

# Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development

March 2023 Version 2.1

Assessment pack

Version and date	Change detail	Section
November 2021 (2.0)	Task wording for Tasks C and G have been revised	2 – Candidate Guidance
	Marking Criteria for Tasks C and G have been revised	Appendix 1 – Marking Criteria
March 2023 (2.1)	Preparing and submitting evidence for external submission wording	3 – assessment introduction for tutors/internal assessors
	Minor amendment to wording	Declaration form

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# 1 Assessment overview

## Assessment approach

The Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development qualification will be assessed through the following assessments.

**Section 1** covers a series of tasks to cover unit (405).

These tasks will be externally marked by the awarding body.

**Section 2** covers a series of tasks to cover unit (406).

These tasks will be marked internally, with the result submitted to City & Guilds.

**Section 3** covers a series of tasks covering unit (407).

These tasks will be marked internally, with the result submitted to City & Guilds.

## 2 Candidate guidance

### Overview

For the assessment of this qualification, you will be required to complete the following assessments activities,

#### Section 1

**Task A(i)** - Information document

**Task A(ii)** - Written task

**Task B(i)** - Evaluation

**Task B(ii)** - Project plan

The tasks in Section 1 will be externally assessed by the awarding body.

#### Section 2

**Task C** - Summary of roles and responsibilities

**Task D** - Training session materials

The tasks in Section 2 will be internally assessed by your assessor.

#### Section 3

**Task E** - Written response

**Task F** - Oral assessment

**Task G** - Written response

The tasks in Section 3 will be internally assessed by your assessor.

### How the tasks link to your learning

The table provides an overview of how the tasks relate to the units of learning from your training programme.

Note that whilst the tasks target learning from specific units; you are encouraged to think about the entirety of your learning as you respond to the individual tasks.

Unit 405 Leading child-centred practice	Tasks A – B
Unit 406 Theoretical frameworks for leadership and management	Tasks C – D
Unit 407 Understand how to lead and manage effective team practice	Tasks E – G

## General information for candidates

The tasks in this assessment require a good underpinning knowledge of legislative and regulatory frameworks and the UNCRC (United Nations convention on the Rights of the Child) in the context of Wales and inspection frameworks.

### Introduction to the tasks

The assessment tasks for this qualification have been designed to present you with the opportunity to demonstrate the knowledge and understanding of leadership and management within the context of real-life work situations in children's care, play, learning and development. The tasks require you to consider how you would behave in a leadership and management role, and you should approach the tasks from this perspective, applying the knowledge and understanding you have gained from your learning programme to respond to the tasks.

Where possible, you are encouraged to use your own experience and reflections of current and previous experience in working in the children's care, play, learning and development sector to support your responses.

If you do refer to any current or past experiences that relates to work with children, families/carers or others, you must ensure that any references to the identify of these individuals or organisations/settings are kept fully anonymised within all your assessment tasks. This should include taking care not to use specific references or information that may by default identify an organisation/setting, individual supported or other individual.

### Presentation of evidence

Written responses are required for completion of a number of the tasks in this assessment. Written responses should be provided as electronic, typed responses. You should ensure that your work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.

### Use of external resources and references

Where relevant, you are permitted to use and make reference to external resources throughout the assessment tasks. However, you must clearly detail and reference any external sources that you have referred to or used as part of your responses. The '**What must be produced for assessment**' section of each task clearly states where a reference list must be provided if you have used any external resources as part of your task response.

### Confidentiality

You are required to follow the confidentiality and consent requirements of your organisation/setting at all times whilst completing the assessment tasks. All evidence submitted must meet the confidentiality and consent requirements of your organisation/setting. You must also be aware of and ensure you work in ways that complies with safeguarding considerations in your work environment at all times.

## Section 1

The tasks in Section 1 of this assessment will show your knowledge and understanding of leading child-centred practice.

### Task A(i)

Produce an information document for workers in a children's care workplace/setting that introduces them to each of the following,

- legislative and regulatory frameworks that children's care workplaces/settings work to
- UNCRC (United Nations convention on the Rights of the Child)
- Welsh Government Policy guidance and standards, including Welsh language
- Legislation related to early intervention and prevention

The information document must include where they can find further information and reading, that may include within current workplace/setting policies and procedures.

