



Centre Readiness Event:
Level 4 Professional Practice in Health and Social Care/



April 2020

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





To provide information and support for centre staff regarding the delivery requirements associated with the new:

- Level 4 Professional Practice in Health and Social Care

Our objective for this event is to ensure that providers can increase their understanding and awareness of the new qualification and to 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

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: Practice (Adults)
Live: Sept 19



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



Health and Social Care: Core *
Live: Sept 19



Children's Care, Play, Learning and Development: Core *
Live: Sept 19



Children's Care, Play, Learning and Development: Practice
Live: Sept 19



Key

Practice based

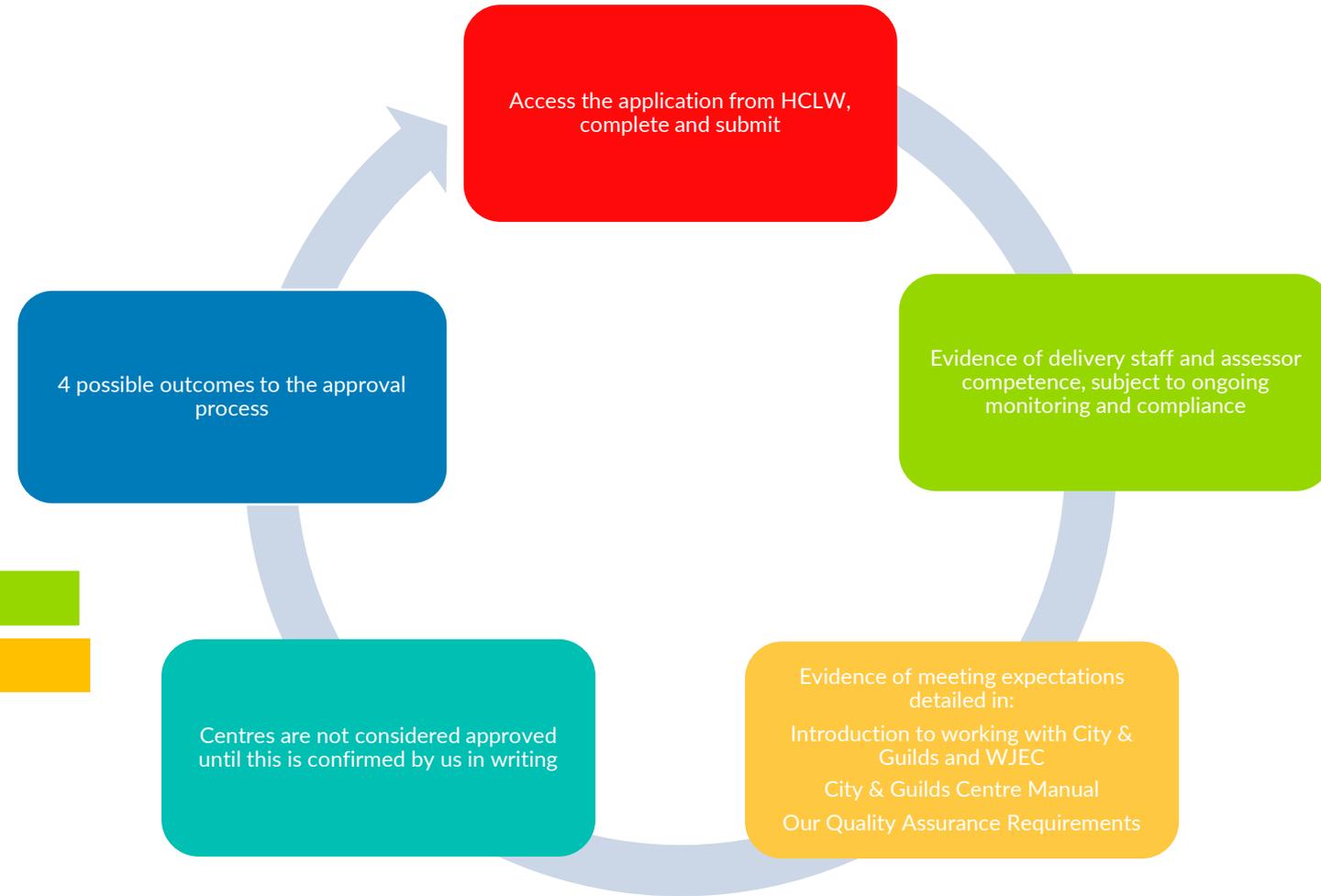
Knowledge based

* It is recommended the Core qualification to be taken before or alongside Level 2 or Level 3

 Offered by City & Guilds

 Offered by WJEC

How do I gain qualification approval?



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

Awarding Body - Key Documents Centre and Quality Documents (approval AND ongoing delivery)

Introduction to working with City & Guilds/WJEC
A centre guide to administer health and social care, and childcare qualifications in Wales

Health and Care Learning Wales
**Assessment and Quality Assurance
Centre Guide**
V1.1 January 2020

Centre Manual

Version 7.2
April 2018

For external use only

Our Quality Assurance Requirements

Version 5.4
October 2019

GUIDANCE ON INTERNAL QUALITY ASSURANCE OF QUALIFICATIONS

HELPING YOU TO
RAISE STANDARDS

Recognition of Prior Learning

Assessment Policy and Guidance Document

Purpose

The purpose of this document is to provide support, clarification and guidance to City & Guilds stakeholders on implementing the Institute's policies regarding the recognition of learners' previous achievements and / or qualifications. In terms of contents the document explains City & Guilds' Assessment Policy on RPL, and provides clarification on related terms and funding.

is of particular relevance to choice of qualification and to quality assuring assessment. Involved in teaching and

distributed frameworks. These (P), the Qualifications and Credit Framework (SQCF) and is (QCFW).

