

Level 2

Children's Care, Play, Learning
& Development: Practice

and

Children's Care, Play, Learning &
Development: Practice and Theory

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



Version
April 2019 Version 1.0



Contents

Contents	3
1 Introduction	4
2 Assessment overview	5
3 Candidate brief	6
4 Assessor/manager instructions	10
5 Mapping grid	18
6 Finalising assessment	21
7 General assessment administration requirements	22
Appendix 1 Candidate planning form	23
Appendix 2 Assessor planning form	25
Appendix 3 Observation record form	27
Appendix 4 Progress meeting record form	28
Appendix 5 Reflective review form	30
Appendix 6 Discussion recording form	31
Appendix 7 Assessment completion record	33
Appendix 8 Feedback form	34
Appendix 9 Declaration	35

1 Introduction

This pack contains the assessment documentation for:

- the Level 2 Children’s Care, Play, Learning and Development: Practice qualification and
- the practice units in the Level 2 Children’s Care, Play, Learning and Development: Practice and Theory qualification.

Assessors and managers should also refer to the **Qualification Delivery Guide** for:

- the Level 2 Children’s Care, Play, Learning and Development: Practice qualification and
- the **Guidance for Teaching** for the practice units in the Level 2 Children’s Care, Play, Learning and Development: Practice and Theory qualification

for further information and support on preparing to undertake assessments for this qualification.

2 Assessment overview

Assessment approach

The Level 2 Children's Care, Play, Learning and Development: Practice qualification and the practice units in the Level 2 Children's Care, Play, Learning and Development: Practice and Theory 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 or B. These tasks will consist of candidates being observed planning four separate opportunities/experiences; conducting those opportunities/experiences and evaluating each of these over a 6-month period.
- 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 an assessor-led **discussion** to provide a final touchpoint for the assessor and the candidate at the end of the assessment process. This discussion aims to consolidate any areas of evidence not satisfied through the structured tasks or portfolio.

3 Candidate brief

Over a six-month period, you will work with the children you support to gather evidence to complete your chosen units. Your evidence will show how you use enabling environments, learning opportunities and experiences to support their holistic development, play, learning and their health and well-being.

Areas to consider across the assessment activities are:

- personal and social development;
- emotional development;
- moral and spiritual development;
- cognitive development;
- physical development;
- linguistic development and communication skills; and
- health needs

You will follow the normal policies and procedures operating in your organisation/setting, demonstrating the key principles, values and behaviours that underpin the care, play, learning and development of children within the children's care, play, learning and development sector.

You will be expected to regularly update a reflective log over the period, reflecting on your practice while working with the children in your setting and identifying any of your own development needs to discuss further with your manager/assessor. You will also be required to keep a portfolio of evidence during the assessment period.

During the six-month period you will also be required to plan, implement and review **four** opportunities/experiences suitable for the children you support, aimed to support their holistic development.

Across the four opportunities/experiences, you must show how you

- support a child (or children) during a period of transition
- support an opportunity/experience in an outside environment
- support an opportunity/experience in an inside environment
- support an opportunity/experience that is non-routine
- support a child on a one-to-one basis
- support an opportunity/experience that involves more than one child.

Note, in the context of this assessment, the term opportunities/experiences may cover plans and opportunities that are less structured and 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
- ensure the children you support are suitable for gathering the required evidence for the units you are completing; confirming the agreement/permissions that you will need to obtain from families and carers
- discuss the assessment period, detailing the types of opportunities/experiences that might be suitable, and the resources/time available to you
- agree when your planning for the opportunities/experiences needs to be completed and agree a date for the subsequent 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.

Your assessor will observe you on a minimum of four occasions and may ask you questions about your practice.

Additional evidence will be gathered through normal workplace processes, including witness testimony from your employer or workplace mentor.

Task A

- **Carry out day-to-day activities** involving the children you support. You must show how you support partnership and co-production models when supporting children's holistic development, health and well-being. This will include how you work 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 your planned opportunities/experiences, based on the children's current development.
- **Meet with your manager/assessor at each of the planned progress meetings** to discuss your progress, including how your everyday work activities support your portfolio evidence.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

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

Task B 1-4

Develop a plan to cover each of the four required opportunities/experiences to meet the time frame and requirements in your agreed schedule.

