task.

Task C – Observations of practice

As part of their ongoing support and supervision, the internal assessor is required to plan three occasions when the candidate can be observed in practice. These observations must cover the candidate carrying out the following activities:

1. Undertaking the recruitment, assessment and approval process with a carer
2. Undertaking the support of a carer to prepare for provision of a shared lives arrangement/placement or support of a carer providing a shared lives arrangement/placement
3. Undertaking the monitoring and review of a shared lives arrangement/placement

The observations may follow the journey of one carer that the candidate supports; or different carers may be supported for each observation.

For each observation, the **Observation Record Form (Internal Assessor) (Appendix 5)** should be completed and submitted alongside the candidate's evidence for tasks A and B.

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 that it meets the requirements of the marking criteria. If any of the observations do not go fully as intended and anticipated evidence is not 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 - Professional discussion

The professional discussion will be undertaken fully by the external assessor. The centre will be required to agree a date for the discussion with City & Guilds and to ensure that a suitable assessment environment is provided for this discussion. The assessment environment must be one which is free from distractions and interruptions throughout the entirety of the assessment. This may require ensuring that appropriate signposting and other arrangements are in place to maintain a suitable environment for the entire duration of the assessment. If the professional discussion is to be assessed via remote delivery, then the centre should ensure that the guidance for remote assessment delivery in the following section is complied with.

Remote assessment delivery

City & Guilds supports and promotes the use of web conferencing to conduct assessment (remote assessment delivery) where appropriate. This means that the external assessor and the candidate do not have to be in the same physical location when the assessment takes place. Remote assessment is recommended for conducting the professional discussion.

The centre should discuss the option of remote assessment delivery when contacting City & Guilds to book a date for the professional discussion. If remote assessment is agreed, the centre is responsible for ensuring that a dedicated person within the centre has responsibility for ensuring that access, set-up and delivery of the remote assessment meets the following conditions set by City & Guilds. This individual should be briefed as to the purpose of the assessment and the importance of meeting the conditions as outlined below.

Conditions for remote assessment delivery:

- City & Guilds will specify the remote technology to be used (as agreed at the point of confirming the date for the discussion). The dedicated person from within the centre

must check and confirm that this is compatible with its in-house systems and any firewalls before planning any remote assessment delivery.

- Assessment must be conducted using either desktop or laptop computers or tablets only, not mobile phones.
- The candidate must be in the learning setting when the assessment takes place. The learning setting would typically be within the centre's environment, although may occur in the workplace if all conditions stated here can be met.
- Assessment must take place in a room where the candidate is free from distraction and will not be interrupted during the assessment.
- The dedicated person is responsible for ensuring that:
 - the candidate brings photographic proof of their identity into the assessment. This must be verified by the external assessor before the assessment starts (i.e. the candidate will be asked to show this to the external assessor via the web conferencing facility)
 - the necessary technology needed for the assessment to occur has been set-up and is available to the candidate for the assessment to start
 - the candidate's work is independent and unaided.
- During the assessment, the candidate is not required to be under direct, on-site supervision. The external assessor will act as the supervisor during the assessment itself.

During the confirmation of the booking for the professional discussion, City & Guilds will obtain the name and contact details of a dedicated person within the centre. City & Guilds will confirm and agree with the dedicated person responsible for setting up and checking on site arrangements as to how the assessment conditions stated here will be met. This will be done in advance of the discussion taking place. The centre is responsible for checking, testing and confirming the remote technology in advance of the date/time of the assessment so that any technical issues do not impact on the assessment itself.

All assessment conducted remotely must be electronically recorded and stored by City & Guilds for quality assurance purposes.

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, 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 centres or internal assessors to avoid confusion in the roles.

Introduction

External assessors are responsible for reviewing the submitted evidence from Tasks A-C and holding the professional discussion (Task D). The external assessor is responsible for making the final assessment judgement using the grading descriptors (Appendix 1).

Assessment approach

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

- Review the submission of evidence (Tasks A-C)
- Prepare, plan and carry out an overarching professional discussion (Task D)
- Complete a holistic assessment of the candidate's competence, based on the grading descriptors (Appendix 1) provided

Task Guidance

Professional discussion

The final assessment activity that needs to be completed by the candidate is a professional discussion with the external 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 applied their knowledge and understanding within the context of an Adult Placement/Shared Lives role.

The professional discussion should also support the external assessor to confirm any objective areas which have not been evidenced fully through the submitted evidence.