Specific guidance later

How do I register learners?

Registration and certification

Learners are registered using 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>

Access to Assessment

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the **start of a programme of learning** that candidates will be able to access the requirements of the qualification.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer (or individual conducting an equivalent role) at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

<https://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library>

Access Arrangements
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Guidance documents

- **JCQ Access Arrangements and Reasonable Adjustments (2019-2020) (PDF, 1MB)**
 This JCQ document provides information and guidance on access arrangements and reasonable adjustments for candidates.
- **JCQ – A guide to the special consideration process (PDF, 1.5MB)**
 This JCQ document provides guidance on special consideration. Special consideration may be given for candidates who are present for the examination but who are unable to perform to their best, for example, by temporary illness or adverse conditions.
- **Access arrangements - When and how to apply (PDF, 1.5MB)**
 This document provides a short summary of the City & Guilds for access arrangements process.
- **Applying for access arrangements on the Walled Garden (PDF, 1.5MB)**
 This document provides a step-by-step guide to applying for access arrangements on the Walled Garden.

Access forms:

- **Access 1 - Request for access arrangements (DOC, 52KB)**
 Centres can use this form if they are applying to City & Guilds for access arrangements.
- **Access 2 - Application for access arrangements – Profile of Learning Difficulties (DOC, 114KB)**
 This form should be completed by the centre for candidates with learning disabilities. This form should be used to collate the evidence and kept on file within the centre. Centres can use either Form Access 2 or JCQ Form 8 (below), there is no need to use both.
- **Access 4 - Request for modified, enlarged or Braille question papers (DOC, 52KB)**
 This form must be completed by the centre for each candidate who will require unmodified A3 question papers, modified, or Braille examination papers. The completed form should be submitted to City & Guilds, Policy, three months before the month of the examination.
- **JCQ Form 8 - Application for access arrangements - Profile of Learning Difficulties (DOC, 156KB)**
 This form should be completed by the centre for candidates with learning disabilities. This form should be used to collate the evidence and kept on file within the centre. Centres can use either Form Access 2 (above) or JCQ Form 8, there is no need to use both.



The following are examples of learner malpractice (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

Centres must have processes in place to safeguard the integrity of the assessment process. Please note that learner malpractice may result in disqualification from assessment.



Level 4 Professional Practice qualification in Health and Social Care

Key Facts

Who is this qualification for?

- The Level 4 Professional Practice in Health and Social Care is for those working in either adult or children and young people settings

GLH:280 hrs

What does the qualification cover?

- The qualifications aim to develop the knowledge, understanding, behaviours and skills that underpin Professional Practice within the Health and Social Care sector

TQT 620 hrs

What progression opportunities are there?

- The qualifications provide progression opportunities within employment from the Level 3 Practice qualifications and onwards to further study at a higher level

Who did we develop the qualification with?

- The unit content of these qualifications has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales
- 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

Min 62 Credits

Aims and objectives

The Level 4 Professional Practice in Health and Social Care will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within the context of their chosen pathway. In particular, learners will be able to demonstrate that they:

- develop and apply knowledge, understanding and skills in the chosen pathway;
- develop and apply knowledge and understanding of theories, models and approaches applicable to the chosen pathway;
- develop and apply knowledge and understanding of how to maintain and improve outcomes for individuals within the chosen pathway;
- develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds in the context of the chosen pathway;
- use an enquiring, critical approach to distinguish facts and opinions; to build arguments and make informed judgements in the context of chosen pathway within health and social care settings/contexts
- develop self-awareness in order to improve practice in the chosen pathway;
- develop knowledge and understanding of person/child-centred approaches across a range of settings/contexts
- use literacy, numeracy and digital competency skills as appropriate within their role

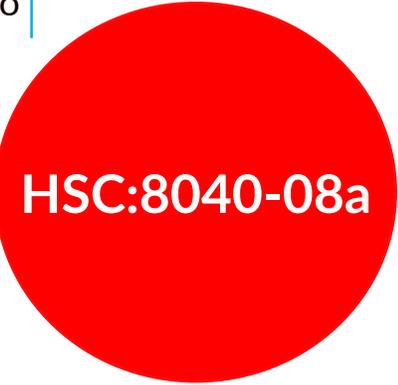
Learner entry requirements

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 City & Guilds website for further details:

<https://www.cityandguilds.com/what-we-offer/centres/working-with-us/walled-garden>

<https://www.cityandguilds.com/help/help-for-centres/walled-garden>



HSC:8040-08a



Competence



**Learners must
be 18yrs+**



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,
- any units they have already completed, or credit they have accumulated which is relevant to the 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.



Simulation

Simulation involves the creation of an artificial situation for purposes of assessment. The use of simulation should be restricted to obtaining evidence where it cannot be naturally generated through normal work activities (e.g. due to concerns related to health and safety).

For these qualifications, **simulation is not permitted.**



Time constraints

The following must be applied to the assessment of this qualification:

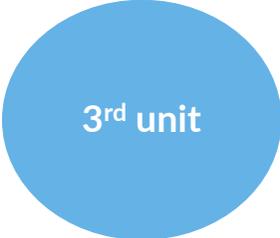
- all units must be undertaken, and related requirements must be completed and assessed within the candidate's period of registration.

Level 4 Professional Practice in Health and Social Care - qualification structure

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



The aim of this unit is to support learners to reflect on and develop their professional practice in a practice leadership role.



min of 62 credits
Required for certification

- ONE of the following units (421-427):**
- Leading support for reducing restrictive practices through positive approaches for behaviour (35 credits)
 - Leading practice with individuals living with mental ill-health (34 credits)
 - Leading practice with individuals living with dementia (37 credits)
 - Leading practice with individuals living with a learning disability/autism (37 credits)
 - Leading practice for disabled children and young people (35 credits)
 - Leading practice for children and young people who are looked after (34 credits)
 - Leading practice with families and carers (37 credits)

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



For the purpose of this qualification for those working at career level 4 in the NHS reference in the **assessment criteria to "Lead, review and monitor"** refers to those with a delegated case load or group programme, working autonomously within agreed protocols and would include the collaborative development of plans.