Your plan must include:

- **an aim/ development target**, describing the intended development aims of the opportunity/experience for the child/children
- **an outline of the activity**, explaining how the activity is intended to contribute towards supporting the development aims of the child/children
- **requirements for setting up or preparation**, including any resources or materials required, environmental considerations and any advance preparation and setup considerations

- **details of your role during the activity /experience**, including what observations you will want to make of the children and any recording requirements, including how you will ensure consent and maintain confidentiality
- **who else will be involved in the activity**, or who may be required to support you, such as colleagues, families/carers and other professionals, including explanation of their roles in the activity
- **consideration for contingencies**, including what action will be taken if the planned activity cannot proceed as intended.

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 you are familiar with using in your setting for this task. An example candidate planning form has been provided (Appendix 1) and you may instead choose to use this.

Conditions of assessment

Working independently under quiet uninterrupted conditions

What must be produced for assessment

- Candidate planning form.

Task C 1-4

Set up and implement each of the four planned opportunities/experiences according to your plan, as agreed and scheduled.

You will be observed by your assessor throughout the set-up and implementation of each opportunity/experience.

Conditions of assessment

Normal workplace conditions

What must be produced for assessment

For each of the four opportunities/experiences:

- required workplace records
- your records of the activity
- observation by assessor.

Task D 1-4

Following completion of the four opportunities/experiences, complete a reflective review of each opportunity/experience to discuss:

- what you observed during the assessments; what you experienced
- what you felt worked well; or areas where you felt they went less well
- what you would consider doing differently in future, and how you would go about doing this.

You may complete your reflective reviews in a style that you are familiar with using or use a template from within your setting for this task. An example reflective review form has been provided (Appendix 5) and you may instead choose to use this.

Conditions of assessment

Working independently under quiet uninterrupted conditions

What must be produced for assessment

- Four activity reviews

Task E

Attend a discussion with your assessor.

Your assessor will ask questions on any areas that have not been fully covered by the observations and portfolio to satisfy themselves that you are able to work competently. They will record the evidence gathered and will make a decision after the meeting whether they can sign off your qualification.

You do not need to prepare anything specific in advance of the discussion or bring anything with you. However, it would be beneficial to have spent some time reflecting on your own learning, development and experiences across the assessment period in advance of the discussion.

Timing

It is expected that the discussion will last for approximately 20 minutes.

Conditions of assessment

Discussion with your assessor under quiet uninterrupted conditions

What must be produced for assessment

- 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 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 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 and allow for further expansion of recording by the assessor.

Printed copies may be useful as an overview, but it is envisaged that on completion these forms will run into multiple pages, 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
- 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
- consider the types of opportunities/experiences that could be planned for the observation element of the assessment; including setting realistic expectations on the types of opportunities/experiences that could be undertaken with consideration of the candidate's unit selection; the environment and resources available
- discuss and agree initial timeframes for initial assessment activity, confirming a date for the Planning meeting on completion of Task B
- confirm the consent required to be gained from children and their families/carers, and ways to 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.

Note for manager/assessor

Task B is designed around the candidate developing plans for the opportunities/experiences that they will carry out. It should be noted that the development of plans should be within the context of the candidate's role; it is acknowledged that candidates at Level 2 will not necessarily be fully leading on the planning of opportunities/experiences. The intention of this task is to support the candidate to evidence how they will be supporting a planned opportunity/experience, what their role is, what they need to achieve and why. The task is not intended to put the candidate in an unauthentic situation or a position beyond the expectations of their role.

The candidate brief outlines a set of criteria (e.g. one observation must be in an outside environment, one during a period of transition etc.) that need to be covered across the four experiences/opportunities. The purpose of this range of criteria is to support candidates to demonstrate the depth of knowledge and range of skills that they possess, and to ensure that a range of activities are undertaken. In some settings/circumstances, it is understood that some of these criteria may not be always realistically achievable, based on the candidate's role or environment. In any instance where this is the case, the manager/assessor should agree with the candidate what criteria would not be possible to achieve, and should record with a rationale as to why these criteria are not achievable within the setting. This record/rationale must be retained within the centre and made available for external quality assurance.

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 for the required units.

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 be used as an exemplar and supportive tool only since the actual mapping and linkages of units/outcomes will be defined by the opportunities/experiences undertaken.

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, whether there are any key areas that need to be reconsidered or if there are any core areas of practice that would not be witnessed from the planned opportunities/experiences.

