

# Level 4 Social Services Practitioner

November 2023 Version 1.1

## Assessment pack

Version and date	Change detail	Section
1.1 November 2023	Wording in relation to Task D amended to reflect observation to reinforce that the task is to be undertaken in the context of the candidate's roles and responsibilities as a Social Services Practitioner.	Task D – throughout document

# Contents

	Level 4 Social Services Practitioner	1
	<b>Contents</b>	<b>2</b>
<b>1</b>	<b>Assessment overview</b>	<b>4</b>
<b>2</b>	<b>Candidate guidance</b>	<b>6</b>
<b>3</b>	<b>Assessment introduction for tutors/internal assessors</b>	<b>12</b>
<b>4</b>	<b>External assessor guidance</b>	<b>24</b>
<b>Appendix 1</b>	<b>Marking requirements/descriptors</b>	<b>30</b>
<b>Appendix 2</b>	<b>Grading descriptors table</b>	<b>32</b>
<b>Appendix 3</b>	<b>Internal assessor recording form</b>	<b>36</b>
<b>Appendix 4</b>	<b>External assessor recording form</b>	<b>39</b>
<b>Appendix 5</b>	<b>External assessor grading summary form</b>	<b>42</b>
<b>Appendix 6</b>	<b>Observation record form (Internal Assessor)</b>	<b>45</b>
<b>Appendix 7</b>	<b>Feedback form</b>	<b>46</b>
<b>Appendix 8</b>	<b>Declaration</b>	<b>46</b>

# 1 Assessment overview

## Assessment approach

The Level 4 Social Services Practitioner qualification will be assessed through the following assessments.

- a portfolio of evidence (Task A)
- an account of how legislation is used to inform practice (Task B)
- a reflective account of practice (Task C)
- direct observation of practice (Task D)
- a professional discussion (Task E)

A detailed breakdown of these tasks is shown below.

### Task A – Portfolio of evidence

The portfolio of evidence will be developed to provide evidence for any learning outcomes not fully observed through tasks B-D.

### Task B – Account of legislation

The candidate is required to produce an account that demonstrates and details how legislation is used to inform their practice.

### Task C – Reflective account of practice

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

### Task D – Direct observation of practice

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

1. Contributing to the assessment process with an individual and/or carer
2. Undertaking the care and support planning process with an individual and/or carer
3. Contributing to the review of support with an individual and/or carer

All of these observations will be conducted by an internal assessor.

### **Task E – 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 and deliver enhanced practice within the functional role of a Social Services Practitioner. Completion of this qualification will allow you to develop, deliver and maintain practice that supports individuals.

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 practice.

As part of these activities, you will be observed in practice (Task D) within your workplace/setting. You will be observed as you carry out different parts of the Social Services Practitioner role, specifically:

1. Contributing to the assessment process with an individual and/or carer
2. Undertaking the care and support planning process with an individual and/or carer
3. Contributing to the review of support with an individual and/or carer

The practice observation assessments will be underpinned by further activities that are aimed at showing the depth of knowledge and understanding that you have and how this reflects and underpins your practice. You will be required to:

- Complete an account of **legislation** (Task B)
- Complete a **reflective account of practice** (Task C).
- Deliver a final evaluation of your assessments through a **professional discussion** (Task E)

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.

## General information for candidates

### Individuals

Note that for the purposes of this assessment, the term 'individual' is used to refer to both adults and children and young people. You may complete the assessment tasks through supporting either adults or children and young people.

### 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 tasks B-D. You may also use the portfolio to provide any 'showcase' examples of evidence that capture key activities and achievements that you have undertaken as part of your practice from across the period of assessment.

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

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

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

Normal workplace conditions

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

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



### **TASK B – Account of legislation**

You are required to produce an account that demonstrates and details how legislation underpins the role of Social Services Practitioner and is used to inform your practice.

You should consider:

- The range of different legislation that informs the role of a Social Services Practitioner
- The importance of understanding a wide range of legislation as a Social Services Practitioner
- How your practice has been informed by application of understanding of legislation.

**Note**, your response must reference all of the legislation that you have learnt about as part of your learning programme when considering how legislation underpins the role of Social Services Practitioner.

### **TASK C – Reflective account of Practice**

You are required to show evidence of your reflection on practice.

