

# City & Guilds Level 3 Children's Care, Play, Learning & Development: Practice

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and  
Childcare qualifications in Wales provided by City & Guilds/WJEC.

## Assessment Pack



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Version and date	Change detail	Section
1.1 June 2024	Additional guidance added: <ul style="list-style-type: none"><li data-bbox="464 315 887 349">• Additional notes on planning</li><li data-bbox="464 353 863 387">• Authentication of evidence</li></ul>	Assessor/manager instructions

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# 1 Introduction

This pack contains the assessment documentation for the Level 3 Children's Care, Play, Learning and Development: Practice qualification.

Assessors and managers should also refer to the **Qualification Delivery Guide** for further information and support on preparing to undertake assessments for this qualification.

## 2 Assessment overview

### Assessment approach

The Level 3 Children's Care, Play, Learning and Development: Practice qualification will be internally assessed through a series of assessment activities.

- A set of **structured tasks** which will be used to gather assessment evidence for the majority of the mandatory content, and to provide a framework for collection of the required evidence for units selected from optional groups A and B. These tasks will consist of candidates being observed supporting the learning and development of children through the completion and evaluation of four observations, followed by the planning of four separate developmental activities and then conducting those activities.
- A **portfolio of evidence** will be kept alongside the structured tasks. The purpose of the portfolio is to provide evidence for any units/outcomes that are not likely to be observed through the structured tasks or covered during the discussion. This will include underpinning elements from within the mandatory content, where evidence is most likely to come from that observed in or inherent in day-to-day practice. The portfolio will also include evidence from the optional group C units, where evidence cannot be generated readily from within the framework of tasks.
- The assessment approach will be finalised by the candidate delivering a final evaluation of their activities through an assessor-led **professional discussion**, this will focus on the candidate's reflections and learning from promoting and supporting children's play, learning and development through their practice.

### 3 Candidate brief

Over a 10 month period, you will be required to observe the needs of children within a real work environment, and plan and develop activities that support the learning, development, play, health and well-being of those children.

You will be required to complete **four** observations of children within a real work environment.

You will use your findings to evaluate and reflect on the learning, development, play, health and well-being of children you support; and will further use this information to plan for, develop and deliver **four** opportunities/experiences that will help further the child/children's development in these areas.

Your observations and planned opportunities/experiences should include consideration of child development in the following areas:

- Physical health and well-being
- Communication, language and literacy
- Cognitive/intellectual (mathematics/numeracy)
- Personal, social, emotional and behavioural.

Your observations should follow the holistic learning and development of a single child over a period of time\*.

Your planning and commentary should:

- reflect the scope of the learning and development requirements of the approved Early Years curriculum
- follow any specific guidance of the assessment.

*\*In exceptional circumstances where the progress of a single child cannot be followed, then up to a maximum of three children may be observed.*

*Exceptional circumstances would be defined as circumstances that may prevent you from carrying out your observations and assessments on one child, which may include for example, the child leaves the setting or is unwell and unable to attend the setting. In these instances, you can select a different child for the observation, but you must retain all of your previously completed records for the first child.*

You will be required to provide evidence from across the range of units so you need to consider this when deciding on the child/children for your observations. You should discuss the plan for your four observations with your manager and assessor.

You will be required to attend a planning meeting to discuss and agree your plan of opportunities/experience (Task D) with your manager/assessor prior to undertaking Tasks E-F.

**Note** that your assessor will observe you on a minimum of four occasions when you are leading on the delivery of your opportunities/experiences (Task E) and may ask you additional questions about the implementation of your plans and your practice as part of your final evaluation (Task F).

You will also be expected to complete a reflective log regularly over the assessment period, reflecting on your practice in the promotion and support of children's development, and reflecting and identifying your own development needs to continuously improve. You will also be required to keep a portfolio of evidence during the assessment period; this will be generated through normal workplace processes, including progress meetings, and through witness testimony from your manager or workplace mentor. (Task A)

**Note**, in the context of this assessment, the term opportunities/experiences may cover plans and opportunities that have less structure and are child-initiated, as well as more formalised structured opportunities/experiences.

Your manager and assessor will hold an initial check-point meeting with you before you begin the tasks to:

- Confirm the assessment process, and discuss the activities to be undertaken
- Discuss the linkages between the tasks, supporting you to understand how the assessment is based on how your practice promotes and supports the play, learning and development of children
- Support you to consider the tasks in relation to the unit requirements, i.e. ensuring that children selected will provide sufficient evidence for the units required; as well as discussing opportunities within the setting for working in partnership with parents, families, and carers, and others
- Agree a timeframe for when assessment activities need to be completed, confirming completion dates for the observations, holistic evaluation and a date for the planning meeting
- Agree how your portfolio of evidence and reflective log will be managed
- Plan a series of progress meetings at which your day-to-day practice and reflections will be reviewed, supporting the identification of portfolio evidence
- Agree how you will ensure consent is gained and how privacy and confidentiality will be maintained throughout the assessment process

### Task A

- **Carry out day to day activities** involving the child/children. You must show how you use partnership and co-production models when promoting children's holistic development, learning, play, health and well-being. This will include how you work with others by gathering and sharing relevant and appropriate information with colleagues, professionals and others involved in the care of children using agreed documents, processes and procedures.
- **Fill out your reflective log regularly**, and make sure it is up to date in preparation for each of your planned progress meetings. You may want to use this to collect ideas for the types of opportunities/experiences that you may wish to plan, based on the child/children's current development.
- **Meet with your manager/assessor at each of the scheduled progress meetings** to discuss your own progress and development, as well as to reflect on the developmental progress of children within the setting.