The information document is to help other workers understand the importance of these frameworks to their role and to the workplace/setting. It will begin to shape their understanding of how provision, protection and participation in the workplace/setting are strongly influenced by these frameworks. It is intended to build a foundation of knowledge for other workers who will use this resource as they develop practice and bring about improvement to childcare practice in the workplace/setting.

The information document must be presented as:

- A formal guidance document, which includes clearly defined sections and headings to cover all of the points indicated.

### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

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

- Information document
- Reference list of any research, information sources or resources used or referred to

### Task A(ii)

As part of your learning programme, you have explored a number of biological, sociological and psychological theories and models that are used to support the holistic development of children and their life journey.

Describe how you can apply the theories and/or models that you have learnt about to support the positive, holistic development of children within your workplace/setting. Your response should include consideration of

- the impact of adverse childhood experiences (ACEs)
- early intervention and prevention measures.

As part of your response, you should have applied understanding of and referenced theories/models that cover **each of** the following factors:

- biological
- sociological
- psychological.

### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

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

- Written response
- Reference list of any research, information sources or resources used or referred to

### **Task B(i)**

You will be required to evaluate an area of provision in relation to the regulatory and theoretical perspectives considered in Task (A) with a view to bringing about positive change for children in children's care, play, learning and development workplaces/settings. You will need to include an outline of the process you will undertake.

For this task, you will need to,

- Identify an area of provision.
- Outline the process you will take to conduct an evaluation, how you would work and negotiate with your manager to agree the area of focus and obtain management support.
- Evaluate the area of provision.

As part of the process and evaluation, and as appropriate, you will need to have considered and identified as part of your response:

- Legislation and regulation, including national frameworks
- Equality, diversity and inclusion
- Sector standards
- Safeguarding considerations
- Internal policies and procedures
- Internal evaluations
- External evaluations, including inspection and quality assurance

You must also consider the use of relevant statistics, research and organisational documentation as part of your response.

### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

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

- Outline of the process to be undertaken
- Your evaluation of the provision
- Reference list of any research, information sources or resources used or referred to

#### **Additional evidence:**

- a permission document, where applicable, from necessary stakeholders to access and/or use information

### **Task B(ii)**

Building from Tasks A and B(i) you are required to provide a detailed project plan for the area of provision selected for evaluation in Task B.

You should include an account of:

- What improvements are intended and how these will bring about positive change and support early intervention and prevention.
- How children and their families/carers can be encouraged to participate and how their feelings, views and choices would be acknowledged and acted upon.
- An overview of the practical considerations for the changes you want to make including a timeline and justification for any additional resources you may need.

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

Working independently under quiet uninterrupted conditions

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

- Project plan

## Section 2

The assessments in Section 2 will show your knowledge of theoretical frameworks for leadership and management within children's care, play, learning and development settings.

### Task C

You are required to produce a summary of how leadership and management supports innovation and change in your workplace/setting.

As part of your response, you should describe:

- the role that leaders and managers have in supporting innovation and change
- how at least **two** different theoretical approaches to leadership and management can be applied to support innovation and change within your workplace/setting
- at least **two** different leadership styles, and how these different leadership styles can be used to support organisational change.

### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

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

- Summary of roles and responsibilities
- Reference list of any research, information sources or resources used or referred to

### Task D

Develop a set of training session materials to help new workers identify the importance of continual improvement within children's care workplaces/settings to bring about positive change. Your training session materials should consider:

- an introduction to change management theories and tools
- internal and external factors that drive change and engage workers in solution focused thinking.
- how issues from inspection reports are used to support positive change.
- the importance of a cycle of self-assessment to support and manage continual improvement.

You must ensure that your response makes reference to how innovation and partnership are used to help manage and support positive change within children's care workplaces/settings.

Your training session materials should be developed as a presentation or slide deck (such as a PowerPoint presentation).

**Note**, for this task, you are only being asked to construct the materials for a training session; you are not required to present or undertake this training.

### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

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

- Training session materials

- Reference list of any research, information sources or resources used or referred to

## Section 3

The assessments in Section 3 will show your knowledge and understanding of how to lead and manage effective team performance within children's care, play, learning and development settings.

### Task E

You are required to locate and review your workplace/settings recruitment and induction process/processes.

You are required to review the process/processes and,

- Evaluate the extent to which the process/processes of the workplace/setting supports values-based recruitment and induction. You should provide reasons for your answer.
- Discuss one feature of recruitment that you would change, giving a reason for your response.
- Discuss one feature of induction that you would change, giving a reason for your response.

### **Conditions of assessment**

Working independently under quiet uninterrupted conditions

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

- Written response
- Reference list of any research, information sources or resources used or referred to

### Task F

For this task, you will explore the role that effective leadership plays in supporting effective team performance. You are to consider,

- How effective leadership supports the management of teams
- The impact of equality, diversity and inclusion on workers
- The role of effective delegation in a team environment

Your assessor will provide you with a pack where you are presented with a scenario that you are to read and consider. You will also read a number of accounts from individuals related to the scenario.

Once you have read the scenario and accounts, you should answer the questions provided in the pack.

You have up to **60** minutes to **prepare** your responses to the questions and will then have up to **30** minutes to give these responses **verbally** to your assessor.

### **Conditions of assessment**

Oral assessment with an assessor, under uninterrupted conditions

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

- Preparation notes
- Record of oral assessment

## Task G

*You are in a leadership and management role, with management responsibility for a team member who has failed to meet organisational expectations around performance. This has resulted in internal conflict within your wider team.*

Describe how you can use both supervision and appraisal processes to respond to poor performance, as per this scenario.

As part of your response, you should include reference to how you would use either mentoring, coaching or motivational interviewing to support your response to the poor performance.

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

Working independently under quiet uninterrupted conditions

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

- Written response
- Reference list of any research, information sources or resources used or referred to

## 3 Assessment introduction for tutors/internal assessors

### Introduction

This assessment is designed to require candidates to make use of the 'tool kit' of knowledge, understanding and skills they have built up over their programme of learning for this qualification. This assessment allows candidates to show their knowledge and understanding of the underpinning principles of leadership and management within the children's care, play, learning and development sector.

#### Roles within the process

The internal assessor is responsible for assessing Tasks C - G using the pass criteria provided in this assessment pack.

The internal assessor will also be responsible for ensuring the authenticity of the assessments for Tasks A and B that require submission to City & Guilds for external assessment.

Tutors may be involved in the release/assignment of tasks to candidates. However, it is the role of the internal assessor to ensure that the assessments are undertaken as stipulated in this guidance, and to make the final assessment decision for tasks in Sections 2 and 3.

### Delivery of the assessments

#### Introducing the assessment to candidates

The tasks have been developed in a sequence that reflects the expected delivery model of the content for this qualification. It is therefore recommended that tasks are completed in sequence.

The tutor/internal assessor should introduce each of the assessments to the candidate when they are deemed ready and prepared to undertake the assessment. This should occur following a period of learning and formative assessment.

Release of the assessment to the candidate confirms that the internal assessor has confidence that the candidate has undergone sufficient teaching and guidance to have developed a depth of understanding that will allow them to respond to each of the tasks.

#### Conditions of assessment

During the assessment process the candidate should be provided with an appropriate environment and sufficient time to ensure the authenticity of their assessment tasks.

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, candidates do not need full-time supervision, but the assessor should be able to confirm that the work completed is that of the candidate's. Candidates are permitted to refer to relevant reference materials or sources (e.g. models or theories), but must clearly identify any sources they have used within their work.

The candidate is required to sign the declaration of authenticity form (Appendix 4) to confirm that the work that they are submitting is their own. The internal assessor is responsible for flagging on marking any concerns with the submitted work, and must also sign the declaration form to confirm authenticity of the submitted work.