Unit 410

Legislation, theories and models of person/child-centred practice

Level:	4
GLH:	115
Credit:	22
Unit Summary:	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

Learning outcome:

1. Understand the importance of respect for uniqueness, equality and diversity

Assessment criteria

You understand:

- 1.1 Legislation and policy that support equality and diversity
- 1.2 The impact of stereotyping, prejudice, discrimination and hate crime on well-being

Learning outcome:

2. Understand the use of a rights-based approach for the assessment of need and risk

Assessment criteria

You understand:

- 2.1 How legislation, conventions and principles support person/child-centred practice in health and social care
- 2.2 How regard for **rights and liberty** can be balanced with risk

Range

Rights and liberty - a human rights approach (to promote person/child-centred practice and assessment of need and risk, including what matters to individuals)

Learning outcome:

3. Understand the role of inclusive assessments of individual need in health and social care

Recognition of prior learning (RPL)/ exemptions

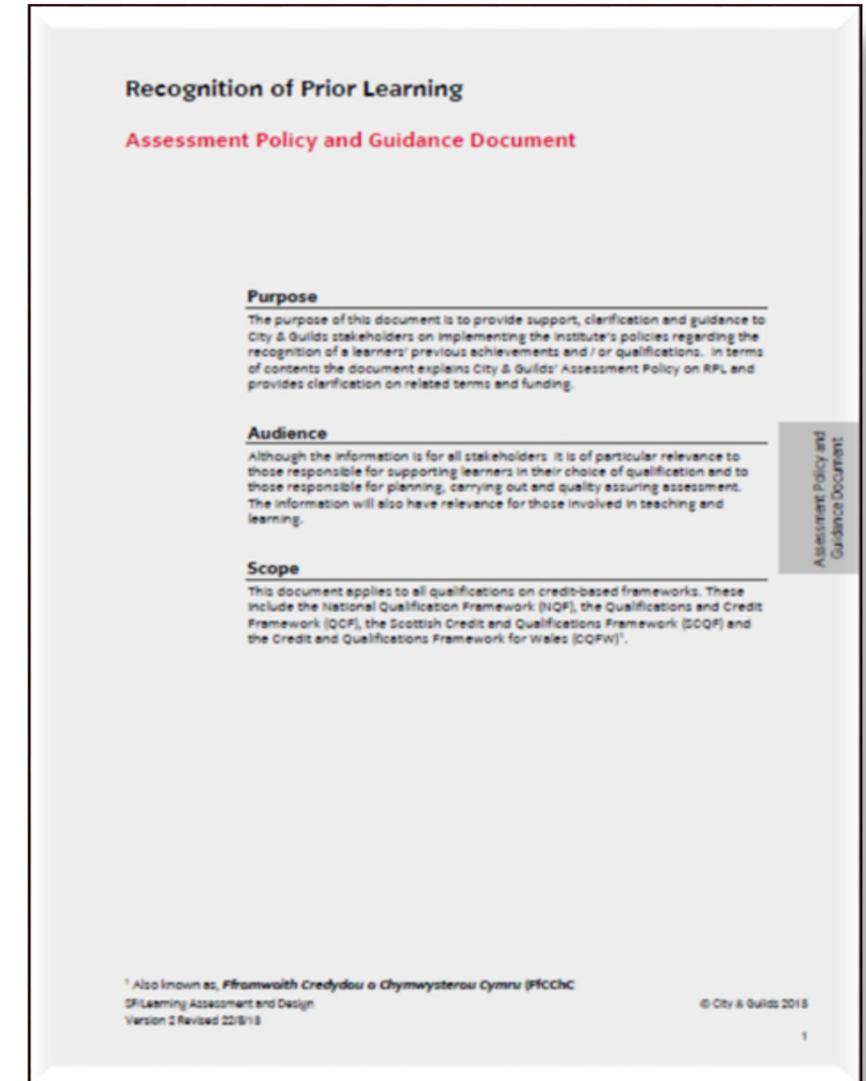
Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL/exemption is allowed for these qualifications for the following units:

Health and Social Care:

Unit 410: Legislation, theories and models of person/child-centred practice

However learners will have to complete additional assessment linked to competency (i.e.Task C)

For more information on RPL and the consortium's RPL policy, please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available from the consortium website at www.healthandcarelearning.wales.



Activity 1: Review of unit content



Things to consider:

1. What is your learner demographic?
2. What other organisations will you work with?
2. How best to integrate delivery across all units you may offer?
3. Opportunities for blended/online learning

(20mins)



Break (10 mins)



Discussion and
questions
(10mins)



Centre Staffing and external roles

Internal assessor requirements

The internal assessor will be responsible for making the final assessment judgements for the internally assessed tasks within the qualification.

The 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
- maintain their occupational competence through clearly demonstrable continuing learning and professional development
- hold D32/D33 or A1 OR be working towards the A1 replacement qualifications eg the City & Guilds 6317 such as:
 - the 6317-31 Level 3 Award in Assessing Competence in the Work Environment or
 - the 6317-33 Level 3 Certificate in Assessing Vocational Achievement 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.

City & Guilds also accepts additional nationally accredited assessor qualifications. A full list of these are available on the qualification webpage.

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

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.

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 for competence-based qualifications 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.

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.



An external assessor is a qualified assessor, appointed by City & Guilds, will conduct the external assessment and determine the assessment decisions for all candidates who complete these assessments. .