### *Conditions of assessment*

Normal workplace conditions

### *What must be produced for assessment*

- reflective log
- portfolio of evidence to include - workplace documentation, progress meeting records/notes, witness testimony

### Task B 1-4

Plan, develop and undertake a minimum of **four** observations of a child/children in your setting.



You should discuss the plan of your observations with your manager and assessor prior to starting your first observation.

You must record the findings of **each** observation in a professional manner and ensure that the identity of the child/children is **not** disclosed. The following information must be captured for each observation record:

- permission records
- rationale for the observation methods
- physical, ethical and legal factors that were taken into account
- details of observations
- relevant information from other sources that has been used to provide background information (e.g. parents, children, key worker, team members and colleagues, other professionals, previous records).

You may use your own observation form, or one that you are familiar with using in your setting for this task. An example learner observation record form had been provided (Appendix 1) and you may instead choose to use this.

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

You must carry out the observations on your own in your work setting. Each observation record must be signed and dated by the manager/assessor. Your written work does **not** need to be completed under supervised conditions but it must show your own knowledge and understanding of the observation and assessment methods, and areas of child development without any outside support, ie it must be written in your own words and style. You must also acknowledge any sources used.

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

- Record of four observations. A pro-forma (Appendix 1) has been provided, this may be used to capture the information.

### **Task C**

Produce one holistic evaluation covering the **four** observations completed within Task B.

As part of your holistic evaluation, you should consider:

- The child/children's development observed across the observations
- Any links to appropriate child development and play theories and approaches
- The physical, ethical and legal factors that were taken into account and their impact
- How the relevant information from other sources was used, and the insights provided
- Identification of, and support for the child/children's individual and additional needs and skills
- Identification of, and support for, what is important to the child/children (their likes/dislikes/interests)

If more than one child was observed due to exceptional circumstances then the evaluation must reflect this.

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

You must carry out the activity on your own. Your evaluation does **not** need to be completed under supervised conditions but it must show your own knowledge and understanding of how observation and assessments are interpreted and why, without any outside support, ie it must be written in your own words and style. You may use reference materials or sources for this task, but must acknowledge any reference materials or sources used.

### ***What you must produce for assessment:***

- One evaluation of four child observations, including any referencing of sources used.

#### **Task D**

Create a plan of opportunities/experiences for the child/children's next steps of learning and development, based on the outcomes of your initial evaluation.

Your plan should include at least **four** opportunities/experiences that you will deliver in Task E.

You will be required to submit your plan, and attend a planning meeting with your manager and assessor to agree your plans before carrying out the opportunities/experiences.

You may use your own planning form, or one that you are familiar with using in your setting for this task. An example candidate planning form had been provided (Appendix 2) and you may instead choose to use this.

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

Working independently under quiet uninterrupted conditions

#### ***What you must produce for assessment:***

- Plan of activities

#### **Task E 1-4**

Lead the implementation of **four** planned opportunities/experiences. You will be observed on each occasion by your assessor.

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

Normal workplace conditions

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

- Required workplace records
- Your records of the activity (including records of consent)
- Observation by assessor

#### **Task F**

Complete an evaluation of the activities conducted. This will be assessed through a professional discussion with your assessor.

The evaluation will be based on your review and reflections of the outcomes of the opportunities/experiences conducted, and how they have supported the child/children's learning and development, based on the findings from your holistic evaluation, and through the aims in your initial plans. You may also be asked questions that relate your knowledge and understanding of child development in relation to the assessment activities you have undertaken.

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

#### ***Timing***

It is expected that the discussion will last for approximately 45 minutes.

***Conditions of assessment***

Professional discussion, under quiet uninterrupted conditions

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

- Any preparatory notes referred to within the discussion
- Assessor's discussion notes

## 4 Assessor/manager instructions

The following section of this document outlines the instructions for both manager and assessor, and their roles in the delivery of this assessment. This guidance should be read and used in conjunction with section (4) of the **Qualification Delivery Guide**.

### Roles within the process

The assessment process relies on both the manager and assessor to ensure a valid assessment judgment of the candidate's performance is obtained. It is therefore important that both the manager and assessor have identified and confirmed the scope of their roles, and their required involvement, prior to the assessment process beginning.

Definitions and expectations of the roles of the manager and assessor can be found within section 4 of the Qualification Delivery Guide.

### Use of recording forms

A set of recording forms have been provided (see Appendices) for use; these are to be considered as a guide only, and assessors/managers may wish to use their own forms. If own forms are used, they must reflect/gather the same information included within the forms in this pack.

The forms provided here are recommended to be used electronically so that they be added to as appropriate to the situation. Printed copies may be useful as an overview, but it is envisaged that on completion, these forms will run into multiple papers, so would best be completed electronically. Electronic versions can be downloaded from the consortium website.

### Holding the initial check-point meeting

The initial check-point meeting will be run by the manager; and supported by the assessor.

The purpose of the initial check-point meeting is to:

- Support the candidate to understand the assessment process; the activities that they will undertake and what is required to successfully complete the assessment
- Confirm the linkages between the tasks, ensuring that the candidate understands how the assessment is based on how their practice promotes and supports the play, learning and development of children
- Discuss the role of the manager; the support they will provide – and the role of planned progress meetings throughout the assessment period
- Agree when planned progress meetings will occur (note, these progress meetings could be held or incorporated as part of already scheduled supervision/1:1 sessions)
- Discuss the purpose and role of the portfolio element of the assessment – including the role of the reflective log, and how it supports the overall assessment, as well as how this will be developed and maintained
- Discuss the role of the assessor, and how the candidate will be formally assessed
- Support the candidate to consider the tasks in relation to the unit requirements, i.e. ensuring that children selected will provide sufficient evidence for the units required; as well as opportunities within the setting for working in partnership with parents, families, and carers, and others
- Discuss and agree initial timeframes for assessment activities, confirming completion dates for the observations, holistic evaluation and a date for the planning meeting
- Agree the consent that will be gained from children and their parents, families, and carers, and ways the candidate will maintain confidentiality throughout the assessment process.