You should produce an ongoing reflective account that is regularly updated throughout the assessment period. You should ensure you provide details of your own reflections and responses to situations you have experienced. You should consider:

- How your practice has been influenced by/or has reflected the use of different models, theories and approaches
- How your practice has been influenced by/or has reflected the use of different legislation applicable to the role of Social Services Practitioner
- How your practice has been informed by/or reflected feedback received from supervision with your manager/supervisor, as well as others that you work with.

If the following areas are not covered through reflection of your own practice within your reflective account from the assessment period, you must provide additional statements as part of this account that reflect on and demonstrate how you would or have previously supported:

- children and young people, taking account of their stages of development
- families and carers
- individuals with a disability or physical impairment
- individuals living with mental ill-health
- individuals living with dementia
- individuals with learning disabilities and / or autism
- individuals with sensory loss
- individuals with acquired brain injury
- individuals who use or misuse substances
- individuals who would benefit from access to advocacy

In instances where you have not supported any of the groups bulleted above, you should consider the knowledge and understanding of how to support individuals from these groups and how you would apply this in practice with how you undertake the role of a Social Services Practitioner.

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

Working independently under quiet uninterrupted conditions

Your reflective account 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 account of practice
- Reference list of any research, information sources or resources used or referred to

**TASK D – Observations of Practice**

Within the context of your role as a Social Services Practitioner, you will be observed in practice as you:

1. Contribute to the assessment process with an individual and/or carer
2. Undertake the care and support planning process with an individual and/or carer
3. Contribute to the review of support with an individual and/or carer

Your observations may follow the journey of one individual that you support or different individuals may be supported for each observation.

You must consider how you will support safeguarding processes during each observation and ensure the confidentiality and consent requirements of your workplace/setting are met whilst completing your observations.

All of your practice observations will be undertaken by an internal assessor.

***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) (Appendix 6)

**Task E – Professional discussion**

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

**Content and structure of the professional discussion**

The discussion will focus on your personal evaluation and reflections of the practice observations and your assessment tasks.

You may prepare notes in advance, and 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:

- Show and apply knowledge, understanding and skills that support effective practice and professional accountability in the role of Social Services Practitioner
- Show and apply knowledge and understanding of legislation applicable to your role as Social Services Practitioner
- Show and apply knowledge, understanding and skills that support the engagement and participation of individuals and carers, to include planning for person-centred outcomes
- Promote the safeguarding of individuals and/or carers
- Apply knowledge and understanding of theories, models and approaches for person/child centred practice
- Show critical and reflective thinking in your role as Social Services Practitioner
- Show self-awareness in order to improve practice in your role.

You must respond to 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 and portfolio evidence
- any preparation notes

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

The discussion will last for no more than **60 minutes** in total.

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

Professional discussion, under quiet uninterrupted conditions

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

External assessor notes from the discussion.

## 3 Assessment introduction for tutors/internal assessors

### Introduction

This assessment is designed to require candidates to make use of the 'tool kit' of knowledge, understanding and skills they have built up over their programme of learning for this qualification for them to show their professional practice within a Social Services Practitioner role.

Candidates should be reminded that they must maintain the confidentiality, consent and safeguarding requirements of the workplace/setting at all times throughout completion of their tasks and during their assessment period.

#### Roles within the process

The internal assessor is responsible for assessing the evidence of Tasks A-D, including undertaking all of the observational assessments in Task D.

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.

Due to the value of the manager/employer role in this qualification, the manager/employer is encouraged to support the candidate through Task C via the regular supervision activities that they conduct with candidates. Candidates should be provided with supportive developmental feedback on their performance in the role and supported to explore and understand how they have worked with individuals and/or carers.

The completion of Task E and the overall assessment judgement of all evidence presented from the assessment tasks will be made by an external assessor appointed by City & Guilds.

#### 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 tasks, the written tasks – Tasks B and C are permitted to be completed by the candidate under quiet, uninterrupted conditions with the candidate working independently. The 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 8) 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 within the assessment period. Submission dates for assessment tasks should be set so that they do **not** overlap. Following this discussion and agreement, the tutor/internal assessor must provide candidates with a planned timetable of completion for each of the tasks, with clear submission dates. The candidate will submit the task as their final work and should be assessed 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/task completion date, and actual receipt date. This table can also be used to record any resubmission required, as applicable.