Assessors of this qualification must be:

- 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.
- maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- hold D32/D33 or A1 OR be working towards the A1 replacement qualifications eg the City & Guilds 6317 such as:
 - the 6317-31 Level 3 Award in Assessing Competence in the Work Environment or
 - the 6317-33 Level 3 Certificate in Assessing Vocational Achievement 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, to ensure they possess the correct skills and occupational competence to be able to provide valid assessment judgements, appropriate to the level of this qualification.

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.

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.



**Update your CV and
CPD log to reflect these
qualifications**



**Demonstrate that you
are assessing in
compliance with TAQA**

<https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/training-and-development/6317-assessment-and-quality-assurance#tab=information>

ROLES	Scope and function
Tutor	provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment but is not responsible for making any decision on assessment outcomes.
Internal assessor	a qualified assessor - the internal assessor, provides support for the assessment delivery. The internal assessor will be responsible for making assessment judgements for the internally assessed tasks.
Internal Quality Assurer	ensures that all the internally-submitted assessment of evidence is of a consistent and appropriate quality.
External Quality Assurer	responsible for confirming that the planning, delivery and assessment of the internally assessed tasks have been carried out in accordance with City & Guilds policies and procedures.
City & Guilds External Assessor*	a qualified assessor and responsible for making the final assessment judgement of the candidate for externally assessed tasks
City & Guilds Lead Assessor*	will be responsible for sampling and standardising the assessment judgement determined by external assessors.
Employer/Manager	understands the normal internal processes of the workplace/setting, documentation, communication systems etc and can assess whether the candidate is using them appropriately. Where appropriate can provide expert witness testimony for the portfolio in relation to day to day workplace practice. The employer/manager will support the internal assessor to confirm the candidate's project plan and thus the project.
Other Professional	an expert witness – for specialist procedures or for the coverage of units that require specific expertise, settings may provide additional expert witness testimony

Note: In circumstances where the candidate is working in a situation where there is no direct managerial relationship, it would be expected that the process elements that are stated here as requiring ownership by the manager role, would instead be fully undertaken through the role of the assessor.

* These are new roles, appointed by City & Guilds

Level 4 Professional Practice in Health and Social Care: Witness testimony

Witness Testimony:

- Acceptable form of evidence but must meet specific requirements
- Status of the witness needs careful consideration by IA
- Weighting applied
- Other supplementary evidence may be needed to infer competence
- Evidence labelled and referenced clearly re witness and their status

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

1. Occupational expert meeting the specific criteria for role of Expert Witness
2. Occupational expert not familiar with the standards;
3. Non-expert familiar with the standards;
4. Non-expert not familiar with the standards.

Level 4 Professional Practice in Health and Social Care: Expert Witnesses

- Expert witness testimony can be 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

Expert witnesses must meet the following criteria:

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



Assessment Process

Level 4 Professional Practice in Health and Social Care: Assessment Strategy by unit

No prescribed Word Count for written tasks

Task	Units	Evidence	Activity	Assessment
Task A	Unit 420 Professional Practice Plus ONE relevant 'pathway' unit (421-427)	Portfolio	Showcase evidence not captured as part of the Tasks or the Project. Completed throughout the assessment period MUST NOT be a transactional document. Range of evidence generating options as per BAU;: to include DO	Holistically assessed by internal assessor across unit content and using grading descriptors provided May also be explored during the professional discussion in Task D
Task B: B(i) B(ii) B(iii)	Unit 410 Legislation, theories and models of person/child-centred practice	(i) Written response* (ii) Written response* (iii) Written response* B(iii) Packs provided by City & Guilds	Providing evidence of: (i) Understanding of legislations, conventions and codes of practice (ii) Applying of understanding of theories and models (iii) Explores the themes of dignity and respect, citizenship and inclusion and advocacy and co-production IA - confirms assessment requirement met; collation and authentication	External assessment
Task C	Unit 410 Legislation, theories and models of person/child-centred practice	Written response*	An evaluation of practice within the context of the chosen pathway to identify an area of focus to maintain and support the positive outcomes for individuals. This task will form a basis of evaluation for the project in Task D IA - confirms assessment requirement met; collation and authentication	External assessment
Task D D(i) D(ii) D(iii)	Unit 420 Professional Practice Plus ONE relevant 'pathway' unit (421-427)	(i) Project Plan completed and agreed with manager/employer (ii) Implementation of plan - Reflection/DO (iii) Final evaluation	Covers the practice-elements of the project related to the candidate's own practice, that embeds a plan to maintain and support positive outcomes for individuals within their workplace/setting. Project plan completed as task (i) is in task (ii) is implemented and assessed via completion of a Reflective log and through min 2x direct observation of practice by the internal assessor Task (iii) 45 min Professional Discussion	Internally assessed alongside the Portfolio (TASK A) with final holistic judgement determined and result submit to C&G. Grading descriptors provided

Assessment pack can be released following delivery of robust teaching and learning for Unit 410; a reliable formative assessment process and RFA decision must be in place; the tasks should be completed sequentially and a clear timetable for submission must be agreed (exemplar provided) and subject to IQA and EQA; submission according to agreed timetable is considered the FINAL submission

Confidentiality maintained and safeguarding requirements complied with at all times

NO restriction on number of re-submit/ retakes; clear audit trail required (p13)

Clear and auditable process required to determine 'readiness for assessment'

Declaration Form must be signed as part of submission requirement

Unsupervised VARCS process

Proof of consent

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. **SUMMATIVE Assessment**

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 (Task B)