By the end of the initial check-point meeting, the candidate should be in a position where they fully understand the requirements of the assessment to be completed; the activities that they will carry out and the initial timeframes for completion.

### **Supporting the candidate's observations**

The planning of the candidate's observations of children in the setting should be supported through the discussions in the initial check-point meeting. Candidates should be clearly reminded of the need to obtain consent prior to undertaking any observation of a child/children. The observation forms should not identify the specific child by name, but use an identifier to protect the child's privacy.

The candidate is required to discuss their plan of observations with the manager and assessor prior to undertaking them. This ensures that the child/children selected for the observations are suitable and available for the observations.

### **Timings**

It is envisaged that the candidate will conduct the observations across the first 4-5 months of the assessment period. This should support the identification of elements of development across the observed child/children. The exact timeframe should be agreed with the manager/assessor at the initial check-point meeting, or through discussion of the plan of observations discussed with the candidate.

### **Holding the planning meeting**

The planning meeting will be run by the assessor, and supported by the manager.

On submission of the candidate's planning form, both the manager and the assessor should have thoroughly reviewed the submitted 'planning form' to confirm the feasibility of the intended opportunities/experiences for obtaining sufficient practice-based evidence.

The Mapping grid provided is intended to support assessors to consider the types of opportunities/experiences that might be undertaken, and how evidence for different outcomes across units can be generated for each opportunity/experience. The Mapping grid should however be used as a support guide only.

In advance of the planning meeting, the assessor and manager should meet to confirm that they are comfortable with the approach that has been proposed by the candidate; or whether there are any key areas that need to be reconsidered – or any core areas of practice that would not be witnessed from the planned opportunities/experiences.

An assessor planning form has been provided (Appendix 3) to support the assessor map the candidate's plan against the required units/outcomes, and to identify prior to the planning meeting, any gaps that may not be evidenced through the planned opportunities/experiences.

*It is the responsibility of the assessor at this planning stage to ensure that the opportunities/experiences planned and scheduled provide breadth across the required unit content – ensuring that sufficient practice-based evidence will be observed to allow for a valid assessment judgement.*

*If it is clear that outcomes will not be covered during the observations – the assessor should ensure that a plan is put in place to provide sufficient evidence for these areas; whether that be through an element of reconsideration or re-planning of the planned opportunities/experiences; through additional evidence in the portfolio, or, if knowledge-based and relevant to the candidate's understanding of child development, recorded to be carried forward to the professional discussion.*

### **Linkages between tasks**

The candidate brief outlines an expectation that tasks D-E should be using the same child/children used for tasks B-C. This is intended to support structured connections between how the candidate has identified the development of the child/children, and how they have promoted and supported this further development through the opportunities/experiences they have planned. It is realised that due to the length of the assessment period that it may not always be realistic for the same child/children to be used between these tasks. In a situation where it is not possible for the same child/children to be supported; the candidate should look to undertake their planned opportunities/experiences with children at a similar stage of development. This may require a discussion with the manager/assessor to support identification of alternative children.

The purpose of the planning meeting is to meet with the candidate and,

- Review the plan for the opportunities/experiences that the candidate has proposed
- Confirm the feasibility of the opportunities/experiences – in terms of practicalities, resource requirements and ensuring that sufficient practice-based evidence will be obtainable for assessment purposes
- Ensure the plans and opportunities/experiences have sufficiently met the brief to support the progress of play, learning and development for a child/children
- Agree how consent will be gained from children, their parents, families, and carers and how confidentiality will be maintained through the assessment
- Clarify and outline the roles within the process
- Sign-off the candidate planning form, and formally agree a schedule of activities.

### **Agreeing resources**

The assessment tasks require the candidate to practically undertake four opportunities/experiences within a real working environment, the use of simulation is not permitted for these assessments. Due to this, it is important that the manager/assessor supports the candidate to access the resources and environment that will allow the candidate to demonstrate the best of their ability. During the initial check-point meeting, initial expectations should have been set around the environment and resources available to the candidate – so their planned activities should be in-line with those that are manageable within the setting.

### **Contingency planning**

It is envisaged that a single planning meeting would be held to review and agree the schedule of all four opportunities/experiences to be undertaken. This has been done to support efficiencies, and to aid the flow of holistic delivery across the assessment. If not all opportunities/experiences can be agreed during this single planning meeting, it is a requirement for the assessor/manager and candidate to agree and schedule a further meeting in order to discuss and agree the outstanding activities to be conducted\*.

*\* If at any stage during the assessment period, the planned opportunities/experiences become unmanageable without reasonable adjustment, or implementing contingencies, then the candidate should meet with the assessor/manager again to confirm and agree how the outstanding activity can be progressed. This may require re-planning the initial opportunity/experience.*

### **Additional notes on planning**

The role of initial planning in Tasks A and D supports learners to plan for and prepare for the different assessment tasks. There may be need for further in-the-moment planning or adaptations to plans or intended practice based on the child observed or change in circumstances during the assessment. This is perfectly valid and expected, reflective of the nature of childcare practice. Where learners build on or adapt their initial plans during the practical elements of the assessment, they should use the evaluation tasks (C and F) to demonstrate why this was necessary, and how this contributed to a more successful outcome. Note however, that 'in-the-moment' planning in no ways detracts from the need or importance of initial planning by the learner. This guidance has been reviewed and is supported by key sector organisations including CIW/Flying Start, as well as Social Care Wales.