	Agreed start date	Submission/Task completion date	Submission received/Task undertaken date	Resubmission due date (if applicable)	Resubmission received date (if applicable)
Task B					
Task C					
Task D - 1 (Observation 1)					
Task D - 2 (Observation 2)					
Task D - 3 (Observation )					
Task E					

For Tasks B, C and D the internal assessor will agree and confirm the dates for completion of these tasks with the candidate. It is expected that Tasks A-D should be completed within 9-months of agreement of commencement of the assessment. The professional discussion (Task E) should be booked and held within 3 weeks of receipt of the candidate's completed evidence of Tasks A – C to City & Guilds.

### Review of evidence and grading

The internal assessor is required to review the evidence for each of Tasks A-D and confirm how the evidence meets the marking requirements/descriptors (Appendix 1) and satisfies the learning outcomes of the qualification. The Internal Assessor Recording Form (Appendix 3) should be completed to indicate how the evidence satisfies the learning outcomes. This form will need to be submitted to City & Guilds, alongside the candidate's final submitted evidence for the tasks.

The overall assessment judgement will be confirmed through review of the assessment evidence by the external assessor, following completion of the professional discussion.

## Internal quality assurance

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

## Preparing and submitting evidence for external submission

The candidate's assessment evidence for Tasks A, B and C will be submitted for external review by the external assessor following their completion. The candidate materials for these assessments should be submitted once all tasks have been completed.

The internal assessor should submit their completed Internal Assessor Recording Form (Appendix 3) alongside the candidate's completed evidence. The internal assessor should also submit the individual Observation record forms (Appendix 6) for the three observations carried out. The observation record forms should evidence how the candidate has demonstrated their role against the learning outcomes from the qualification.

The internal assessor should ensure that the declaration of authenticity form (Appendix 8) is completed by both the candidate and the internal assessor and submitted with the assessment materials for the tasks.

Evidence being submitted for assessment must be presented as follows:

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

City & Guilds will confirm candidate results within 30 working days of finalisation 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 2 of the External Assessor Grading Summary Form (Appendix 5) 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, a clear audit trail must be 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 this (Appendix 7).

## Task guidance

### Task A - Portfolio of evidence

The purpose of the portfolio is to:

- Supplement evidence for any outcome areas from the mandatory 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 account 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 area of specialism.
- **Questions** asked by internal assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Internal assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an 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 must be presented
- the period of time from which the evidence should have originated

To assemble their portfolio, the candidate should consider all the evidence they have available to show they have met the requirements being assessed. Evidence collected towards the end of their programme, as they become increasingly independent in their work, is likely to provide the most holistic evidence - ie covering a number of learning outcomes at once. From this, they should select evidence that **most efficiently** meets all the relevant criteria and which demonstrated their **best performance**. While there may be some overlap between the evidence collected, multiple pieces of evidence showing coverage of the same learning outcomes should not normally be submitted for assessment.

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

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

### Confirming the evidence selection

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

- All identified assessment requirements for the portfolio have been evidenced

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

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

### Task B - Account of legislation

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.

### Tasks C - Reflective account of practice

Candidates are required to maintain a reflective account of their practice, capturing their reflections on their practice, the support they have provided to individuals and the feedback they have received from supervision and through other mechanisms. It is recommended that candidates are advised on how to maximise the benefit of this account 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 their practice to support outcomes for individuals.

For each of the following areas, candidates are required to provide a separate reflective account, if demonstration of supporting individuals in these circumstances has not been drawn from their practice-based reflection.

- children and young people, taking account of their stages of development
- families and carers
- Individuals with a disability or physical impairment
- individuals living with mental ill-health
- individuals living with dementia
- individuals with learning disabilities and / or autism
- individuals with sensory loss
- individuals with acquired brain injury
- individuals who use or misuse substances
- individuals who would benefit from access to advocacy

If candidates have had no experience of supporting individuals in these circumstances, they should be looking to provide an account of how they would support these individuals – using their knowledge, understanding and practiced experience of the Social Services Practitioner role.

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.

### Task D - Observations of practice

The internal assessor is required to support the candidate to identify three opportunities when they can be observed in practice relevant to their roles and responsibilities as a Social Services Practitioner. These opportunities must cover the following stages of the Social Services Practitioner role:

1. Contributing to the assessment process with an individual
2. Undertaking the care and support planning process with an individual
3. Contributing to the review of support with an individual

The internal assessor should ensure that the three planned observations will sufficiently allow the candidate to contribute to and undertake each part of the process relevant to the candidate's roles and responsibilities as a Social Services Practitioner. For example, an observation to observe the candidate undertaking the assessment process should observe an individual or carer being assessed from the start of the process, but recognise that some aspects of the process will continue to be lead by a Social Worker. Where a candidate is observed contributing (rather than undertaking in full) a stage of the process, then the internal assessor should confirm that evidence reflects the expectations relevant to the scope of the candidate's role and responsibilities and organisational requirements and allows the candidate to meet the requirements of the grading descriptors.