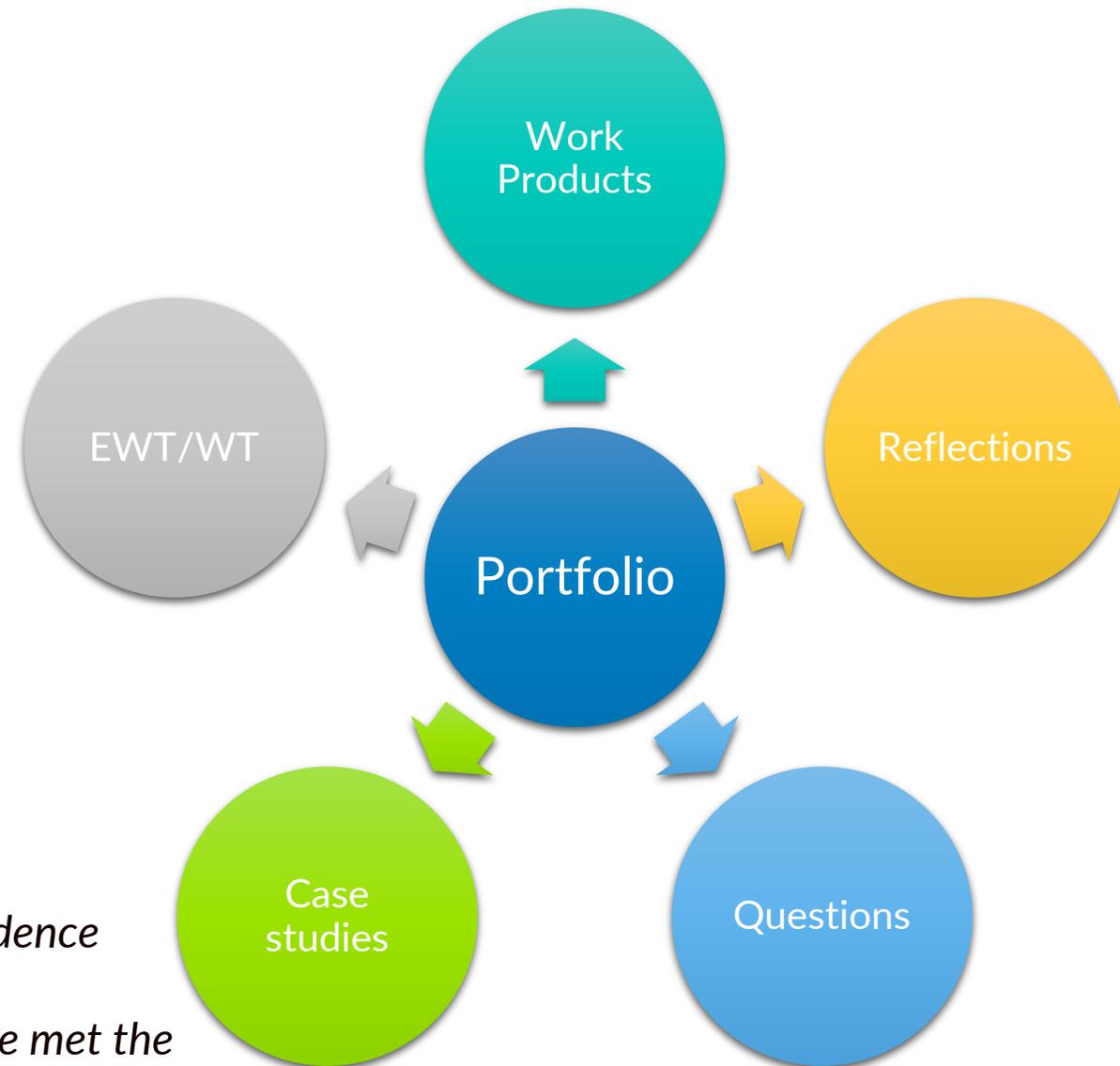
Use of external resources and references – clear guidance on referencing has been provided in the assessment pack

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.

Level 4 Professional Practice in Health and Social Care: PORTFOLIO

Portfolio:

- To evidence Learning outcomes not fully evidenced via the other assessment tasks.
- Evidence determined through review of the project plan following completion of Task D(i)
- Mix of evidence types can be used, identified by the IA
- Evidence collected towards the end of programme likely to be most holistic
- Showcase, not transactional
- Most effective evidence (Appendix 2 - Grading descriptors)
- Demonstrates 'best' performance
- Avoid duplication with tasks/same criteria; is proportionate
- Any scanned evidence is clear and trackable
- Authenticity established; confidentiality maintained



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



A practice-based Reflective Log is required for the implementation period of the project plan to include the following areas:

- The role the learner has taken to implement their plan
- Changes in approach taken
- Challenges faced and overcome
- Consideration of how the learner has drawn on research, theories and models to inform their practice