An assessor planning form has been provided (Appendix 2) to support the assessor map the candidate's use to 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 outcomes will not be covered during the formal observations, the assessor should ensure that a plan is put in place to provide sufficient evidence for these areas. This may be achieved through reconsideration or re-planning of the planned opportunities/experiences, through additional evidence in the portfolio, or, if knowledge-based, recorded to be carried forward to the discussion.

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 and resource requirements and ensure that sufficient practice-based evidence will be obtainable for assessment purposes
- Confirm how consent will be gained and agreed from children and their families/carers, and how confidentiality will be maintained throughout the assessment process
- 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 the delivery of four planned 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 opportunities/experiences are in-line with those that are manageable within the centre.

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 is designed 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 activities 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 activity.*

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 planning and review write-ups (tasks B & D).

The environment should be a quiet environment within the workplace where the candidate can 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.

Time should be provided for the candidate away from their everyday work activities that allows them to complete assessment activities. This time should have been discussed and agreed with the manager at the planning meeting. For tasks B & D the candidate may choose to complete these activities one-by-one or may complete in a single session.

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 8) to confirm authenticity of the candidate's work. A quiet room will also need to be provided for task E.

Note on meeting terminology

Each of the following meetings referenced to in this document has a different intention that can be summarised as:

Initial check-point meeting – an initial touchpoint meeting held with the candidate, during which the assessment process is introduced

Planning meeting – a defined planning meeting to review the candidate plans and confirm/agree the 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. Confidentiality and data protection protocols must be followed at all times. The assessor must ensure that consent requirements 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 3) should be completed for each observation. These forms should support the assessor in building a picture of the of candidate's practice consistency over the period of assessment, particularly in relation to how they 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 graded decisions. A section of the observation record form has been provided to allow feedback for the candidate to be recorded following each observation.

The assessor should continually review the evidence collected during each planned observation. If the observations do not go as fully intended and sufficient evidence is not collected in the initial tasks, further observations may be required. If further observation(s) are required, 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 demonstrate 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 demonstrate evidence of mandatory content that is more likely to be evidenced through day-to-day practice e.g. most of the evidence for units in Optional Group C is likely to be evidenced through the portfolio.

The mapping grid shows the unit/outcome areas where evidence may be collected through the portfolio of day to day activities, and where it may be 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 3).

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 following 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, consideration should be made 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 guidance 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. The log should be utilised 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 individuals 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.

Preparing for the discussion

The final assessment activity that needs to be completed by the candidate is a formal discussion with the assessor. This assessment has been developed to support the assessor to confirm or consolidate any gaps in evidence, or to add an extra layer of confidence for the assessor, particularly around any knowledge aspects not fully seen or explored through the practice observations. The assessor will use the discussion to ask the candidate questions on areas identified as having insufficient evidence derived from the portfolio and tasks. The assessor may have identified these deficits at an earlier stage in the assessment process, e.g. during the initial planning and mapping of outcomes; or as evidence not witnessed during ongoing observation and assessment; or may do so when reviewing the final submitted evidence prior to the discussion (See also Section 6: Finalising assessment).

Prior to the discussion, the assessor should use Section 1 of the 'Discussion recording form' (Appendix 6) to plan the structure of the discussion, i.e. consider the outcomes to be reviewed and the range of questions to ask the candidate.

Undertaking the discussion

As the candidate has not been asked to prepare anything specific for the discussion, the assessor should account for this during the assessment, for example, ensuring that the questions are clear, or that sufficient relevant context is given if the question is asked on an aspect of observed practice to allow the candidate to recall the event.

Assessment environment

On the day of the assessment, the assessor is responsible for ensuring that the 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 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 Discussion recording form (Appendix 6) to make notes to capture 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.

Following the discussion, the assessor should complete the Discussion Recording Form (Appendix 6) – confirming whether the key outcome areas to be met have now been sufficiently evidenced.

Timings

As the discussion is based on confirming and consolidating evidence, it is not expected to last more than 15-20 minutes in total.

Retention of evidence

It is permitted for the assessor to digitally record the 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 scribe fully 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 '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 opportunities/experiences are developed and delivered, 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 (200-203)

Optional group A (204-206)

Optional group B (207, 310)

The reference to **Secondary evidence** highlights evidence from Unit 200 that may potentially be observable depending on the activities undertaken.