The internal assessor is required to observe the candidate on a minimum of **three** occasions. On each occasion, the internal assessor should provide evidence of how the candidate has demonstrated that they meet the requirements of the learning outcomes relevant to their roles and responsibilities as a Social Services Practitioner.

For each observation, the **Observation Record Form (Internal Assessor) (Appendix 6)** should be completed and submitted alongside the candidate's evidence.

*Due to the importance of the observations of practice for supporting the final holistic assessment judgement, the internal assessor should review the evidence collected by each observation and confirm if it sufficiently meets the expectations of what was to be observed, as determined as part of the planning element. If the observations do not go fully as intended and anticipated evidence is not observed in the initial observations - 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 observation(s) and confirming arrangements for this.*

### Task E - 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. City & Guilds recommend that the professional discussion is assessed via remote delivery. If the professional discussion is 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 E, the centre is responsible for providing an appropriate environment and facilities for the professional discussion.

### Support and feedback

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

## 4 External assessor guidance

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

### Introduction

External assessors are responsible for conducting the professional discussion (Task E) and for determining the final assessment judgement using the grading descriptors table (Appendix 2).

### Task Guidance

#### Task E Professional discussion

The purpose of the professional discussion is to

1. Discuss information generated by the candidate’s task evidence from Tasks A-D
2. Assess knowledge and behaviours from across the content of the Social Services Practitioner qualification

### Preparing for the 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 embedded their knowledge, understanding and skills of the role of Social Services Practitioner across their assessment tasks.

The professional discussion should also support the external assessor to confirm any learning outcomes which have not been evidenced fully through the evidence submitted for the tasks to be satisfied.

### Structure of the assessment

The external assessor should review all of the evidence submitted for the candidate in advance of the professional discussion. This includes the observational records undertaken by the internal assessor. The external assessor will look at how the evidence generated from Tasks A-D support each of the seven objective areas outlined in the grading descriptors 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-D 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 4) 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 their work as a Social Service Practitioner, explored through their involvement in the assessment activities. This could lend itself to supporting the discussion with questions such as,
  - Why did you know that?
  - What lead you to take that approach?
  - What were your considerations at that point?

Table 1 below lists all the discussion points that must be covered. There are seven main discussion points. These are designed to elicit responses which are targeted to specific areas of the qualification standard and work practices. This helps 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, then high-level feedback should be captured using the Feedback Form (Appendix 7) and 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.*

**Where this situation occurs and prior to discussion with the centre, the external assessor will raise concerns with the City & Guilds Lead Assessor to ensure a standardised response.**

**Table 1**

Discussion points	
1.	How you develop and apply <b>knowledge, understanding and skills</b> that support <b>effective practice and professional accountability</b> in the role of Social Services Practitioner
2.	How you develop and apply knowledge and understanding of <b>legislation</b> applicable to the role of Social Services Practitioner
3.	How you develop and apply knowledge, understanding and skills that support the <b>engagement and participation</b> of individuals and carers, to include planning for <b>person-centred outcomes</b>
4.	How you promote the <b>safeguarding</b> of individuals and/or carers
5.	How you apply knowledge and understanding of <b>theories, models and approaches</b> for person/child centred practice
6.	How you use critical and reflective thinking in their role as Social Services Practitioner
7.	How you show <b>self-awareness</b> in order to improve practice in their role as Social Services Practitioner

To meet the requirements of the grading descriptors (Appendix 2), all of the discussion points in Table 1 will 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 4).

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?' 'What method did you use to arrive to that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded the candidate's evidence accurately

The 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 should last for no more than 60 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 4)
- Instructions to the candidate for Task E
- 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 4) 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 of 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 all assessment requirements have been achieved and carry out a final holistic assessment.

The external assessor should review the evidence provided and use the grading descriptors (Appendix 2) to apply a holistic judgement of how the candidate has performed across the seven key objective areas. A summary of how the external assessor came to this judgement must be recorded in the External Assessor Grading Summary (Section 1) Form (Appendix 5); 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 achieving the learning outcomes from across the mandatory content.