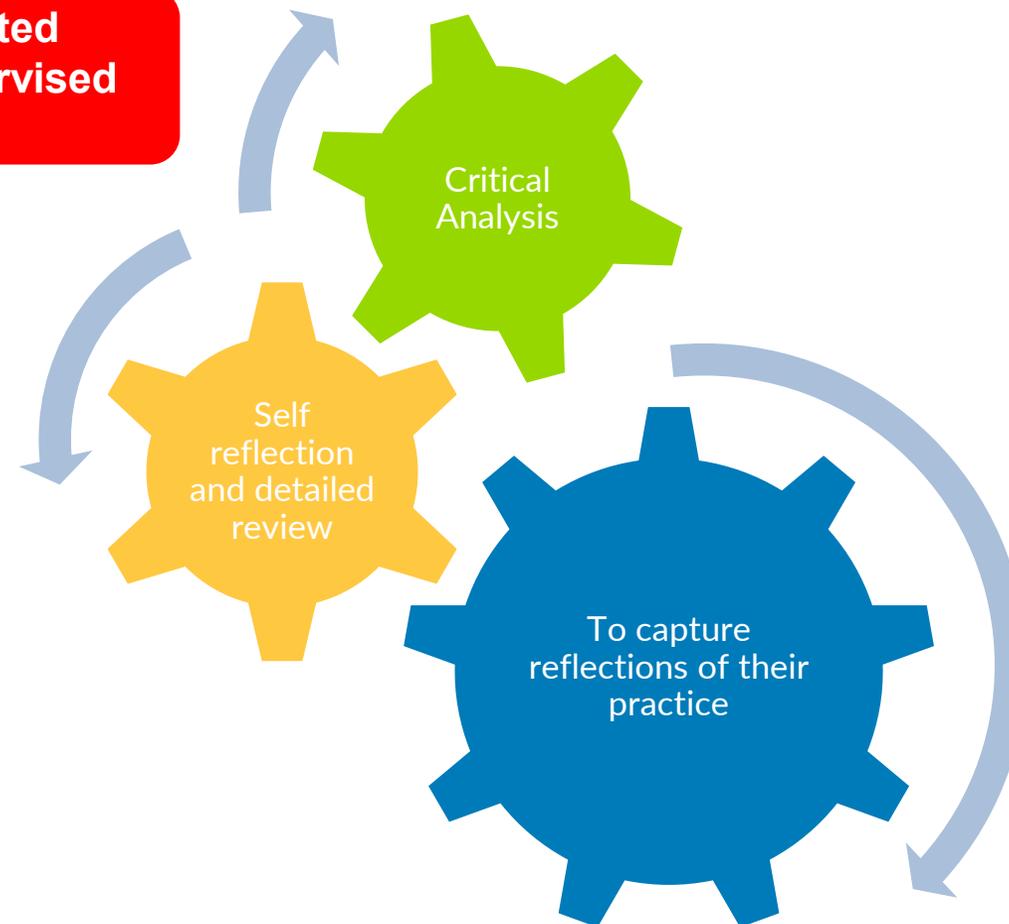
Additionally reflective accounts may also provide further evidence that candidates' can:

- Evaluate their knowledge, understanding and skills in practice of a defined pathway area
- Articulate their thoughts/feelings regarding how to improve their practice

NOT A DIARY!

Tutors/managers are encouraged to explore the use of different styles of reflection with candidates

**Not completed
under supervised
conditions**

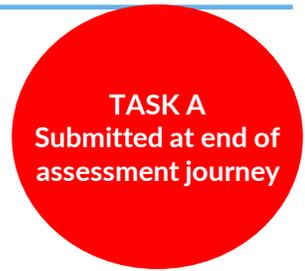


candidates should be supported to identify and use a format that reflects best their learning style and that best supports them to progress and develop their reflections into enhancement of their practice.

Submission timetable/journey - TASKS A-C

Tasks B and C

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



Unit	What needs to be done for achievement	Submission of result
HSC 410 - Legislation, theories and models of person/child-centred practice	<p>Centre submit completed assessment to City & Guilds.</p> <p>City & Guilds are responsible for marking the tasks, using the marking criteria. A single unit grade will be submitted for the candidate on successful completion of all four tasks.</p> <p>HSC only - Successful completion of tasks B(i), B(ii), B(iii) and C.</p>	Pass grade confirmed and submitted by City & Guilds.
HSC 420 – Professional Practice	<p>Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.</p> <p>Successful completion of tasks A and D.</p>	Pass grade confirmed and submitted to the Walled Garden by the centre
3rd Unit HSC: one from units 421-427	<p>Centre provide a holistic assessment judgement using the grading descriptors to evaluate evidence provided in Tasks A/D.</p> <p>Successful completion of tasks A and D.</p>	Pass grade confirmed and submitted to the Walled Garden by the centre.

Approving the Project - Task D(i)

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

The purpose of the review is to:

ensure that the project plan aligns with the original area of practice that the candidate has investigated

confirm that activities within the project plan provide sufficient opportunity for the candidate to evidence the practical skills required by the learning outcomes of the qualification

identify specific opportunities within the project plan for the candidate to be **observed in practice** and to provide sufficient evidence of the pathway unit content through the **two internally-assessed observations** (minimum)

identify any major gaps in learning outcomes that would potentially not be covered by the planned activities proposed by the candidate, and where evidence would have to be evidenced in the portfolio

ensure the feasibility of delivering the plan within the workplace/setting.

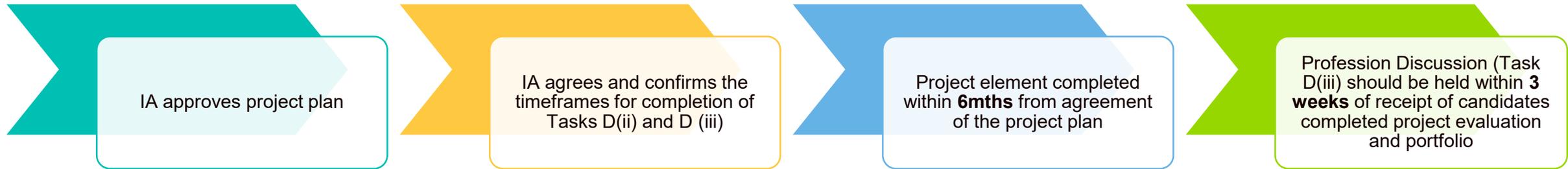
IA completes project approval form (Appendix 6)