## Supporting the candidate through the assessment process

During the assessment process, the candidate should be provided with an appropriate environment and sufficient time to ensure the authenticity of the holistic evaluation (task C).

The environment should be a quiet environment within the workplace where the candidate has the opportunity to work undisturbed. Due to the nature of these tasks requiring the candidate's own personal inputs and reflections, they do not need full-time supervision, but the assessor should be able to confirm that the work completed is that of the candidate's. Candidate's may be permitted to refer to relevant reference materials or sources (e.g. relevant child development models or theories), but must clearly identify any sources they have used within their evaluation.

Discussions during planned progress meetings should enable the manager/assessor to establish any concerns around authenticity; should concerns become apparent, this needs to be recorded for External Quality Assurance review and audit purposes. Both the candidate and manager/assessor will need to sign a declaration form (Appendix 9) to confirm authenticity of the candidate's work. A quiet room will also need to be provided for task F.

### **Note on meeting terminology**

*The following meetings are referenced in this document, each has a different intention – so below is a summary of how these are defined.*

**Initial check-point meeting** – an initial touchpoint meeting held with the candidate, by way of an introduction to the assessment process.

**Planning meeting** – a defined planning meeting to review the candidate plans, and confirm and agree assessment activities to be conducted.

**Progress meetings** – on-going meetings throughout the assessment period to support the candidate

## Observations

The assessor must carry out a minimum of **four** assessed observations across the assessment period, observing the candidate's four, planned opportunities/experiences.

**Assessors must ensure the safeguarding of children and candidates remains paramount, and confidentiality and data protection are followed at all times. The assessor must ensure that consent required, as outlined in the initial check-point and planning meetings, has been gained prior to commencing any observation activity.**

The observation will require the assessor to

- review the candidate's plan for the opportunity/experience in advance of the observation,
- observe the opportunity/experience being set-up and implemented,
- question the candidate, sampling the candidate's knowledge to ensure confidence that it is at the required level for the role.

An observation record form (Appendix 4) should be completed for each observation. These separate forms should support the assessor to build a picture of the consistency of candidate's practice over the period of assessment, particularly in relation to how they consistently promote elements of core practice. The recording forms, in conjunction with the structured tasks, support the assessor in making judgements of competence without requiring repeated assessment and granular decisions. A section of the observation record form has been provided to allow feedback for the candidate to be recorded and provided following each observation.

*The assessor should review the evidence that is being collected by each observation on an on-going basis; if the observations do not go fully as intended and anticipated evidence is not observed in the initial tasks*

*observed – they may need to consider whether further observations may be required. If it is felt that there is a requirement for further observation(s), then this should be discussed with the candidate and manager; highlighting the reasons for the additional assessment, and confirming arrangements for this.*

## Portfolio of evidence

The portfolio of evidence will be kept to capture evidence that is not covered by the structured tasks. This may include individual units where no learning outcomes are observed within the tasks, or elements of units where not all learning outcomes are sufficiently observed within the tasks. It will also be used to support the collection of evidence of elements of the mandatory content that are more likely to be evidenced through day-to-day practice. It is also likely that most of the evidence for units from Optional group C will be evidenced through the portfolio.

The mapping grid shows the types of evidence to be collected through the portfolio from day to day activities, and monitored through progress meetings. It also identifies the evidence expected to be collected through the tasks. On occasions where the tasks have not been able to generate sufficient expected evidence for certain units/outcomes, further supplementary evidence may be required in the portfolio – this will be identified on the observation record form (Appendix 4).

For any units from Optional group C where outcomes are not fully observed through the structured tasks, the evidence requirements outlined for the unit in the qualification handbook should be used as the basis for evidence collection for the portfolio.

Evidence retained within the portfolio should be kept in accordance with the confidentiality and consent requirements of the organisation/setting, as well as the conditions outlined by the consortium. These conditions can be accessed from the Administration Handbook available on the consortium website. It would be beneficial for internal quality assurance teams to keep a record of the evidence using the Assessment completion record (Appendix 7).

## Guidance on acceptable evidence for portfolio

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

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

- **Expert witnesses** may observe candidate practice and provide expert witness testimony for competence based units. For details of where expert witness testimony has parity with assessor observations, and for further guidance, please see 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 parents, families, or carers, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it. See further guidance in the section below on the role of witness testimony.
- **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** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Whilst candidates will maintain a reflective log throughout the assessment period, additional reflective accounts may also provide further evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding



and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.

- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

- **Completed SCW workbooks** used for the All Wales Induction Framework for Early Years and Childcare may provide supportive evidence for the portfolio, including reflective elements and less structured, but still informative, witness testimony.

- **Simulated assessments** may be used as evidence where this is specifically stipulated in the evidence requirements for individual units. If simulation is used, this must be done within a realistic work environment. See the Qualification Handbook for further details.

### **Use of reflective logs/accounts**

As part of the assessment, the candidate is required to maintain a reflective log of their practice during the assessment period. It is recommended that candidates are advised on how to maximise the benefit of this log as a reflective tool; not solely 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 develop and improve in practice.

Managers are encouraged to explore the use of different styles of reflective log, supporting candidates to identify and use a format that reflects best their learning style.