The overall assessment judgement should be based on the review of evidence from all Tasks (A-E).

On completion of their final assessment judgement, the external assessor should complete Section 2 of the External Assessor Grading Summary Form (Appendix 5). This will be submitted to City & Guilds as confirmation of the candidate's final assessment outcome.

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

### **Resubmission of evidence**

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 2 of the External Assessor Grading Summary Form (Appendix 5) 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, a clear audit trail must be 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 this (Appendix 7).

## Appendix 1 Marking requirements/descriptors

The following marking requirements/descriptors will be used by the internal assessor to support review of candidate evidence against the learning outcomes of the qualification.

Task	Indicative Coverage (Unit/Learning outcome)	Marking requirements
A		The internal assessor will review the evidence provided by the candidate's portfolio and identify how the evidence provided meets the learning outcomes.
B	440 (LO1 - LO9) 441 (LO1-LO2) 444 (LO1, LO5) 445 (LO1-LO2)	<p>The internal assessor will review the evidence provided for Task B and confirm that the candidate demonstrates that:</p> <ul style="list-style-type: none"> <li>• They are able to identify and understand the range of different legislation that inform the role of Social Services Practitioner. The candidate makes secure connections between each legislation and its relevance to the Social Services Practitioner role, to include               <ul style="list-style-type: none"> <li>- Social Services and Well-being (Wales) Act 2014</li> <li>- Legislation related to Children and Young People</li> <li>- Regulation and Inspection of Social Care (Wales) Act 2016</li> <li>- The Human Rights Act</li> <li>- The Equality Act</li> <li>- The Mental Capacity Act</li> <li>- The Mental Health Act</li> <li>- Legislation related to Welsh language</li> </ul> </li> </ul> <p>In each instance the candidate is able to describe the key aspects of each legislation to be considered/or reflect the role of Social Services Practitioner.</p> <ul style="list-style-type: none"> <li>• They understand the importance of legislation and having an understanding of this legislation in order to effectively support their practice as a Social Services Practitioner. The candidate considers the aim, purpose, principles and key elements of different legislation relevant to the role of Social Services Practitioner.</li> </ul>

Task	Indicative Coverage (Unit/Learning outcome)	Marking requirements
C	440 (LO1-LO9) 441 (LO1, LO3) 442 (LO1 - LO4) 443 (LO1 - LO10) 445 (LO1-LO2)	<p>The internal assessor will review the evidence provided for Task C and confirm that the candidate has:</p> <ul style="list-style-type: none"> <li>- Maintained a reflective account of their practice over the assessment period that demonstrates</li> <li>- How their practice has been influenced by/or has reflected the use of different models, theories and approaches</li> <li>- How their practice has been influenced by/or has reflected the use of different legislation applicable to the role of Social Services Practitioner</li> <li>- How their practice has been informed by/or reflected feedback received from supervision with your manager/supervisor, as well as others that you work with.</li> </ul> <p>The candidate's account draws out the key aspects of knowledge and understanding that they hold of these different areas that support practice as a Social Services Practitioner. The reflection shows how the candidate has applied this knowledge and understanding through their practice and reflects consideration of how they have reviewed and improved their own practice to support the Social Services Practitioner role.</p> <p>If the candidate's reflection of the assessment period does not provide support for how they have supported any of the groups in the bulleted list below, then an additional account must be provided by the candidate – that demonstrates how they have worked with, or how they <i>would</i> work with each of these groups, taking into account the specific knowledge and understanding they have of the factors and considerations to be accounted for when working with each different group of individuals.</p> <ul style="list-style-type: none"> <li>- children and young people, taking account of their stages of development</li> <li>- families and carers</li> <li>- Individuals with a disability or physical impairment</li> <li>- individuals living with mental ill-health</li> <li>- individuals living with dementia</li> <li>- individuals with learning disabilities and / or autism</li> <li>- individuals with sensory loss</li> <li>- individuals with acquired brain injury</li> <li>- individuals who use or misuse substances</li> <li>- individuals who would benefit from access to advocacy</li> </ul>
D	441 (LO2) 444 (LO1-LO5) 445 (LO1-LO3)	The internal assessor will complete three observations of the candidate in practice and will confirm how the practice meets the learning outcomes.

## Appendix 2 Grading descriptors table

The following marking requirements/descriptors will be used by the internal assessor to support review of candidate evidence against the learning outcomes of the qualification.