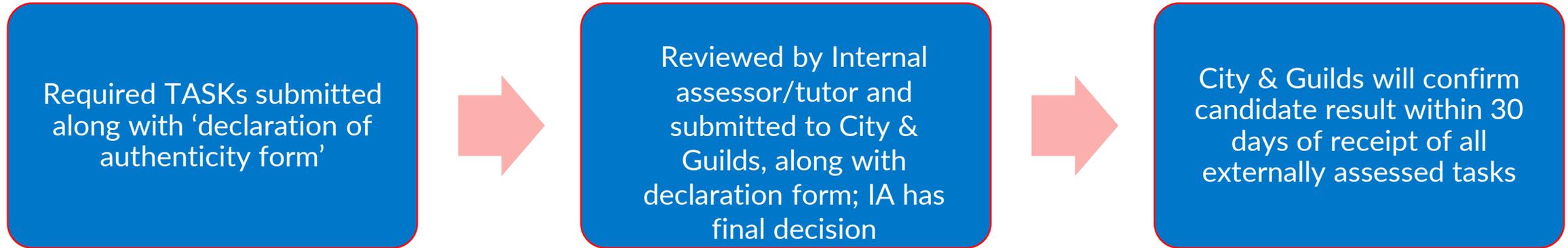
3 possible outcomes

Project approved

Project approved, subject to revision

Project not approved





Holistic assessment - Internally assessed tasks (tasks A and D):

If the internal assessor is unable to award a pass to the candidate on finalisation of Tasks A/D they will:

- provide feedback on the candidate's overall performance
- highlighting the objective areas from the grading descriptors where further evidence is to be observed and the assessment tasks where this may be evidenced
- this may require additional evidence to be submitted via the portfolio
- **In exceptional cases, the assessor may require the candidate to undertake a further professional discussion following a period of further learning and support to confirm that the candidate has developed to a sufficient level for a pass grade to be awarded**
- 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
- a clear audit trail must be provided by the internal assessor that shows how feedback has been provided to the candidate, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

Externally-assessed tasks:

- Feedback will be provided by the external assessor
- Used to inform the support and guidance offered to the candidate in preparation for re-taking the task(s)
- Clear audit trail must be provided by the internal assessor that shows how feedback has been provided to the candidate and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding
- Guidance on page 20 of assessment pack

Activity 2: Review of Assessment Pack (20 mins)



Things to consider:

1. Expectations of each task
2. The IA marking requirements (Appendix 1)
3. The Grading Descriptors (Appendix 2)

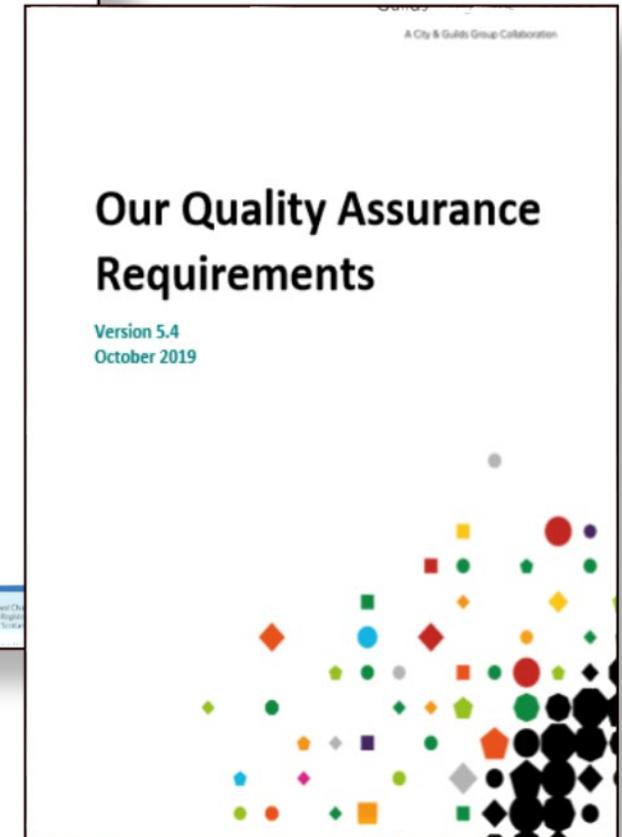
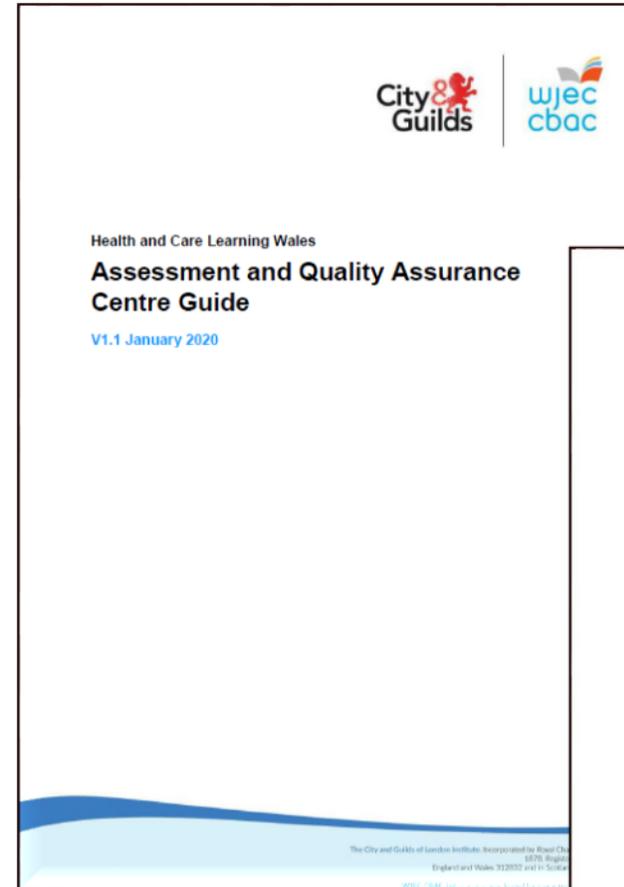


Discussion and Questions
(10mins)

Prior to submission of assessment outcomes to City & Guilds, all assessment evidence must be quality assured by an Internal Quality Assurer (IQA).