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 opportunities/experiences undertaken.

	<i>Example of types of activities that may be used</i>	Practice criteria	Knowledge criteria	200 Core	Secondary evidence
Task A	<i>Progress meetings to cover day-to-day activities</i>	201 (1.9-1.10) 203 (1.5-1.8) 206 (4.12)	201 (1.1-1.4, 2.1) 202 (1.1-1.10) 203 (1.1-1.4) 204 (1.1-1.4, 2.1-2.5) 205 (1.1-1.4, 2.1-2.5) 206 (1.1-1.4, 2.1-2.4, 3.4, 4.1-4.6) 207 (1.1-1.7) 310 (1.1-1.5, 3.1)	3.1-3.6 4.1-4.2 5.1-5.7	
Task B (Plan)	<i>Support the planning of opportunities/experiences that identify the development needs and supports the development of children</i>	201 (1.9) 207 (2.13-2.14)	201 (1.5, 1.7-1.8, 2.2) 204 (1.4, 2.4-2.5) 207 (2.4)	1.5, 1.8-1.9 2.1, 2.3	2.4

	<i>Example of types of activities that may be used</i>	<i>Practice criteria</i>	<i>Knowledge criteria</i>	<i>200 Core</i>	<i>Secondary evidence</i>
Task C (Opportunities/experiences)	Follow risk assessments & H&S procedures to support the engagement of children in opportunities/experiences	203 (1.5-1.8)		1.5 2.2 5.1	5.2
	Support opportunities/experiences that are child initiated; engage the child, recognise success etc.	201 (1.9-1.11, 2.3-2.4) 202 (1.12-1.13, 1.15) 204 (2.6) 205 (2.6) 206 (4.7-4.11) 207 (2.6, 2.8-2.12)	201 (1.6, 1.8) 204 (2.5) 205 (2.5) 206 (4.1-4.6) 207 (2.1-2.3)	1.1-1.2, 1.4, 1.8, 1.10 2.1-2.2 3.1-3.2	1.3, 2.6
	Develop environments that support learning through opportunities/experiences	201 (1.9-1.11, 2.3-2.4) 207 (2.7-2.8)	201 (1.5) 207 (2.2-2.3)	1.8 2.2, 2.4	
	Demonstrate the provision of child health care in practice	204 (3.6-3.10) 205 (3.4-3.8) 206 (3.5-3.8)	204 (3.1-3.5) 205 (3.1-3.3) 206 (3.1-3.3)		
	Promote and support the health and well-being of children	201 (1.9-1.11) 202 (1.11-1.16) 206 (2.6) 310 (1.6-1.7, 2.7-2.10)	206 (2.6) 310 (1.5, 2.1-2.6)	1.6 2.1-2.2, 2.5 3.1-3.2	1.3, 2.6
	Support families/carers/others to engage with opportunities/experiences that support the development of children	207 (2.7) 310 (3.3-3.4)	310 (3.2)	1.7 3.2	4.1 1.7, 1.8, 4.1

	<i>Example of types of activities that may be used</i>	Practice criteria	Knowledge criteria	200 Core	Secondary evidence
Task D (Reflective review)		204 (2.7) 205 (2.7) 206 (2.7, 4.12) 310 (2.11)		5.8	
Task E (Discussion)		203 (1.5-1.8) 204 (2.7) 205 (2.7) 206 (2.7)	203 (1.3-1.4) 207 (2.4-2.5)	5.8	

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/children supported during the opportunity/experience,
- in line with the expectations of the organisation/setting and work role,
- in line with the principles (unit 200),
- 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 observation record 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 discussion as appropriate.

Submission of evidence for final assessment

Following completion of tasks A-D, 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-D are completed. A final discussion will then be held with the candidate (task E) 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 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 complete the feedback form (Appendix 8) to highlight areas of evidence to be resubmitted. The assessor should then 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, appropriate feedback and support must be provided 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.