Task	Indicative Coverage (Unit/Learning outcome)	Marking requirements
<b>Objectives</b>	<b>Coverage</b> (Unit/Learning outcome)	<b>Pass descriptor</b>
Develop and apply <b>knowledge, understanding and skills</b> that support <b>effective practice and professional accountability</b> in the role of Social Services Practitioner	<b>440</b> (LO1 - LO9) <b>441</b> (LO1, LO3) <b>442</b> (LO1-LO4) <b>443</b> (LO1 - LO10) <b>444</b> (LO1- LO2) <b>445</b> (LO1 - LO2)	<p>Candidates demonstrate an understanding of the context in which they work as a Social Services Practitioner, including understanding of:</p> <ul style="list-style-type: none"> <li>legislation and Codes of Conduct and Professional Practice that relate to their role, and how these impact on and are applied within their practice</li> <li>the factors that impact on individuals that they support and how these differing factors require different considerations for supporting a range of care and support needs.</li> </ul> <p>Candidates show an understanding of and are able to demonstrate working in co-production to support person/child centred and rights based approaches.</p> <p>Candidates demonstrate an ability to develop effective team and partnership working. Candidates have applied the principles of partnership working within their work with partners, professionals and agencies in a manner that builds trust, confidence and effective, collaborative working relationships. Effective partnership working supports individuals to achieve agreed outcomes.</p>
Develop and apply knowledge and understanding of <b>legislation</b>	<b>440</b> (LO1 - LO9) <b>441</b> (LO2) <b>443</b> (LO1, LO3) <b>444</b> (LO1) <b>445</b> (LO1 - LO2)	<p>Candidates demonstrate an understanding of the importance of legislation in their role as a Social Services Practitioner. They articulate how legislation relates to and impacts on their role.</p>



Task	Indicative Coverage (Unit/Learning outcome)	Marking requirements
applicable to the role of Social Services Practitioner		Candidates demonstrate an understanding of the aim, purpose and principles of the range of different legislation that relate to the Social Services Practitioner role. They are able to demonstrate how they use legislation to inform their practice within their role.
Develop and apply knowledge, understanding and skills that support the <b>engagement and participation</b> of individuals and carers, to include planning for <b>person-centred outcomes</b>	442 (LO1 - LO4) 443 (LO1) 444 (LO1- LO5) 445 (LO3)	<p>Candidates demonstrate that they can confidently and securely support the assessment and care and support planning process within the context of their own role and responsibilities as Social Services Practitioner.</p> <p>The candidate</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the process and requirements for assessment and care and support planning, including considerations of underpinning influences such as legislation, national and local policy.</li> <li>• Uses a co-productive approach to engage individuals and their families/carers within the process, supporting active participation.</li> <li>• Uses and adapts communication techniques to engage individuals and their families/carers in discussion about what matters to them and the outcomes they want to achieve.</li> <li>• Uses strengths based, person/child centred and rights based approaches</li> <li>• Fully supports the assessment process within the remit of their role, responsibilities and defined legislation and Codes of practice.</li> <li>• Develops care and support plans that are person/child-centred and outcomes-focused.</li> <li>• Undertakes ongoing monitoring and reviews of care and support plans.</li> </ul> <p>The outcome of these processes is that the candidate effectively develops, monitors and reviews care and support plans based on assessment and agreed outcomes. Consideration of agreed outcomes is paramount to plans made, with confirmation obtained and agreed from the individual and their families/carers on the contents of the plans, how they will be implemented and monitored to account for any changing needs.</p>
Develops and apply knowledge, understanding and skills that <b>promote safeguarding</b> of	445 (LO1-LO3)	<p>Candidates demonstrate a secure understanding of safeguarding principles related to both children and young people and adults at risk.</p> <p>Candidates demonstrate that they actively engage with, promote and embed safeguarding practices within all aspects of their work as Social Services Practitioner. This includes:</p> <ul style="list-style-type: none"> <li>• Applying knowledge, understanding and skills to promote the safeguarding of individuals and carers</li> <li>• Use of knowledge and understanding of legislation and national standards for safeguarding to inform practice.</li> </ul>