### Completion and submission of assessment

The assessment model for this qualification reflects continuous assessment. The tutor/internal assessor must release individual tasks to the candidate at a suitable point following the delivery of the content, and at a time when the tutor/internal assessor is confident that the candidate is secure in their knowledge and understanding to complete the assessment task. **The tutor/internal assessor must not release all of the assessment tasks in one go.**

The tutor/internal assessor should discuss and agree a completion timetable for the tasks with the candidate, considering their delivery programme and their ability to successfully undertake each of the tasks within the assessment period. Submission dates for assessment tasks should be set so that they do **not** overlap, i.e. the candidate should have a defined period to respond to each task. Following this discussion and agreement, the tutor/internal assessor must provide candidates with a planned timetable of completion for each of the tasks, with clear submission dates. The candidate will submit the task as their final work and should be assessed by the assessor accordingly. For Task F, the internal assessor should book time for this activity directly with the candidate, and the task will be completed at this point.

The tutor/internal assessor should maintain a clear audit trail of the release date and expected submission date of each task for each candidate. It is suggested that the table below (or one like the one presented below) is kept for each candidate to record the release date of the task, anticipated submission date and actual receipt date. This table can also be used to record any resubmission required as applicable.

	Task release date	Submission due date	Submission received date	Resubmission due date (if applicable)	Resubmission received date (if applicable)
<b>Section 1</b>					
Task Ai					
Task A(ii)					
Task B(i)					
Task B(ii)					
<b>Section 2</b>					
Task C					
Task D					
<b>Section 3</b>					
Task E					
Task F					
Task G					

## Review of evidence and grading

The internal assessor should review the evidence provided for Tasks C - G and use the marking criteria to confirm whether the candidate has met the requirements for a pass to be awarded for each task.

The assessment summary form (Appendix 2) should be completed by the assessor to capture evidence of their assessment decision and their overall decision for each task.

The candidate is required to achieve a pass in all tasks for an overall pass grade to be obtained. Achievement of a pass in all tasks per unit will result in an overall pass grade at the unit level. Unit grades should be submitted to the City & Guilds Walled Garden.

Unit		What needs to be done for achievement	Submission of result
405	Leading child-centred practice	Successful completion and pass achieved in Tasks A - B	Pass grade confirmed and submitted by City & Guilds
406	Theoretical frameworks for leadership and management	Successful completion and pass achieved in Tasks C - D	Pass grade confirmed and submitted to the Walled Garden by the centre
407	Understand how to lead and manage effective team performance	Successful completion and pass achieved in Tasks E - G	Pass grade confirmed and submitted to the Walled Garden by the centre

## Resit arrangements

Candidates who fail to meet the criteria required to achieve a pass in any assessment task are permitted to retake the task.

Where a candidate is required to retake the task, a clear audit trail must be provided by the assessor that shows how feedback has been provided to the candidate, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

A feedback form has been provided for this (Appendix 3).

Where a candidate is required to retake a task, guidance should be given to the candidate as per the table below, on how their re-attempt should differ from their original response. In most cases, the candidate is asked to look at the task from a different perspective, either referring to a different scenario or example, to show their developed knowledge and understanding. For Tasks A(i), C-E and G, the candidate is permitted to retake the original tasks, without the need to provide a different focus within their response.

Task A(ii)	The candidate's response should focus on either a different theory or model to their initial response or should focus on a different specific example from their experience.
Task B(i)	The candidate's focus to these tasks should be on a different proposed change to practice.
Task B(ii)	
Task F	An alternative scenario to the original scenario should be provided.

For Task F, a PowerPoint pack will be provided by City & Guilds with multiple scenarios. This will be available to download from the consortium website. The reason for providing multiple versions is to support comparable resit opportunities for this task. Centres are permitted to choose any of the available versions for delivery of the assessment but must use a new version for any resit.

For externally assessed tasks, high-level feedback will be provided by the external assessor to the tutor/internal assessor that should be used to support any additional activity required to support the development of the candidate's knowledge and understanding prior to retaking the task(s).

### Preparing and submitting evidence for external submission

The assessment responses for Tasks A(i), A(ii), B(i) and B(ii) will be submitted for external assessment by the internal assessor following their completion. The candidate materials for these assessments must be submitted together once all four tasks have been completed.

The internal assessor must ensure that the declaration of authenticity form (Appendix 4) is completed by both the candidate and the internal assessor and submitted with the assessment materials for the tasks.

