Centre Readiness Event:
Level 4 Preparing for Leadership and Management in Health and Social Care
Level 5 Leadership and Management in Health and Social Care: Practice
February 2020
## AGENDA

<table>
<thead>
<tr>
<th>Time</th>
<th>Morning</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Welcome and introductions</td>
<td>1300 PM Session starts</td>
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<tr>
<td></td>
<td>Overview of Level 4</td>
<td>Overview of Level 5</td>
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<td></td>
<td>Unit Content and resources</td>
<td>Unit Content and resources</td>
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<tr>
<td>1100</td>
<td>Break</td>
<td>1430 Break</td>
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<tr>
<td></td>
<td>Overview of Assessment Approach</td>
<td>Overview of Assessment Approach</td>
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<td></td>
<td>Q&amp;A</td>
<td>Q&amp;A and evaluation</td>
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<tr>
<td>1230</td>
<td>Lunch</td>
<td>1630 Close</td>
</tr>
</tbody>
</table>
This event is supported and facilitated by representatives and subject specialists from City & Guilds, with support from colleagues from WJEC.

City & Guilds

Suzi Gray
Ymgynghorydd Technegol
City & Guilds / Technical Adviser City & Guilds

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

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

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

Our objective for this event is to ensure that providers can explore and discuss:
- Our documents and processes relating to the new qualifications, including gaining centre approval
- The qualification structures and content
- The assessment strategy
- Our expectations for internal and external quality assurance
Today we will be focusing on the following qualifications:

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

Level 5 Leadership and Management in Health and Social Care: Practice
The suite of qualifications

Level 5
- Leadership and Management of Health and Social Care: Practice
  Live by: Sept 20
- Leadership and Management of Children’s Care, Play, Learning and Development: Practice
  Live by: Sept 20

Level 4
- 3 x Role Specific qualifications in:
  - Social Service Practitioner
  - Adult Placement/Shared Lives
  - Independent Advocacy
  Live by: Sept 20
- Professional Practice in Health and Social Care
  Live by: Sept 20
- Preparing for Leadership and Management in Health and Social Care
  Live by: Sept 20
- Preparing for Leadership and Management in Children’s Care, Play, Learning and Development
  Live by: Sept 20
- Professional Practice in Children’s Care, Play, Learning and Development
  Live by: Sept 20

Level 3
- Health and Social Care: Practice (Adults)
  Live: Sept 19
- Health and Social Care: Practice (Children and Young People)
  Live: Sept 19
- Certificate and Diploma in Health and Social Care: Principles and Contexts
  Live: Sept 20
- Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare
  Live: Sept 20
- Children’s Care, Play, Learning and Development: Practice and Theory
  Live: Sept 20
- Children’s Care, Play, Learning and Development: Practice
  Live: Sept 19

Level 2
- Health and Social Care: Principles and Contexts
  Live: Sept 19
- GCSE Health and Social Care, and Childcare
  Live: Sept 19
- Children’s Care, Play, Learning and Development: Practice and Theory
  Live: Sept 19
- Children’s Care, Play, Learning and Development: Practice
  Live: Sept 19

Key
- Practice based
- Knowledge based

* It is recommended the Core qualification to be taken before or alongside Level 2 or Level 3
How do I gain qualification approval?

4 possible outcomes to the approval process:

- Centre approval and qualification approval granted
- Centre approval and qualification approval granted subject to action plan
- Centre approval and qualification approval withheld subject to action plan
- Centre approval and qualification approval denied

Access the application from HCLW, complete and submit

Evidence of delivery staff and assessor competence, subject to ongoing monitoring and compliance

Evidence of meeting expectations detailed in:
- Introduction to working with City & Guilds and WJEC
- City & Guilds Centre Manual
- Our Quality Assurance Requirements

Centres are not considered approved until this is confirmed by us in writing
How do I register and certificate learners?

Registration and certification

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

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

Walled Garden – support and guidance

https://www.cityandguilds.com/what-we-offer/centres/working-with-us/walled-garden
Level 4 Preparing for Leadership and Management in Health and Social Care
Who is the qualification for?

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

What does the qualification cover?

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

What progression opportunities are there?

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

Who did we develop the qualification with?