Task	Indicative Coverage (Unit/Learning outcome)	Marking requirements
individuals and carers		
Apply knowledge and understanding of <b>theories, models and approaches</b> for person/child centred practice	442 (LO1-LO4)	Candidates demonstrate an understanding of a range of different theories and models and how these relate to their work in relation to supporting person/child centred practices and rights based approaches as a Social Services Practitioner.
Show <b>critical and reflective thinking</b> in their role as Social Services Practitioner	441 (LO1)	<p>Candidates evaluate and reflect on their own work and show how their own reflection has been used to support their work as they embed their role as a Social Services Practitioner.</p> <p>The candidate has demonstrated that their practice has been influenced by reflections from their own practice, and through reflection on feedback provided on their observed practice, through either supervision with a manager/supervisor or others.</p> <p>The candidate has demonstrated understanding of how their approach to work has had an active impact upon others, including both within and outside of their workplace/setting, and the impact that their work has had on the individuals they work with and support in the role of Social Services Practitioner.</p> <p>The candidate routinely uses critical analysis to monitor, reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation. Candidates evaluate the effectiveness of the processes used to support individuals through their role.</p>
Shows <b>self-awareness</b> in order to improve practice in the role of Social Services Practitioner	441 (LO1)	<p>The candidate demonstrates that they routinely use critical analysis to reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation. The candidate demonstrates how their own practice has been adapted based on reflection.</p> <p>The candidate has continued to professionally develop within the context of their role, to ensure that they meet standards and requirements and reflect current best practice in the role of Social Services Practitioner. They demonstrate an ability to evaluate their own knowledge, understanding and skills against:</p> <ul style="list-style-type: none"> <li>• relevant legislative requirements</li> </ul>

Task	Indicative Coverage (Unit/Learning outcome)	Marking requirements
		<ul style="list-style-type: none"> <li>• relevant standards and frameworks</li> <li>• Codes of Conduct and Professional Practice</li> <li>• Theories, models and frameworks</li> <li>• Evidence informed practice</li> </ul> <p>The candidate makes secure judgements on the effectiveness of their practice in response to their evaluation against critical requirements and are able to identify where improvements can be applied and approved - and how they personally can support these changes through development of their practice.</p>

## Appendix 3 Internal assessor recording form

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

The internal assessor should use this form to capture how each of the assessed tasks meets the marking requirements and outline the learning outcomes satisfied through each task, and how these have been achieved.

### Section 1 – Review of submitted evidence (Task A)

### Section 2 – Review of submitted evidence (Task B)

**Section 3 – Review of submitted evidence (Task C)**

**Section 4 – Review of observations (Task D)**

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

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

## Appendix 4 External assessor recording form

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

<b>Section 1 – Review of submitted evidence</b>
Provide details below of how the submitted evidence meets the requirements of the grading descriptors
Highlight any key outcome areas where evidence is limited, further clarification or expansion is expected to be observed

**Section 2 – 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.**

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



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

## Appendix 5 External assessor grading summary form

External assessor grading summary form		
Section 1		
Objectives	External assessor summary	Evidence where observed
<i>Develop and applies <b>knowledge, understanding and skills</b> that support <b>effective practice and professional accountability</b> in the role of Social Services Practitioner, to include <b>Safeguarding</b></i>		
<i>Develops and apply knowledge and understanding of <b>legislation</b> applicable to the role of Social Services Practitioner</i>		
<i>Develops and apply knowledge, understanding and skills that support the <b>engagement and participation</b> of individuals and carers, to include planning for <b>person-centred outcomes</b></i>		

External assessor grading summary form		
<p>Show <i>critical and reflective thinking</i> in their role as Social Services Practitioner</p>		
<p>Shows <i>self-awareness</i> in order to improve practice in the role of Social Services Practitioner</p>		
Section 2		
<p>Confirmation of overall assessment judgement</p>	<p>Candidate has produced sufficient evidence to be awarded a pass for the qualification, based on a holistic review of the grading descriptors across the seven objective areas, and of the additional evidence requirements required to be observed.</p>	
	<p>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 seven objective areas, and/or the additional evidence requirements have not been met. Further detail of the reasons for this, should be outlined in the Feedback section below.</p>	

<b>External assessor grading summary form</b>			
<b>Feedback</b>			
<b>External assessor signature</b>			<b>Date</b>

## Appendix 6 Observation record form (Internal Assessor)

Observation record	
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 relevant 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 7 Feedback form

**Qualification title:**

Candidate name	Candidate number
Assessor name	Date of submission

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.

## Appendix 8 Declaration

### Declaration of Authenticity

Candidate name

Candidate number

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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.**