Appendix 1 Candidate planning form

Candidate planning – summary form			
Candidate name		Candidate number	
Date of planning meeting			
Units selected			
Opportunities/experiences to be carried out			
Opportunity/experience 1:			
Opportunity/experience timeframe			
Development aim/target of the opportunity/experience			
Outline of the opportunity/experience <i>This should be a brief outline of the planned opportunity/experience</i>			
Set-up requirements			
Others needed to be involved in the opportunity/experience			
Additional information <i>Including any potential contingency plans that may be needed</i>			
Opportunity/experience 2:			
Opportunity/experience timeframe			
Development aim/target of the opportunity/experience			
Outline of the opportunity/experience <i>This should be a brief outline of the planned opportunity/experience</i>			
Set-up requirements			
Others needed to be involved in the opportunity/experience			

Additional information <i>Including any potential contingency plans that may be needed</i>			
Opportunity/experience 3:			
Opportunity/experience timeframe			
Development aim/target of the opportunity/experience			
Outline of the opportunity/experience <i>This should be a brief outline of the planned opportunity/experience</i>			
Set-up requirements			
Others needed to be involved in the opportunity/experience			
Additional information <i>Including any potential contingency plans that may be needed</i>			
Opportunity/experience 4:			
Opportunity/experience timeframe			
Development aim/target of the opportunity/experience			
Outline of the opportunity/experience <i>This should be a brief outline of the planned opportunity/experience</i>			
Set-up requirements			
Others needed to be involved in the opportunity/experience			
Additional information <i>Including any potential contingency plans that may be needed</i>			
Candidate signature:		Date	
Confirmation of assessor signature:		Date	
Confirmation of manager signature:		Date	

Appendix 2 Assessor planning form

Assessor planning – summary form			
Candidate name		Candidate number	
Date of planning meeting			
Units to be covered			
Opportunities/experiences to be carried out			
Opportunities/experiences to be carried out			
Opportunity/experience 1:			
Activity timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this activity			
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:			
Activity timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this activity			
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			
Activity timeframe			
Use this section to capture notes on the types of skills that a candidate may demonstrate in this activity			

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

Appendix 3 Observation record form

Observation record			
Candidate name		Candidate number	
Observation number/date			
Opportunity/experience observed			
Learning outcomes expected to be observed			
Observations made <i>(Highlight how the observations reflect the units being undertaken)</i>			
Evidence of Supporting Core Practice <i>Outline any specific examples or evidence where the candidate has demonstrated their application of the principles, behaviours and values of Unit 200.</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	

Candidate comments/feedback

This section is provided as a space for the candidate to capture any of their own comments or feedback on the meeting

Feedback provided

Highlight any supportive/developmental feedback provided to the candidate during this session

Follow-up questions asked
(List the questions that were used to further question the candidate, and briefly outline their responses)

Learning outcomes evidenced

Candidate signature:

Date

Confirmation of manager signature:

Date

Appendix 5 Reflective review form

Candidate – reflective review form template			
Candidate name		Candidate number	
Opportunity/experience			
Date of opportunity/experience			
What did you observe/experience during the assessment? <i>You may wish to consider thinking about questions such as,</i> <ul style="list-style-type: none"> • <i>What were you feeling?</i> • <i>What made you feel that way?</i> 			
What did you feel worked well, or what were the areas where you felt they went less well?			
What would you consider doing differently in future, and how you would go about doing this? <i>You may wish to consider thinking about questions such as,</i> <ul style="list-style-type: none"> • <i>What else could have been done?</i> • <i>How might things work better in the future?</i> • <i>What have you learnt in relation to your practice that you would do differently next time?</i> 			
Any other observations/reflections			

Appendix 6 Discussion recording form

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

Section 1

Key outcome areas not evidenced through the tasks/portfolio, or to be further consolidated

Provide details below that will support the structure of the discussion, e.g.

- Types of questions to ask that will help evidence the candidate's knowledge/understanding for key outstanding outcome areas

Section 2

Notes from the discussion

Overall comments and conclusions drawn

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

Assessor signature	Signature	Date	DD/MM/YY
Candidate signature	Signature	Date	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-B4	Candidate planning form				
C1	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 1				
C2	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 2				
C3	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 3				
C4	<i>Candidate evidence</i>				
	<i>Candidate evidence</i>				
	Assessor observation 4				
D1	Activity review 1				
D2	Activity review 2				
D3	Activity review 3				
D4	Activity review 4				
E	Discussion notes/Recording form				

Appendix 8 Feedback form

Qualification title / route:

--

Candidate name	Candidate number
Assessor name	Date of submission

Unit number/s and title/s

Evidence Reference	Feedback	Target date and action plan for resubmission

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

Assessor signature and date:

Appendix 9 Declaration

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

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

Candidate signature

Date

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.