- The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the health and social care sector.
Level 4 Preparing for Leadership and Management in Health and Social Care

Fast Facts

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

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

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

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

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

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

Learner entry requirements

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

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

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

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

It is recommended that centres provide an induction programme so:

- the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.
- discuss with learners what they hope to achieve from this qualification; and there would be value in encouraging learners to complete a personal statement at the start of the programme, supporting them to consider their own goals for what they hope to achieve from completion of the programme, and remaining focused on these throughout the delivery.
**Level 4 Preparing for Leadership and Management in Health and Social Care: Guidance for delivery**

- **Robust initial assessment and induction, subject to IQA**
- **Contextualise delivery**
  - Learners will respond to new knowledge and understanding if it has relevance to their current employment context, or to previous work experience they have gained within the health and social care sector.
- **Embed foundational content**
  - For example, within a session you may:
    - Introduce the main topic of the session.
    - Facilitate a discussion whereby learners explore their current understanding and/or knowledge.
    - Allow time in future sessions to revisit and assimilate.
- **Affirmation and challenge – reflection in/on and after action**
  - Would they do anything differently?
  - If they could change one thing, what would it be?
  - Did anything they have learnt surprise them?
  - What do they know now that they didn't know before?
Support learners to recall what they already know in relation to a Learning Outcome

Deliver new content

Support learners to apply this new understanding to an employment context

Support learners to challenge their current thinking in light of this new content

Provide learners with additional materials to consolidate their learning

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

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

A relevant website, journal article, book chapter etc. can provide an additional level of challenge to further consolidate their learning. The units contain links to a range of resources and presentation documents that can be used to support the delivery, and also supplement the learner’s own development outside of the guided delivery of the content.
Centres are advised that there is a value to delivering the content of this qualification within the sequence of units as presented in this qualification handbook. This reflects a logical sequence of delivery of the content and also reflects the anticipated sequence of delivery of the assessment tasks.

Unit 410
115 GLH/ 22 Credits
9 Learning Outcomes
Unit Aim:
The aim of this unit is to introduce the learner to theories, models and legislative frameworks for person/child-centred practice.
In the context of this unit the term ‘individuals’ relates to adults and/or children and young people.

Unit 411
120 GLH/ 20 Credits
6 Learning Outcomes
Unit Aim:
The aim of this unit is to introduce the learner to theoretical and regulatory frameworks and how these support person/child-centred practice.
In the context of this unit the term ‘individuals’ relates to adults and/or children and young people.

Unit 412
100 GLH/ 18 Credits
7 Learning Outcomes
Unit Aim:
The aim of this unit is to introduce the learner to theories, frameworks and methods of motivating and developing teams to support person / child centred practice.

The unit content of this qualification has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.
In the qualification some words or phrases within the assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome.

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

Whilst all elements listed in the range **MUST** be delivered, it is **not expected** that all range elements must be specifically observed during the assessment process; reflecting that the **assessment judgement is to be made as a holistic judgement**, and based at the level of the learning outcome.
Activity 1: Review of unit content
Tea/Coffee Break
Centre Staffing and external roles
Centre staffing

Internal assessor requirements

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

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

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

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

Internal quality assurers

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

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

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

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

Welsh context

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

Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.
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Requirements for centre staff: Continuous Professional Development

Update your CV and CPD log to reflect these qualifications

Demonstrate that you are assessing in compliance with TAQA

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

* These are new roles, appointed by City & Guilds
Assessment Process
Summary of assessment methods

For the external assessment learners must successfully complete:
- A project that contains a written report, presentation and discussion based around a proposed change to practice

For the internal assessment learners must successfully complete:
- A series of tasks, involving both oral and written responses

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

Awarding of the qualification

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

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

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

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

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

NO restriction on number of re-submit/retakes; clear audit trail required (p14)
Clear and auditable process required to determine ‘readiness for assessment’
Pass criteria included in Assessment Pack
Controlled conditions – VARCS process applied
Declaration Form must be signed as part of submission requirement
## Level 4 Preparing for Leadership and Management in Health and Social Care: Assessment by Unit

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

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

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

Resources

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

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

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

Support and feedback

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

The tutor/assessor should be sure that the candidate understands what they need to do and by when, and that they need to add explanations showing understanding during their written work.

They should however ensure that the candidate is not led or told what to do in a way that prevents them from being able to show their own independent decision making and application of their knowledge and understanding.
The internal assessor/tutor will need to liaise with the City & Guilds external assessor at the following points in the assessment process:

- **TASK D (i) completed along with ‘declaration of authenticity form’ (Appendix 4)**
- **Internal assessor/tutor submit candidate evidence for Task D (i) with declaration form**
- **Internal assessor/tutor agree a date for the presentation - Task D(ii) with City & Guilds and the external assessor.**

Evidence being submitted for assessment must be presented as follows:

- Evidence must have a header on each page containing the name and signature/e-signature of the candidate together with the date the evidence was produced.
- Each piece of evidence must be referenced to the task it is being submitted against either on an evidence reference form or within the header.
External Assessment – Tasks D (i) and (ii)

External Assessment overview

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

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

- External Assessors will have own assessment pack to ensure there is no confusion of roles or responsibilities.