Candidates are advised that they must update their reflective log regularly; expectations should be set at the initial check-point meeting on how regularly the candidate should update their log. As a minimum, it is expected that candidates will have updated their log for sharing at each of their progress meetings. It is important however to advise candidates of the value and importance of reflection as an ongoing process, and to encourage them to update their log throughout the period between progress meetings, rather than solely for the purpose of the progress meeting.

### **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 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 specific qualification requirement 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.

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**

Due to the nature of the assessments, and the importance of observed practice in determining a holistic judgement, the use of evidence from an expert witness may only be used:

- to provide expert testimony of observed practice for a unit from Optional Group C
- if the sensitivities of aspects of an opportunity/experience conducted as part of the planned observations would be unduly restricted by the presence of the assessor, or if safeguarding concerns would restrict an assessor's observation\*.

The use of expert witness testimony for providing evidence for any of the points above should be agreed in advance with the assessor as part of the planning process.

\* Note, as part of the planning of observations it is vital that the assessor ensures for each of the opportunities/experiences planned, that it will be possible for them to observe a sufficient amount of the activity to support them to make a valid assessment judgement.

The assessor needs to be able to have secured sufficient evidence from their own observations to allow the basis of a sound assessment from across the tasks.

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

Where expert witness testimony is used for providing evidence of competence, the testimony must directly relate to the candidate's performance in the organisation /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 assessor.

### **Non-expert witnesses**

Additional 'non-expert' witness testimony (from individual's with a status of 2, 3 or 4) may **only** be used as supplementary evidence within the portfolio.

It is not necessary for non-expert witnesses to hold an assessor qualification as the assessor will make the final assessment decision(s) about the acceptability (validity, authenticity and sufficiency) of all evidence submitted in the portfolio.

### **Authentication of evidence**

The evidence for the portfolio must be authenticated through both candidate and assessor signing the declaration of authenticity (Appendix 9).

Candidates are to be reminded that any evidence needs to be authenticated as their own work. If any external sources of information have been used or referred to, these must be clearly acknowledged with reference to the source used.

Candidates should also be advised that artificial intelligence tools such as Chat GPT are **not** permitted for the development of portfolio evidence for this qualification and are reminded that the purpose of this assessment is to reflect their own knowledge, understanding and skills. Use of artificial intelligence such as Chat GPT would be seen as an unacceptable form of plagiarism and would constitute a form of malpractice that is to be reported to City & Guilds.

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

The final assessment activity that needs to be completed by the candidate is a professional discussion with the 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 of children's play, learning and development within the tasks.

The professional discussion should also support the assessor to confirm any gaps in evidence; or add an extra layer of confidence, particularly around any knowledge aspects that may not been fully seen through the practice observations.

### **Structure of the assessment**

Prior to the assessment, the assessor should consider the key theme and topic areas that the discussion will focus on. This should take into account the assessment activities undertaken by the candidate. The

assessor may 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 child development, explored through the context of the assessment activities.

The exact questions to be asked should be tailored to the units that the candidate is undertaking, as well as what knowledge and understanding has been already observed through the other assessment activities. The assessor should be careful not to constrain the professional discussion through being overly prescriptive in the questions asked; and should allow for an element of flexibility, that allows for additional questions and follow-on questions to probe further, as the discussion develops.

A professional discussion recording form (Appendix 6) has been provided, and assessors may use Section 1 of this form this for planning in advance, and for use within the discussion itself.

## Undertaking the professional discussion

### Assessment environment

On the day of the assessment, the assessor is responsible for ensuring that any assessment takes place in appropriate surroundings which are free from distractions and interruptions. The assessor may need to liaise with the manager to ensure that the assessment environment is maintained; 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 discussion

It is important that the assessor ensures that actions are taken to help put 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 standards by minimising the extent to which their performance may be hindered by anxiety.

### The assessor should:

1. Introduce themselves and explain their role in the process.
2. Summarise the purpose and structure of the discussion.
3. Emphasise that the confidentiality of their assessment will be maintained.
4. Ask the candidate if they have any questions before beginning the assessment.

### During the discussion

During the discussion the assessor should use Section 2 of the Professional discussion recording form (Appendix 6) to make notes to capture the key points elicited through the candidate's responses. The discussion should feel as natural as possible, utilising open questions to allow the candidate to dominate the conversation. It is expected that the 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 at that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded candidate evidence accurately

### Timings

The discussion is not expected to last more than 45 minutes in total.

### **Retention of evidence**

It is permitted for the assessor to digitally record the professional discussion to support the assessment process, e.g. to use as a post-review tool, or to support the capturing of notes that may be difficult to fully take during the discussion. If the assessor plans to record the discussion digitally, this must be discussed and agreed with the candidate prior to the discussion starting.

If the assessor uses a digital record for assessment purposes, then it is important that the overall commentary and conclusion section of the 'Professional discussion recording form' is still completed and signed off as evidence of the discussion. If the assessor wishes to use notes captured as part of the digital record, then their overall commentary and conclusions must refer to the point in the digital record where this evidence has been noted. If the digital record is referenced within the recording form, then the digital record must be kept and stored securely within the centre, and made available for external quality assurance purposes.

## 5 Mapping grid

The mapping grid below has been developed to help support an understanding of how different units/outcomes may be realistically evidenced across the range of assessment tasks. The actual evidence observed will be dependent on how the activities are developed, but this mapping may support the manager/assessor during the planning process to identify the areas that can be covered in each opportunity/experience, as well as to identify where additional evidence could be gathered if not observed during the observations.