Structure of the assessment

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

The external assessor will use the evidence from Tasks A, B and C 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 external assessor to consider key themes and topic areas; and consider the types of questions that could be asked to structure the discussion. The external assessor recording form (Appendix 3) must be used to record this information prior to the discussion.

The external assessor should be mindful of supporting a discussion that is candidate-led. The external 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 fully 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 working within an Adult Placement/Shared Lives role 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 juncture?

Table 1 below lists all the discussion points that must be covered. There are six main discussion points. These are designed to elicit responses which are targeted to specific areas of the qualification standard and work practices. They help to ensure consistent coverage of qualification content for all candidates.

** If the external assessor identifies major deficiencies in a candidate’s submitted evidence that provides significant concern about the candidate’s level of competence prior to the professional discussion occurring, then a discussion should be held with the centre/candidate. The outcome of this discussion may result in the requirement for additional evidence to be submitted as part of the portfolio or it may require the candidate to undertake further developmental activity, prior to resubmitting further evidence, and undertaking the professional discussion.*

If further evidence is required, then the external assessor should use the Feedback form (Appendix 6) to provide this.

Table 1

Discussion points	
1.	How the candidate applies knowledge, understanding and skills as an Adult Placement/Shared Lives worker
2.	How the candidate applies knowledge and understanding of legislative, regulatory and organisational requirements applicable to the role of an Adult Placement/Shared Lives worker
3.	How the candidate develops and applies understanding of how to work with carers to maintain and achieve outcomes for individuals, including the use of person-centred approaches
4.	How the candidate uses reflective and critical thinking in their role as an Adult Placement/Shared Lives worker
5.	How the candidate builds arguments and makes judgements as an Adult Placement/Shared Lives worker
6.	How the candidate shows self-awareness in order to improve practice

To meet the requirements of the grading descriptors (Appendix 1) all discussion points in Table 1 must be covered.

Undertaking the professional discussion

Assessment environment

On the day of the assessment the external assessor is responsible for ensuring that any assessment takes place in appropriate surroundings which are free from distractions and interruptions. The external assessor will need to liaise with centre representatives to ensure that the assessment environment is available and 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 external 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 external 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 external assessor should record all responses in the External Assessor 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 external 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?', 'How did you arrive at that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded the learner's evidence accurately

The external 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 assessment must last for no more than **45** minutes in total.

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

Materials

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

Recording forms

In advance of the professional discussion the external assessor should prepare the external assessor recording form (Appendix 3) with the planned areas to be discussed with each candidate. The external 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 external 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 external assessor might want to increase the size of the boxes to write in prior to printing the form.

Finalising assessment

Review of evidence and grading

On completion of the final evidence, and following the professional discussion, the external assessor should ensure that sufficiency of coverage across the qualification has been achieved and carry out a final holistic judgment.

The external assessor should review the evidence provided and use the grading descriptors (Appendix 1) to apply a holistic judgement of how the candidate has performed across the six key objective areas. A summary of how the external assessor came to this judgement must be recorded in the External Assessor Grading Summary Form (Appendix 4 - Section 1); this evidence will be retained for City & Guilds lead assessor sampling and standardisation across external assessors.

As part of their final assessment judgement, the external assessor should consider how the candidate has met the key objective areas – within the context of both the mandatory unit undertaken by the candidate and the optional unit undertaken.

The overall assessment judgement should be based on evidence from across all of the tasks.

On completion of their final assessment judgement, the external assessor should complete Section 2 of the External Assessor Grading Summary Form (Appendix 4). This will be submitted to City & Guilds as confirmation of the candidate's outcome.

City & Guilds will confirm candidate results within 30 working days of completion of the professional discussion.

Resit arrangements

Candidates who fail to meet the criteria required to achieve an overall pass for the qualification, are permitted to resubmit the assessment.

The external assessor will provide feedback on the candidate's overall performance, highlighting the objective areas where insufficient evidence has been identified. In some cases, this may require additional evidence to be submitted via the portfolio. In exceptional cases, the external 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 external assessor will need to provide feedback to the centre and candidate using Section 3 of the External 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 undertake a further professional discussion and prior to this discussion occurring, a clear audit trail must have been provided by the internal assessor that shows how feedback has been provided to the candidate prior to undertaking this, 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 the internal assessor to evidence the feedback provided (Appendix 6).