- External assessors are responsible for providing a holistic grade for Tasks D(i) and D(ii) that cover Unit 411 of the qualification using the PASS criteria with a particular emphasis on:
  - The use of change management theories
  - How understanding of change fits alongside legislative/regulatory frameworks
  - How the measurement of outcomes and feedback (to include complaints/concerns) have influenced their identification of a change to practice
  - Potential challenges that may arise through adopting change.
  - Approaches to respond to challenges that arise through adopting change
External quality assurance processes are in place for checking the validity and reliability of internal assessment decisions made by centre staff.

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

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

Significant non-compliance or areas of concern identified during external monitoring will be subject to appropriate action by City & Guilds/WJEC.
Activity 2: Review of Assessment Pack
Level 4 Preparing for Leadership and Management in Health and Social Care: Progression

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

Prerequisite

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

Role dependent

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

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

The design and expectations of the Level 4 and Level 5 qualifications enable vertical and horizontal progression opportunities.
Questions?
Lunch
Level 5 Leadership and Management in Health and Social Care: Practice
### Level 5 Leadership and Management in Health and Social Care: Practice

**Fast Facts**

<table>
<thead>
<tr>
<th>Who is the qualification for?</th>
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<tbody>
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<td>• Those in a leadership or management role within the Health and Social Care sector (adults, and children and young people)</td>
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<td>• Learners in work based learning. The qualification will assess learners’ knowledge and practice through their work</td>
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<tr>
<th>What does the qualification cover?</th>
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<td>• Develops the knowledge, understanding, behaviours and skills required for leadership and management of health and social care settings.</td>
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<td>• The qualification allows learners to progress their employment opportunities or to continue to further study at a higher level</td>
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<td>Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities, some of which will may be in the workplace/setting.</td>
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Aims and objectives
The Level 5 Leadership and Management of Health and Social Care: Practice qualification will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a health and social care setting.
In particular, learners should be able to demonstrate that they:

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

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

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

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

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

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

*Agreed comparable qualifications: Step Up To Management Award (University of South Wales)
An initial assessment of each learner should be made before the start of their programme to identify:

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

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

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

Resources

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

- **Staff resource** – Candidates are required to be observed managing others as part of the evidence for this qualification; managers/employers should ensure that for purposes of assessment, the candidate is provided opportunity to use staff resource as needed for the implementation of their business project. The required level of resource should be reasoned and agreed as part of the approval of the business project plan.

- **Environment** - It is expected that all activities are carried out as in normal work practice including those undertaken offsite.
Level 5 Leadership and Management in Health and Social Care: Practice- Structure

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

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

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

*Learners completing this qualification with the purpose of leading and managing independent advocacy services should select unit 521 from Mandatory Group A. Learners completing this qualification for all other health and social care services should select unit 520 from Mandatory Group A.
Learners may only achieve credits for 1 of the following:

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

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

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

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit title</th>
<th>GLH</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>530</td>
<td>Lead and manage care and support for individuals living in their own homes</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>531</td>
<td>Lead and manage services for individuals living in care home settings</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>532</td>
<td>Lead and manage practice in dementia care</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>533</td>
<td>Lead and manage services for individuals living with mental ill-health</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>534</td>
<td>Lead and manage support for individuals with a learning disability and/or autism</td>
<td>40</td>
<td>34</td>
</tr>
<tr>
<td>535</td>
<td>Lead work with individuals with sensory loss</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>536</td>
<td>Lead and manage work for substance misuse services</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>537</td>
<td>Lead work in end of life care</td>
<td>30</td>
<td>11</td>
</tr>
<tr>
<td>538</td>
<td>Lead and manage a clinical area</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>539</td>
<td>Lead and manage adult placement/shared lives services</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>540</td>
<td>Lead and manage independent advocacy services</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>541</td>
<td>Lead and manage work with carers</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>542</td>
<td>Lead support for carers</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>543</td>
<td>Lead and manage inter-professional working arrangements</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>544</td>
<td>Lead work with volunteers</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>545</td>
<td>Lead and manage business planning and processes</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>546</td>
<td>Lead and manage a therapy team</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>401</td>
<td>Using assessments for the development of personal plans</td>
<td>35</td>
<td>6</td>
</tr>
</tbody>
</table>
In the qualification some words or phrases within the assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome.