Note this mapping grid only covers the following units

**Mandatory group A (300-303)**

**Optional group A (304-306)**

**Optional group B (307-311)**

Note, this mapping is not an exhaustive list, and should be used as a support only to make linkages across units and outcomes. Specific mapping and identification of evidence will be dependent on the actual activities undertaken.

Task	Example of types of activities that may be used	Practice criteria	Knowledge criteria	300 Core
Task A	<i>Progress meetings to cover day-to-day activities</i>	303 (1.8-1.11)	301 (1.1-1.8, 3.1) 302 (1.1-1.9, 1.12) 303 (1.1-1.7) 304 (1.1-1.6, 2.6) 305 (1.1-1.6, 2.6) 306 (1.1-1.6) 307 (1.1-1.8) 308 (3.1-3.11) 309 (1.1-1.2, 2.1-2.10, 3.5-3.7) 310 (1.1-1.5, 3.1-3.2) 311 (1.1-1.14, 2.2-2.4, 3.1, 3.5, 4.1-4.4, 5.1-5.2)	300 (2.5-2.7, 3.4-3.6, 4.1-4.2, 5.3-5.8)

Task B (Observations)	<b>Observation of child/children in setting</b>	301 (2.13) 305 (2.9) 306 (4.6-4.7) 309 (3.9-3.10) 311 (2.14)	301 (2.1-2.3) 304 (2.1-2.4) 305 (2.1-2.4) 306 (2.1-2.4, 4.5) 309 (2.3, 2.7-2.10, 3.1-3.2, 4.1) 311 (2.5)	300 (2.1)
Task C (Evaluation)	<b>Holistic evaluation of child/children observations</b>	301 (2.15) 306 (2.10, 4.8) 309 (3.9, 3.11) 311 (2.14-2.15)	301 (2.2) 304 (2.4, 2.7) 305 (2.4, 2.7) 306 (2.4, 2.7, 4.2, 4.4-4.5) 307 (2.3-2.4) 308 (5.5-5.6) 309 (3.3-3.4) 310 (2.1-2.3, 2.5-2.6) 311 (1.10-1.11, 2.6-2.7, 3.1, 3.5)	300 (1.10)
Task D (Plan)	<b>Support the <i>planning of activities</i> and the learning environment that identify the needs and supports the development of children</b>	301 (2.14, 2.16) 304 (3.7) 305 (3.5) 306 (3.4, 4.8-4.11) 307 (2.9-2.11) 308 (4.4, 4.11-4.12) 309 (2.11-2.12, 3.9, 3.11) 311 (1.15, 2.14-2.15, 4.6)	301 (2.4-2.12) 302 (1.10-1.12) 304 (2.5, 2.7-2.8, 3.1-3.2) 305 (2.5, 2.7-2.8, 3.1-3.2) 306 (2.5, 2.7-2.8, 3.1-3.3, 4.3) 307 (1.3, 1.5, 1.7, 2.2, 2.4-2.6) 308 (4.1-4.3) 309 (3.8) 310 (2.1-2.4) 311 (2.1, 2.8, 2.10, 2.12, 3.2-3.4, 3.6)	300 (2.2-2.6, 5.1)
Task E (Observations)	<b>Support opportunities/experiences that are child initiated; engage the child, recognise success etc.</b>	301 (1.9, 2.16-2.18) 302 (1.18, 1.22) 304 (2.9) 306 (2.9, 4.11-4.13) 307 (2.8-2.17) 309 (2.11-2.12, 3.12-3.15) 310 (1.6-1.7, 2.7-2.10) 311 (1.15-1.17, 3.7-3.10)	301 (2.12) 304 (2.5, 2.7-2.8) 307 (1.4, 1.7, 2.1, 2.4-2.7)	300 (1.1-1.5, 1.7-1.9, 2.3, 3.1, 3.3, 5.1-5.2)

	<b>Promote an environment that supports play, growth, learning and development</b>	301 (1.10, 3.3-3.4) 304 (3.9) 305 (3.7) 306 (3.6) 307 (2.18-2.21) 309 (2.11-2.12, 3.13-3.15) 311 (2.16-2.18)	301 (3.2) 311 (2.9)	
	<b>Promote and support the health and well-being of children</b>	301 (2.18) 302 (1.13-1.23) 303 (1.8-1.11) 304 (2.9, 3.8-3.12) 305 (3.6-3.10) 306 (3.5-3.8) 310 (1.6-1.7) 311 (3.7-3.10, 4.5-4.7, 5.3)	304 (1.4-1.6, 3.1-3.6) 305 (1.4-1.6, 3.1-3.4) 306 (1.4-1.6, 3.1-3.3) 311 (2.11)	300 (1.1-1.5, 1.7-1.9, 2.3, 2.5, 3.1, 3.3-3.4, 5.1-5.2)
	<b>Support families/carers/others to engage with activities that support the development of children</b>	302 (1.21) 307 (2.11, 2.18-2.21) 308 (1.3-1.4, 2.8-2.9, 3.12-3.16, 4.4-4.12, 5.7-5.13) 309 (4.4-4.5) 310 (3.3-3.4)	301 (2.7-2.9) 308 (1.1-1.2, 2.1-2.7, 3.1-3.11, 5.1-5.6) 309 (4.1-4.3) 310 (2.6)	300 (1.6-1.7, 3.2)
Task F (Professional discussion)		301 (2.15) 304 (2.10) 305 (2.9-2.10) 306 (2.10, 4.13-4.14) 310 (2.11) 311 (2.19, 6.3-6.4)	304 (2.6) 305 (2.6) 306 (2.6) 307 (2.7) 308 (2.7, 3.1-3.11) 311 (2.2-2.4, 2.13, 4.1, 6.1-6.2)	300 (1.10, 2.7, 3.6)

## 6 Finalising assessment

### Assessment decisions

The unit content has been developed as learning outcomes and assessment criteria. Assessment decisions should however be made at the level of the learning outcome. The assessor should consider whether the process and outcome has been demonstrated:

- appropriately for the child(ren) used within the opportunity/experience
- in line with the expectations of the organisation/setting and work role,
- in line with the core principles (unit 300),
- consistently over the four observations.