Appendix 1 Grading descriptor tables

The grading descriptors here will be used by the external assessor to make a final holistic assessment judgement from the evidence presented by the candidate across all of their tasks.

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. They are indicative in nature, and the external assessor may identify further evidence to support confirmation of the objective, but these pass descriptors must have been evidenced.

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.

Note, individual descriptors have been written to cover each of the optional pathways that are included within this qualification.

The following grading descriptors will be used by the external assessor to make an overall holistic judgement for the assessment of candidates completing the Dementia pathway (435).

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge, understanding and skills as an Adult Placement/Shared lives worker	434 LO1-LO11 435 LO1, LO2	<p>The candidate shows understanding of the context and ethos of their work as an Adult Placement/Shared lives worker.</p> <p>The candidate has demonstrated their own professional accountability to practice effectively within their role as an Adult Placement/Shared Lives worker. The candidate consistently:</p> <ul style="list-style-type: none"> • works within the roles, responsibilities and expectations of their role. • promotes the positive benefits provided by shared lives placements/arrangement. • promotes best practices to support positive experiences for both carer and individual in a shared lives placement/arrangement. <p>The candidate has demonstrated their knowledge and understanding of how to support a shared lives placement/arrangement for individuals living with dementia. The candidate has demonstrated</p> <ul style="list-style-type: none"> • knowledge and understanding of dementia; its symptoms and the impacts and affects it may have on individuals • a depth of understanding of the perceptions and perspectives of dementia and how this needs to be considered for the support provided by the adult placement/shared lives worker • an understanding of how individuals living with dementia may require additional support as part of a shared lives placement/arrangement • how they support carers to develop an understanding of dementia and use this to prepare for and provide a shared lives arrangement/placement • that they can apply their understanding and awareness of dementia to support carers to develop successful relationships with individuals, and to support individuals living with dementia to achieve the outcomes that matter to them.
Develop and apply knowledge and understanding of legislative, regulatory and organisational requirements	434 LO1 - LO4, LO6, LO11	<p>The candidate shows their understanding of the legislative, regulatory and organisational requirements relevant to their role as an adult placement/shared lives worker.</p> <p>The candidate has demonstrated their ability to consistently apply legislative, regulatory and organisational requirements in relation to their role as an adult placement/shared lives worker. Specifically, the candidate has met legislative, regulatory and organisational requirements for the:</p> <ul style="list-style-type: none"> • Recruitment, assessment, approval and induction of carers • Ongoing monitoring, review and support of shared lives placements/arrangements • Effective and appropriate safeguarding of individuals living within a shared lives placement/arrangement

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge and understanding of how to support carers to maintain and achieve outcomes for individuals, including the use of person-centred approaches	434 LO2-LO6, LO8-LO10 435 LO2	<p>The candidate has demonstrated their ability to develop positive working relationships with carers, individuals and other professionals at all times. Candidates show how they maintain professional boundaries whilst supporting relationship-centred working.</p> <p>The candidate has demonstrated the ability to develop relationships with carers that proactively support them to develop the knowledge, understanding and skills to best support individuals living with dementia to achieve outcomes within a shared lives placement/relationship.</p> <p>The candidate has demonstrated their ability to develop effective communication with carers and individuals; adapting their communication technique and approach to meet the preferences, wishes and needs of carers/individuals.</p> <p>The candidate has demonstrated their ability to support carers understanding of how best to support individuals with dementia through the use of rights-based approaches, development of positive relationships and engagement in community participation. The candidate shows that they have supported carers to understand how to</p> <ul style="list-style-type: none"> • Support individuals living with dementia to take positive risks • Recognise and promote the importance of a full and valued life, and valued roles for individuals living with dementia • Support the well-being of individuals living with dementia through community participation and development of positive relationships • Use proactive approaches that can reduce the use of restrictive practices and/or the risk of crisis situations
Uses reflective and critical thinking as an Adult Placement/Shared Lives worker	434 LO2-LO4	<p>The candidate has demonstrated their ability to:</p> <ul style="list-style-type: none"> • consider and review information presented to them in relation to the adult placement/shared lives arrangement • consider different approaches to support carers to achieve the best outcome for an individual, taking account of the individual's wishes, preferences and needs • use and apply reflection from their own practice to consider the best approach to be taken for a specific situation
Builds arguments and makes judgements as an Adult Placement/ Shared Lives worker	434 LO2-LO4	<p>The candidate has demonstrated their ability to make informed judgements on information presented to them in relation to:</p> <ul style="list-style-type: none"> • the adult placement/shared lives situation • the relationship and development of the relationship between the individual and carer. <p>They candidate has demonstrated their ability to support the assessment, development of and ongoing review and monitoring of the adult placement/shared lives arrangement through the application of evidence-based decisions.</p>
Shows self-awareness in order to improve practice	434 LO11	<p>The candidate has demonstrated their ability to</p> <ul style="list-style-type: none"> • evaluate and reflect on their own practice. • consider feedback from supervision and/or appraisal to support their development of practice, through identifying learning/development needs. • embed learnings from reflection and from feedback received to positively influence and develop their own practice. • use wider external sources (such as research, reports and reviews) to update their knowledge, understanding and skills to positively influence their practice and support provided.