Evidence being submitted for assessment must be presented as follows:

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

**City & Guilds will confirm candidate results within 30 working days of receipt of all externally-assessed tasks.**

## Task guidance

### All tasks

The general information for candidates highlights that candidates are encouraged to use their own experience and reflections of previous experience to support their responses.

For tasks where written responses are required by the candidate, it is advised that there is no word count limit applied against these tasks. Written responses will be standardised based upon applying the marking criteria (Appendix 1).

### Task F

For this task, the internal assessor should access the PowerPoint document (Labelled Assessment Task F) on the Consortium website, <https://www.healthandcarelearning.wales/>.

The PowerPoint pack should be provided to candidates for review at the commencement of this task.

Candidates will need to have access to quiet, uninterrupted conditions for reviewing the task and preparing responses to the questions. The oral assessment should be conducted in quiet, uninterrupted conditions.

### Introducing the oral assessment

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 knowledge and understanding by minimising the extent to which their performance may be hindered by anxiety.

### The internal assessor should:

- Introduce themselves and explain their role in the process and if applicable, ask permission to record the discussion.
- Summarise the purpose and structure of the assessment.
- Emphasise that the confidentiality of their assessment will be maintained.
- Ask the candidate if they have any questions before beginning the assessment.

### During the oral assessment

During the assessment, the assessor should capture evidence notes in the assessment recording form (Appendix 2) provided. It is recommended they also record the discussion and will need to gain permission from the candidates for this.

The assessor should ask each of the questions sequentially, asking the candidate to detail what they have prepared for each question. The assessment should feel as open as possible, and it is expected that the internal 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
  - 'Why did you think that?'
  - 'What made you come to that conclusion?'

- Providing summaries of points covered to ensure they have understood and recorded candidate evidence accurately.

The internal assessor must ensure that they do not inadvertently answer questions, provide hints or clues that may lead candidates to answers.

### **Timings**

The candidate must be provided with up to 60 minutes to prepare their responses. The candidate must be given up to 30 minutes to verbally discuss their responses.

## General assessment administration requirements

### Timings

Candidates should be required to plan their work and activities and their plans must be confirmed by a tutor/internal assessor for appropriateness. The tutor/internal assessor should agree a timetable of submission dates for each of the tasks upon their release.

### Resources

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

### Support and feedback

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

## 4 External assessor guidance

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

### Introduction

External assessors are responsible for marking Tasks A(i), A(ii), B(i) and B(ii) using the marking criteria in Appendix 1.

### Review of evidence and grading

The assessor should confirm that a completed declaration of authenticity form (Appendix 4) has been submitted alongside the evidence submitted for the candidate’s tasks.

The outcome of each task should be made using a copy of the assessment summary form (Appendix 2). The assessor will submit these forms to City & Guilds on completion of marking of all four tasks.

### Resubmission of evidence

If upon marking, the external assessor identifies any task where the pass criteria have not been met, then feedback must be provided to the centre and candidate to advise of this. The Feedback Form (Appendix 3) should be used for this purpose.

Candidates will only be required to resubmit the task(s) where the pass criteria have not been met.

## Appendix 1 Marking criteria

The following pass criteria should be used for assessing the individual tasks within this assessment.