This will provide the assessor with sufficient evidence to be confident that the candidate is competent in relation to the areas of content assessed through the tasks.

Separate recording forms should be used for each observation and to support the assessor to build up a picture of the candidate's performance over the period.

The recording forms require the assessor to provide a statement describing how the outcomes have been met in line with the relevant principles. Performance that particularly showcases good practice is recorded for feedback, and any areas which are not covered as expected are recorded, to be carried over to the next observation / ongoing portfolio development / the final professional discussion as appropriate.

### Submission of evidence for final assessment

Following completion of tasks A-E, the assessor should confirm that all practical assessment activity has been undertaken and achieved, using the 'Assessment completion record' (Appendix 7). The portfolio and reflective log will be submitted for assessment by the assessor after tasks A-E are completed. A professional discussion will then be held with the candidate (task F) to provide the assessor with the opportunity to ask any further questions on areas where they feel there is insufficient evidence.

The assessor will assess all of the evidence from all tasks to judge whether the evidence is sufficient to award the qualification.

Assessment and feedback should take place within two weeks of submission of the completed assessment.

If the evidence is judged to be insufficient, and the assessor is not satisfied that a pass outcome can be awarded, the assessor should discuss the reasons for the outcome with the manager and candidate, and should advise that the candidate will be asked to submit further evidence.

### Resubmission

If a candidate is required to submit further evidence, the centre must provide appropriate feedback and support to enable the candidate to resubmit. If a candidate does not meet the appropriate learning outcomes required in the subsequent resubmission, the centre should either:

- arrange additional support for the candidate, or,
- inform the candidate of the right to appeal.



Centres must record any actions taken and/or any additional support given to the candidate.

## 7 General assessment administration requirements

### Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements and safeguarding practices are in place before candidates start practical assessments. The importance of safe working practices, the demands of the Health and Safety at Work Act 1974 and the Codes of Practice associated with the sector must always be adhered to.

Should a candidate fail to follow correct health and safety practices and procedures during practical assessment, the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have not reached the standard of assessment required. The assessor is required to advise the manager of any instance where health and safety has been contravened, and that the candidate has not reached the standard of assessment required. At the discretion of the centre, candidates may retake the assessment at a later date when they are able to work safely. In any cases of doubt, guidance should be sought from the External Quality Assurer.

### Safeguarding

Candidates must work in ways that fully maintain safeguarding considerations in their work environment at all times. Candidates should be reminded of the importance of maintaining safeguarding considerations throughout all assessment activities.

### Support and feedback

Managers/assessors may guide the candidates on the evidence that needs to be produced by supporting access to the tasks. The manager/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 practice.

### Appeals

In the event of an appeal against an assessment decision made, candidate(s) must be directed to the centre's own internal appeals procedure.



Use this section to detail note of any relevant information obtained from other sources.

Candidate signature:		Date	
Confirmation of assessor signature:		Date	
Confirmation of manager signature:		Date	

## Appendix 2 Candidate planning form

Candidate planning – summary form			
Candidate name		Candidate number	
Date of planning meeting			
Units selected			
<b>Opportunities/experiences to be carried out</b>			
Opportunities/experiences to be carried out			
<b>Opportunity/experience 1:</b>			
Opportunity/experience timeframe			
<b>Development aim/target of the opportunity/experience</b> <i>How the opportunity/experience intends to support the development of the child/children, based on findings from the holistic evaluation</i>			
<b>Outline of the opportunity/experience</b> <i>This should provide an outline of the planned opportunity/experience, what you intend to do, and why</i>			
<b>Others considerations required</b> <i>e.g. support of others, required resources, environmental considerations etc.</i>			
<b>Additional information</b> <i>Including any other relevant information, plus any potential contingency plans that may be needed</i>			
<b>Opportunity/experience 2:</b>			
Opportunity/experience timeframe			
<b>Development aim/target of the opportunity/experience</b> <i>How the opportunity/experience intends to support the development of the</i>			

<i>child/children, based on findings from the holistic evaluation</i>	
<b>Outline of the opportunity/experience</b> <i>This should provide an outline of the planned opportunity/experience, what you intend to do, and why</i>	
<b>Others considerations required</b> <i>e.g. support of others, required resources, environmental considerations etc.</i>	
<b>Additional information</b> <i>Including any other relevant information, plus any potential contingency plans that may be needed</i>	
<b>Opportunity/experience 3:</b>	
<b>Opportunity/experience timeframe</b>	
<b>Development aim/target of the opportunity/experience</b> <i>How the opportunity/experience intends to support the development of the child/children, based on findings from the holistic evaluation</i>	
<b>Outline of the opportunity/experience</b> <i>This should provide an outline of the planned opportunity/experience, what you intend to do, and why</i>	
<b>Others considerations required</b> <i>e.g. support of others, required resources, environmental considerations etc.</i>	
<b>Additional information</b> <i>Including any other relevant information, plus any potential contingency plans that may be needed</i>	
<b>Opportunity/experience 4:</b>	
<b>Opportunity/experience timeframe</b>	
<b>Development aim/target of the opportunity/experience</b> <i>How the opportunity/experience intends to support the development of the child/children, based on findings from the holistic evaluation</i>	