The following grading descriptors will be used by the external assessor to make an overall holistic judgement for the assessment of candidates completing the learning disability/autism pathway (436).

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge, understanding and skills as an Adult Placement/Shared lives worker	434 LO1-LO11 436 LO1 - LO5	<p>The candidate shows understanding of the context and ethos of their work as an Adult Placement/Shared lives worker.</p> <p>The candidate has demonstrated their own professional accountability to practice effectively within their role as an Adult Placement/Shared Lives worker. The candidate consistently:</p> <ul style="list-style-type: none"> • works within the roles, responsibilities and expectations of their role. • promotes the positive benefits provided by shared lives placements/arrangement. • promotes best practices to support positive experiences for both carer and individual in a shared lives placement/arrangement. <p>The candidate has demonstrated their knowledge and understanding of how to support a shared lives placement/arrangement for individuals living with either learning disability/autism. The candidate has demonstrated</p> <ul style="list-style-type: none"> • a depth of understanding of the perceptions and perspectives of learning disability/autism and the factors that adult placement/shared lives carers needs to consider to support individuals • an understanding of how individuals living with learning disability/autism may require additional support as part of a shared lives placement/arrangement • how they support carers to develop an understanding of learning disability/autism and use this to prepare for and provide a shared lives arrangement/placement • that they can apply their understanding and skills of learning disability/autism to support carers to develop successful relationships with individuals and to support individuals living with a learning disability/autism to achieve outcomes that matter to them.
Develop and apply knowledge and understanding of legislative, regulatory and organisational requirements	434 LO1 - LO4, LO6, LO11	<p>The candidate shows their understanding of the legislative, regulatory and organisational requirements relevant to their role as an adult placement/shared lives worker.</p> <p>The candidate has demonstrated their ability to consistently apply legislative, regulatory and organisational requirements in relation to their role as an adult placement/shared lives worker. Specifically, the candidate has met legislative, regulatory and organisational requirements for the:</p> <ul style="list-style-type: none"> • Recruitment, assessment, approval and induction of carers • Ongoing monitoring, review and support of shared lives placements/arrangements • Effective and appropriate safeguarding of individuals living within a shared lives placement/arrangement

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge and understanding of how to support carers to maintain and achieve outcomes for individuals, including the use of person-centred approaches	434 LO2-LO6, LO8-LO10 436 LO2, LO3	<p>The candidate has demonstrated their ability to develop positive working relationships with carers, individuals and other professionals at all times. Candidates show how they maintain professional boundaries whilst supporting relationship-centred working.</p> <p>The candidate has demonstrated the ability to develop relationships with carers that proactively support them to develop the knowledge, understanding and skills to best support individuals with learning disability/autism to achieve outcomes within a shared lives placement/relationship.</p> <p>The candidate has demonstrated their ability to develop effective communication with carers and individuals with learning disability/autism; adapting their communication technique and approach to meet the preferences, wishes and needs of carers/individuals.</p> <p>The candidate has demonstrated their ability to support carers understanding of how best to support individuals with learning disability/autism through the use of rights-based approaches, development of positive relationships and engagement in community participation. The candidate shows that they have supported carers to understand how to</p> <ul style="list-style-type: none"> • Support individuals with learning disability/autism to take positive risks • Recognise and promote the importance of a full and valued life, and valued roles for individuals with learning disability/autism • Support the well-being of individuals with learning disability/autism through community participation and development of positive relationships • Use proactive approaches that can reduce the use of restrictive practices and/or the risk of crisis situations
Uses reflective and critical thinking as an Adult Placement/Shared Lives worker	434 LO2-LO4	The candidate has demonstrated their ability to: <ul style="list-style-type: none"> • consider and review information presented to them in relation to the adult placement/shared lives arrangement • consider different approaches to support carers to achieve the best outcome for an individual, taking account of the individual's wishes, preferences and needs • use and apply reflection from their own practice to consider the best approach to be taken for a specific situation
Builds arguments and makes judgements as an Adult Placement/ Shared Lives worker	434 LO2-LO4	The candidate has demonstrated their ability to make informed judgements on information presented to them in relation to: <ul style="list-style-type: none"> • the adult placement/shared lives situation • the relationship and development of the relationship between the individual and carer. <p>They candidate has demonstrated their ability to support the assessment, development of and ongoing review and monitoring of the adult placement/shared lives arrangement through the application of evidence-based decisions.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Shows self-awareness in order to improve practice	434 LO11	<p>The candidate has demonstrated their ability to</p> <ul style="list-style-type: none"> • evaluate and reflect on their own practice. • consider feedback from supervision and/or appraisal to support their development of practice, through identifying learning/development needs. • embed learnings from reflection and from feedback received to positively influence and develop their own practice. • use wider external sources (such as research, reports and reviews) to update their knowledge, understanding and skills to positively influence their practice and support provided.