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

Whilst all elements listed in the range **MUST** be delivered, it is **not expected** that all range elements must be specifically observed during the assessment process; reflecting that the **assessment judgement is to be made as a holistic judgement**, and based at the level of the learning outcome.
Activity 1: Review of unit content
Tea/Coffee Break
Centre Staffing and external roles
**Internal assessor requirements**

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

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

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

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

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**Internal quality assurers**

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

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

- hold or be working towards the current Quality Assurance qualifications, e.g.
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
  - hold the A1 Assessors Award or D32/33 units
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
  - Hold the D34 unit or V1 Verifiers Award.

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

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**Welsh context**

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

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**Continuing professional development**

Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.
Where used to provide supportive evidence as part of the portfolio, expert witnesses must:

- have a working knowledge of the units for which they are giving testimony
- be occupationally competent in their area of expertise to at least the same level of the unit for which they are providing testimony
- have either a qualification in assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff.
Assessors of this qualification must be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing.

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

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

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

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

An external assessor is a qualified assessor, appointed by City & Guilds, and responsible for undertaking direct observation of the candidate in practice, as well as undertaking the professional discussion. The external assessor will review all final evidence presented for the portfolio and business project and will make the final assessment judgement of the candidate.
Assessment Process
Robust initial assessment and induction, including RPL – all subject to IQA

Development and consolidation of knowledge, understanding, behaviours and skills

Learners will build on the knowledge and understanding gained at Level 4 and develop competencies that illustrate how their apply this to all facets of their practice

Readiness for assessment judgement: minimum of 2 practice based observations by IA

These observations will act as a ‘gateway’ for acceptance that the candidate is appropriately prepared to attempt the summative assessment.

Focusing on the mandatory units to evidence practical confidence

The internal assessor should use the learning outcomes within the mandatory unit content to support confirmation of the candidate’s ability to demonstrate practice in these key areas*. 

*Key areas

• Lead and manage person/child-centred practice
• Lead and manage effective team performance
• Lead and manage the quality of service provision to meet legislative, regulatory and organisational requirements
• Professional practice
• Lead and manage practice that promotes the safeguarding of individuals
• Lead and manage health, safety and security in the work setting
Assessment approach
The Level 5 Leadership and Management of Health and Social Care: Practice qualification will be assessed through a series of assessment activities.

- A **portfolio of evidence** will be used to gather assessment evidence for learning outcomes where opportunities in practice may not be presented through the business project. This will include areas from the mandatory and the optional units.

- A **business project** will be used to gather assessment evidence for the majority of the mandatory content, as well as the optional units where achievable. The project will require candidates to:
  - Identify an opportunity for implementing a new or revised provision/initiative within the organisation/setting
  - Develop a project plan for implementing a new or revised provision/initiative within the organisation/setting
  - Implement the new or revised provision/initiative
  - Evaluate the outcome of the implementation.

- The assessment approach will be finalised by the candidate delivering a final evaluation of their activities through a **professional discussion** held with an external assessor.

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

Written responses should be provided as electronic, typed responses.