<p><b>Outline of the opportunity/experience</b>  <i>This should provide an outline of the planned opportunity/experience, what you intend to do, and why</i></p>			
<p><b>Others considerations required</b>  <i>e.g. support of others, required resources, environmental considerations etc.</i></p>			
<p><b>Additional information</b>  <i>Including any other relevant information, plus any potential contingency plans that may be needed</i></p>			
<p>Candidate signature:</p>		Date	
<p>Confirmation of assessor signature:</p>		Date	
<p>Confirmation of manager signature:</p>		Date	

## Appendix 3 Assessor planning form

Assessor planning – summary form			
Candidate name		Enrolment number	
Date of planning meeting			
Units to be covered			
Opportunities/experiences to be carried out			
Opportunity/experience 1:			
Opportunity/experience timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this opportunity/experience			
Learning outcomes anticipated to be evidenced from the opportunity/experience			
Additional questions that may need to be considered to pose to the candidate			
Opportunity/experience 2:			
Opportunity/experience timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this opportunity/experience			
Learning outcomes anticipated to be evidenced from the opportunity/experience			
Additional questions that may need to be considered to pose to the candidate			
Opportunity/experience 3			
Opportunity/experience timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this opportunity/experience			



Learning outcomes anticipated to be evidenced from the opportunity/experience	
Additional questions that may need to be considered to pose to the candidate	
<b>Opportunity/experience 4</b>	
Opportunity/experience timeframe	
Use this section to capture notes on the types of skills that a candidate may demonstrate in this opportunity/experience	
Learning outcomes anticipated to be evidenced from the opportunity/experience	
Additional questions that may need to be considered to pose to the candidate	
<p><b>Use this section to capture notes on any practice-based outcomes that are not likely to be observed through practice.</b>  <i>Use this section to confirm a plan for evidencing these outcomes, or for further reviewing the planned opportunities/experiences</i></p>	

## Appendix 4 Practice observation record form

Observation record			
Candidate name		Enrolment number	
Observation number/date			
Opportunity/experience observed			
Learning outcomes expected to be observed			
Observations made <i>(Highlight how the observations reflect the learning outcomes/units being undertaken)</i>			
Evidence of Supporting Core Practice <i>Outline any specific examples or evidence where the candidate has demonstrated their promotion of the principles, behaviours and values of Unit 300.</i>			
Follow-up questions asked <i>(List the questions that were used to further question the candidate)</i>			
Learning outcomes not evidenced			
Feedback for candidate <i>Use this section to capture any feedback to be provided to the candidate following this observation</i>			
Candidate signature:		Date	
Confirmation of assessor signature		Date	



## Appendix 5 Progress meeting record form

Progress meeting record form			
Candidate name		Enrolment number	
Date of meeting			
Period covered			
<b>Summary of discussion points:</b>			
<b>Evidence of Promoting Core Practice</b>			
<i>Outline any specific examples or evidence where the candidate has demonstrated their application of the principles, behaviours and values of Unit 300.</i>			
<b>Candidate comments/feedback</b>			
<i>This section is provided as a space for the candidate to capture any of their own comments or feedback on the meeting</i>			
<b>Feedback provided</b>			
<i>Highlight any supportive/developmental feedback provided to the candidate during this session</i>			

Follow-up questions asked <i>(List the questions that were used to further question the candidate, and briefly outline their responses)</i>			
Learning outcomes evidenced			
Candidate signature:		Date	
Confirmation of manager signature:		Date	

## Appendix 6 Professional discussion recording form

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

### Section 1

Provide details below that will support the structure of the discussion, 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

### Section 2

Notes captured during the discussion

Overall comments and conclusions drawn

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

<b>Assessor signature</b>	Signature	<b>Date</b>	DD/MM/YY
<b>Candidate signature</b>	Signature	<b>Date</b>	DD/MM/YY

## Appendix 7 Assessment completion record

Task	Evidence	Evidence record reference	Learning outcomes confirmed	Notes	Feedback for candidate
A	Reflective log				
	Portfolio of evidence				
	<i>Evidence 1</i>				
	<i>Evidence 2</i>				
	<i>Evidence 3</i>				
B1	Observation 1				
B2	Observation 2				
B3	Observation 3				
B4	Observation 4				
C	Holistic evaluation				
D1-D4	Candidate Planning Form				
E1	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 1				
E2	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 2				
E3	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 3				
E4	<i>Candidate evidence</i>				



	<i>Candidate evidence</i>				
	<b>Assessor observation 4</b>				
<b>F</b>	<b>Professional discussion recording form</b>				
	<i>Candidate evidence</i>				

## Appendix 8 Feedback form

**Qualification title / route:**

--

Candidate name	Candidate number
Assessor name	Date of submission

Unit number/s and title/s
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<b>Evidence Reference</b>	<b>Feedback</b>	<b>Target date and action plan for resubmission</b>

I confirm that this assessment has been completed to the required standard and meets the requirements for validity, currency, authenticity and sufficiency.

Assessor signature and date:
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## Appendix 9 Declaration

### Declaration of Authenticity

Candidate name

Candidate number

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Centre name

Centre number

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**Candidate:**

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

---

Candidate signature

Date

**Manager:**

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.

---

Manager signature

Date

**Assessor**

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.

---

Assessor signature

Date

**Note:**

Where the candidate and/or manager/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 manager/tutor may be contacted for justification of authentication.