The following grading descriptors will be used by the external assessor to make an overall holistic judgement for the assessment of candidates completing the mental ill-health pathway (437).

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge, understanding and skills as an Adult Placement/Shared lives worker	434 LO1-LO11 437 LO1 - LO4	<p>The candidate shows understanding of the context and ethos of their work as an Adult Placement/Shared lives worker.</p> <p>The candidate has demonstrated their own professional accountability to practice effectively within their role as an Adult Placement/Shared Lives worker. The candidate consistently:</p> <ul style="list-style-type: none"> • works within the roles, responsibilities and expectations of their role. • promotes the positive benefits provided by shared lives placements/arrangement. • promotes best practices to support positive experiences for both carer and individual in a shared lives placement/arrangement. <p>The candidate has demonstrated their knowledge and understanding of how to support a shared lives placement/arrangement for individuals living with mental ill-health. The candidate has demonstrated</p> <ul style="list-style-type: none"> • knowledge and understanding of mental ill-health • a depth of understanding of the perceptions and perspectives of mental ill-health and the factors that adult placement/shared lives carers needs to consider to support individuals • an understanding of how individuals living with mental ill-health may require additional support as part of a shared lives placement/arrangement • an understanding of substance misuse within the context of mental ill-health • how they support carers to develop an understanding of mental ill-health and use this to prepare for and provide a shared lives arrangement/placement • that they can apply their understanding and skills of mental ill-health to support carers to develop successful relationships with individuals living with mental ill-health, and to support individuals living with mental ill-health to achieve the outcomes that matter to them.
Develop and apply knowledge and understanding of legislative, regulatory and organisational requirements	434 LO1 - LO4, LO6, LO11 LO6-LO10	<p>The candidate shows their understanding of the legislative, regulatory and organisational requirements relevant to their role as an adult placement/shared lives worker.</p> <p>The candidate has demonstrated their ability to consistently apply legislative, regulatory and organisational requirements in relation to their role as an adult placement/shared lives worker. Specifically, the candidate has met legislative, regulatory and organisational requirements for the:</p> <ul style="list-style-type: none"> • Recruitment, assessment, approval and induction of carers • Ongoing monitoring, review and support of shared lives placements/arrangements • Effective and appropriate safeguarding of carers and individuals living within a shared lives placement/arrangement