IQA's should review the evidence that internal assessors have provided to inform their holistic assessment judgement.

This will include reviewing how the internal assessor formed their judgement against the grading descriptors and should confirm that the evidence provided for this judgement is securely and accurately referenced within the Internal assessor recording form (Appendix 3) and Internal assessor grading summary form (Appendix 4) against the candidates completed task evidence.

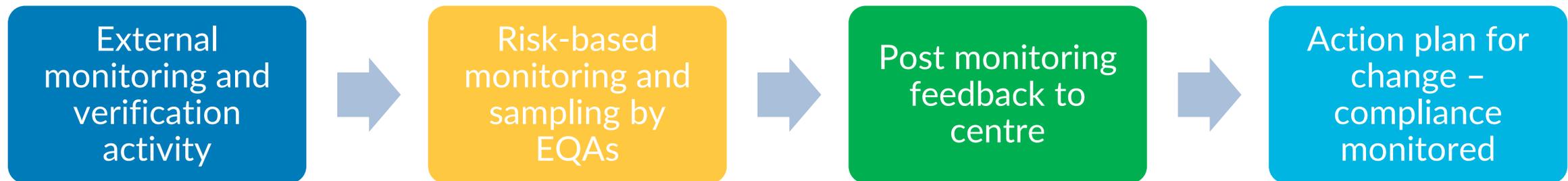


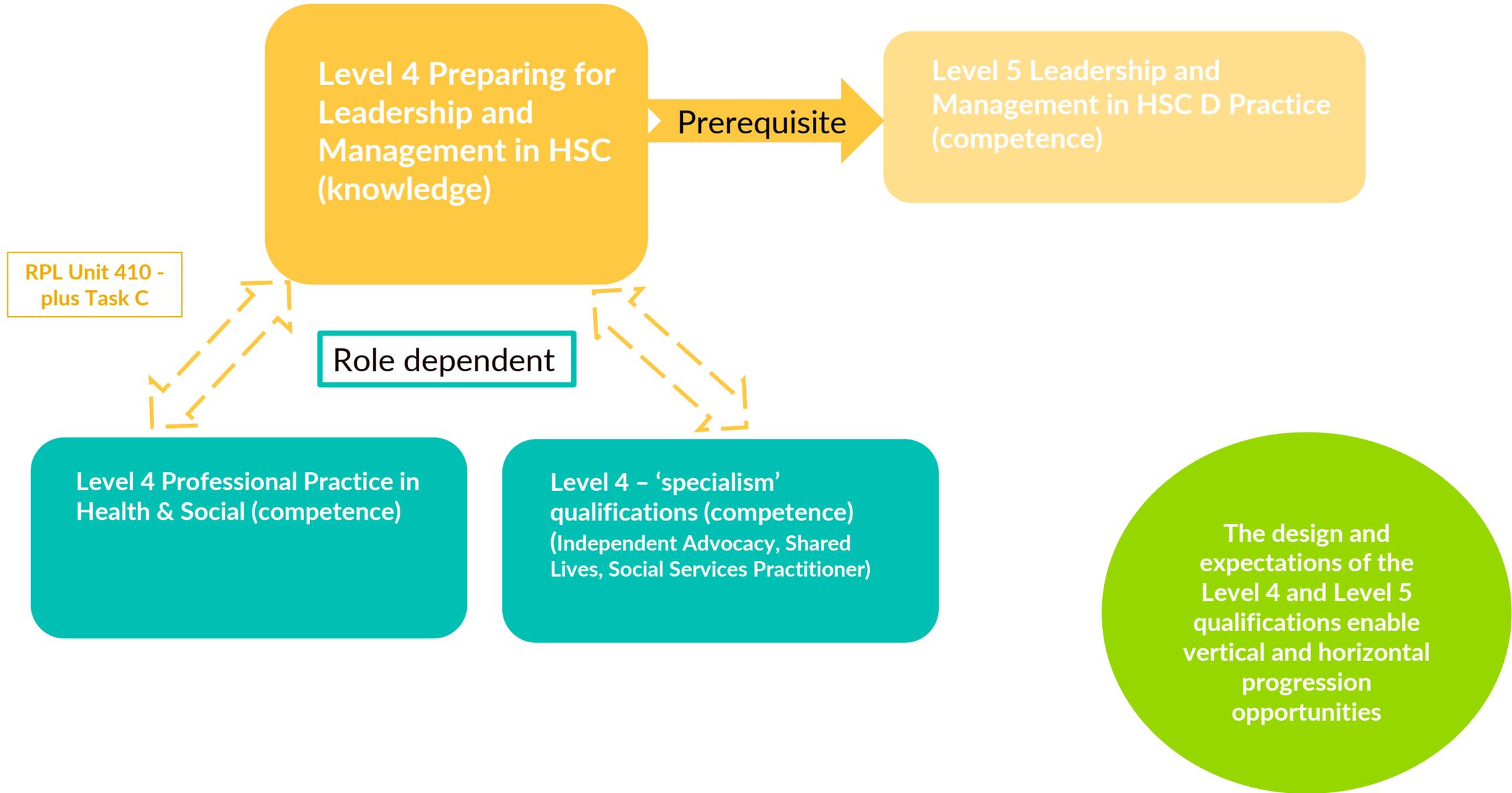
Internal assessment will be subject to external monitoring to ensure the consistency and validity of centre assessment decisions.

IQA's should review the evidence that internal assessors have provided to inform their holistic assessment judgement. This will include reviewing how the internal assessor formed their judgement against the grading descriptors and should confirm that the evidence provided for this judgement is securely and accurately referenced within the Internal assessor recording form (Appendix 3) and Internal assessor grading summary form (Appendix 4) against the candidates completed task evidence

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'







Questions?



Event Evaluation



Thank you

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cbac