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

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

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

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Duration</th>
<th>Purpose</th>
<th>Units</th>
<th>Internal Assessor/employer role/assessment</th>
<th>Assessment activity</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Portfolio</td>
<td>Maintained throughout</td>
<td>'Showcase' of evidence that originates during the period of assessment - SUMMATIVE Capture evidence not gathered through business project.</td>
<td>Mandatory and/or optional</td>
<td>Provides support and guidance</td>
<td>Assessed as part of the professional discussion that will be undertaken with the External Assessor</td>
<td>Evidence completion form: Appendix 6 outlines 'must do' content; Business plan must be included</td>
</tr>
</tbody>
</table>
| Task 2: Business Project         | Approx. 8-9mths   | How the candidate:  
- Support, develop and enhance provision for, and the experience of, individuals within their organisation/setting  
- work with and manage others within the organisation/setting to successfully implement their project.                                                                                   | Mandatory and optional     | 2a - Concept meeting  
2b – Project planning meeting  
2c – minimum of 2 observations by IA (p19)  
IA should facilitate regular 'check ins' though this period; or manager via supervision | 2a – rationale; proposal concept form  
2b - Completed Business project plan; Business project approval form  
2c – minimum of 1 observation by EA (summative); Critically reflective log  
2d - overall evaluation of the business project | 2a - Business plan concept approval form – Appendix 3  
2b - A Business project plan template (Appendix 10)  
2c – Observation Forms Appendix 5  
2d – sources must be referenced                                                                                     |
| 2a – Rationale                   |                   |                                                                                                                                                                                                        |                            |                                            |                                                                                      |                                                                                                                                                                                                                                       |
| 2b – Plan                        |                   |                                                                                                                                                                                                        |                            |                                            |                                                                                      |                                                                                                                                                                                                                                       |
| 2c – Implementation              |                   |                                                                                                                                                                                                        |                            |                                            |                                                                                      |                                                                                                                                                                                                                                       |
| 2d – Evaluation                  |                   |                                                                                                                                                                                                        |                            |                                            |                                                                                      |                                                                                                                                                                                                                                       |
| Task 3: Professional Discussion  | Summative Up to 75 mins | The focus of the discussion will be on the learning and development that has been undertaken as part of the qualification. This will be underpinned by the activities and work that the candidate has completed as part of their learning programme and their assessments | Mandatory and optional     | Provide guidance around the format of the discussion and will support with mentoring activities to prepare the candidate for undertaking the discussion | Candidate led discussion with the EA. The candidate must respond to the discussion points and questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely  
Any preparatory notes referred to within the discussion will be used as evidence | The EA’s discussion notes will be recorded on the Professional Discussion recording form (Appendix 7)                                                                                                                                  |

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**Full assessment journey 9-12mths depending on employment contract p12**
Business project concept approval:

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

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

Business project approval:

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

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

Check out P17/18 of the Assessment Pack
Agreeing external assessment arrangements for observation

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

1. Submit to City & Guilds — identifying opportunities during implementation when the EA may be able to observe the candidate in practice
2. Business project plan agreed (Task 2b)
3. Apply a range of leadership and management concepts, theories and techniques within practice
4. Lead and manage the performance of staff
5. Lead and manage the promotion of person/child-centred practices
6. Lead and manage safeguarding practices
7. Lead and manage health and safety practices
Level 5 Leadership and Management in Health and Social Care: Practice – Submission Process

Collating and preparing evidence for submission – Task 1 and 2

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

Submission of evidence for final assessment

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

Candidate Feedback

- Feedback provided to candidate within 2 weeks of submission using feedback form (Appendix 8)
- Should Learning Outcomes not be met following resubmission, centre should:
  1. Arrange additional support**
  2. Advise candidate of right to appeal

Submission to City & Guilds

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

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

*Evidence for Tasks 1 and 2 being submitted for assessment must be presented as follows:
- Evidence must have a header on each page containing the name and signature/e-signature of the candidate together with the date the evidence was produced;
- Be clearly referenced so that each piece of evidence can be cross-referenced to the evidence completion form.

**Centres must record any actions taken and/or any additional support given to the candidate
## The internal assessor will:
- Review the business project concept and the business project plan for feasibility and ensure that the opportunity provides sufficient evidence to meet the requirements for assessment. *(Task 2b)*

- Observe the candidate implementing the delivery of their business project on a minimum of two occasions *(Task 2c)* - **in addition to the minimum of 2 observations will be completed during formative assessment process**

- Provide evidence from practical observations and testimonies in the work environment, e.g. the use of observations/witness testimony incorporated into the portfolio. This evidence will inform the external assessor’s overall judgements and observations.

- Support candidates to develop a portfolio of evidence that provides evidence of practice for learning outcomes not seen through the project.

- Provide ongoing coaching to support the candidate as they progress their business project, and to assist the candidate’s preparation for the professional discussion *(Task 3)*.

## The internal assessor must liaise with City & Guilds at each of the following points in the assessment process:
- Following internal agreement of the candidate’s business project plan; the internal assessor will be required to submit this to City & Guilds for review and approval.

- Following two observations of the candidate in practice, to agree a date for the external assessor to observe the candidate in practice; this will either be to observe activity within the implementation of the project.

- Following completion of Tasks 1 and 2; the internal assessor will co-ordinate and review all candidate evidence and submit this to City & Guilds for the external assessor to review.

Following submission of the evidence of Tasks 1 and 2; the internal assessor will agree a date for the professional discussion *(Task 3)* with City & Guilds and the external assessor.
Centres must have a written Internal Quality Assurance strategy. This will help ensure that internal quality assurance procedures:

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

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

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

**City & Guilds Lead Assessor** – will be responsible for sampling and standardising the assessment judgements determined by external assessors.
Activity 2: Review of Assessment Pack
Questions?
Event Evaluation