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Develop and apply knowledge and understanding of how to support carers to maintain and achieve outcomes for individuals, including the use of person-centred approaches	434 LO2-LO6, LO8-LO10 437 LO2, LO5	<p>The candidate has demonstrated their ability to develop positive working relationships with carers, individuals and other professionals at all times. Candidates show how they maintain professional boundaries whilst supporting relationship-centred working.</p> <p>The candidate has demonstrated the ability to develop relationships with carers that proactively support them to develop the knowledge, understanding and skills to best support individuals with mental ill-health to achieve outcomes within a shared lives placement/relationship.</p> <p>The candidate has demonstrated their ability to develop effective communication with carers and individuals with mental ill-health; adapting their communication technique and approach to meet the preferences, wishes and needs of carers/individuals.</p> <p>The candidate has demonstrated their ability to support carers understanding of how best to support individuals with mental ill-health through the use of rights-based approaches, development of positive relationships and engagement in community participation. The candidate shows that they have supported carers to understand how to</p> <ul style="list-style-type: none"> • Support individuals with mental ill-health to take positive risks • Recognise and promote the importance of a full and valued life, and valued roles for individuals with mental ill-health • Support the well-being of individuals with mental ill-health through community participation and development of positive relationships • Use proactive approaches that can reduce the use of restrictive practices and/or the risk of crisis situations, and how to respond to a range of crisis situations.
Uses reflective and critical thinking as an Adult Placement/Shared Lives worker	434 LO2-LO4	<p>The candidate has demonstrated their ability to:</p> <ul style="list-style-type: none"> • consider and review information presented to them in relation to the adult placement/shared lives arrangement • consider different approaches to support carers to achieve the best outcome for an individual, taking account of the individual's wishes, preferences and needs • use and apply reflection from their own practice to consider the best approach to be taken for a specific situation
Builds arguments and makes judgements as an Adult Placement/ Shared Lives worker	434 LO2-LO4	<p>The candidate has demonstrated their ability to make informed judgements on information presented to them in relation to:</p> <ul style="list-style-type: none"> • the adult placement/shared lives situation • the relationship and development of the relationship between the individual and carer. <p>They candidate has demonstrated their ability to support the assessment, development of and ongoing review and monitoring of the adult placement/shared lives arrangement through the application of evidence-based decisions.</p>

Objectives	Coverage (Unit/Learning outcome)	Pass descriptor
Shows self-awareness in order to improve practice	434 LO11	<p>The candidate has demonstrated their ability to</p> <ul style="list-style-type: none"> • evaluate and reflect on their own practice. • consider feedback from supervision and/or appraisal to support their development of practice, through identifying learning/development needs. • embed learnings from reflection and from feedback received to positively influence and develop their own practice. • use wider external sources (such as research, reports and reviews) to update their knowledge, understanding and skills to positively influence their practice and support provided.

Appendix 2 Internal assessor recording form

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

The internal assessor should use this form to capture where and how each of the assessed tasks satisfies the requirements of the learning outcomes.

Section 1 – Review of submitted evidence (Task A)

Section 2 – Review of submitted evidence (Task B)

Section 3 – Review of observations (Task C)

I confirm that the evidence presented here is an accurate account of the assessment that took place.

Internal assessor signature	Signature	Date	DD/MM/YY
Candidate signature	Signature	Date	DD/MM/YY

Appendix 3 External assessor recording form

Candidate name	Title	Candidate number	
External assessor name	External assessor name	Assessment date	DD/MM/YY

Section 1 – Review of submitted evidence
Provide details below of how the evidence submitted in the portfolio, reflective log and observations of practice meets 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, reflective log and observations of practice (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

Use the section below to capture evidence from the discussion with the candidate; this should include any specific questions asked.

Final performance conclusion

I confirm that the evidence presented here is an accurate account of the assessment that took place.

External Assessor signature	Signature	Date	DD/MM/YY
Candidate signature	Signature	Date	DD/MM/YY

Appendix 4 External assessor grading summary form

Section 1		
Objectives	External assessor summary	Evidence where observed
Develop and apply knowledge, understanding and skills as an Adult Placement/Shared lives worker		
Develop and apply knowledge and understanding of legislative, regulatory and organisational requirements		
Develop and apply knowledge and understanding of how to support carers to maintain and achieve outcomes for individuals, including the use of person-centred approaches		
Uses reflective and critical thinking as an Adult Placement/Shared Lives worker		
Builds arguments and makes judgements as an Adult Placement/ Shared Lives worker		
Shows self-awareness in order to improve practice		

Section 1			
Objectives	External assessor summary	Evidence where observed	
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.		
	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. Further detail of the reasons for this, should be outlined in the Feedback section below.		
Section 3			
Feedback			
External assessor signature		Date	

Appendix 5 Observation record form (Internal assessor)

Observation record A copy of this form must be completed for each practical observation made by the Internal Assessor (Task C). Each form must be submitted to City & Guilds as part of the final submission of candidate evidence for the assessment.	
Candidate name	
Observation number/date	
Type of 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 in relation to the learning outcomes.	
<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:	

Appendix 6 Feedback form

Qualification title:

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Candidate name	Candidate number
Assessor name	Date of submission

Task number/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 7 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

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.