Task	Pass criteria	Coverage	Purpose
<b>Section 1</b>			
Ai)	<p>The candidate's information document shows an,</p> <ul style="list-style-type: none"> <li>• understanding of legislative and regulatory frameworks and the UNCRC</li> <li>• understanding of welsh government policy guidance and standards, that includes an understanding of policy around Welsh language</li> <li>• understanding of how provision, protection and participation are supported by legislative and regulatory frameworks, and the UNCRC. The candidate makes clear linkages between these frameworks and the development of safe and secure child-centred practice</li> <li>• understanding of legislation related to early intervention and prevention</li> <li>• understanding of elements that need to be understood to support improvement to childcare practice – e.g reflecting on approaches to early intervention, participation and protection and equality, diversity and inclusion</li> </ul> <p>The information document must be clearly presented as a guidance document to meets its intended purpose. It must include clear sections and headings.</p>	<p><b>405</b> LO1 LO2 LO3 LO4</p>	<p>To demonstrate how childcare practice is influenced through:</p> <ul style="list-style-type: none"> <li>• Legislation and regulation</li> <li>• Welsh language</li> <li>• Prevention and early intervention</li> </ul>
Aii)	<p>For a pass to be awarded, the candidate's response,</p> <ul style="list-style-type: none"> <li>• shows a secure understanding of theories/models that cover biological, sociological and psychological factors related to child development. <b>The candidate's response may reference a single model/theory that covers all of these factors (e.g. the Biopsychosocial model) or may cover a range of models/theories reflecting the influence of each of these factors.</b></li> </ul>	<p><b>405</b> LO4 LO6</p>	<ul style="list-style-type: none"> <li>• How an understanding of theories and models can influence own practice</li> <li>• How child development is supported by theories</li> <li>• Learning from theory to influence practice</li> <li>• Why are you learning these theories?</li> </ul>

	<ul style="list-style-type: none"> <li>• makes relevant linkages between aspects of the theory/model(s) referenced and how this/these can be applied in practice to support positive, holistic child development. The candidate shows consideration of both the theoretical aspect of the theory/model(s) and the implications of application of the theory/model(s) in practice.</li> <li>• shows an understanding of how the referenced theory/models(s) reflects the impact of adverse childhood experiences (ACEs) on child development.</li> <li>• shows an understanding of how the referenced theory/model(s) reflects the impact of early intervention and prevention measures on child development</li> </ul>		
Bi)	<p>The candidate has:</p> <ul style="list-style-type: none"> <li>• identified an area of provision to be investigated for change within their workplace/setting.</li> <li>• outlined clearly the process they would take to conduct an evaluation. The outline clearly details the activities the candidate would complete to agree the area of focus and shows how they have planned to seek managerial support. The candidate shows a clear understanding of an appropriate way to conduct an evaluation, with consideration given to what the evaluation is attempting to achieve.</li> <li>• evaluated the identified provision within their workplace/setting. The evaluation is balanced and considered showing a clear understanding of the current area of provision and how effectively it supports positive outcomes for children.</li> </ul> <p>As part of their evaluation, the candidate has considered the effectiveness and viability of the current provision within the context of, and with identification and consideration of,</p> <ul style="list-style-type: none"> <li>○ Legislative and regulatory frameworks</li> <li>○ Equality, diversity and inclusion</li> <li>○ Sector standards</li> <li>○ Safeguarding considerations</li> <li>○ Internal policies and procedures</li> <li>○ Internal evaluations</li> <li>○ External evaluations, including inspection and quality assurance.</li> </ul>	405 LO1 LO2 LO5	How to develop child-centred practice within the context of own workplace/setting.

	<p>The candidate has shown knowledge of each of these areas in relation to the area of provision.</p> <p>The candidate has demonstrated the use of statistics, research and organisational documentation to support their response.</p>		
Bii)	<p>The candidate has produced a project plan that includes:</p> <ul style="list-style-type: none"> <li>• an outline for the improvements that are intended</li> <li>• a rationale for what improvements are intended, and an explanation of how these will support early intervention and prevention</li> <li>• an acknowledgement of child participation, and how this will be encouraged, acknowledged and acted upon</li> <li>• an acknowledgement of family/carer participation, and how this will be encouraged, acknowledged and acted upon</li> <li>• an overview of the timeline of practical considerations</li> <li>• a list of additional resources needed, and justification for their need</li> </ul> <p>The candidate's project plan shows a balanced understanding of their reasoning for suggesting improvements to the provision alongside the practical considerations and implications of making these changes. The response is appropriately considered in the context of the workplace/setting - with the improvements suggested reasoned, realistic and manageable.</p>	405 LO4	How improvements to child-centred practice are embedded in own workplace/setting, in particular with consideration for the role of early intervention/prevention.

Section 2			
C)	<p>The candidate has shown</p> <ul style="list-style-type: none"> <li>a secure understanding of the distinction between leadership and management by reflecting the role played by leaders and managers in supporting innovation and change within a workplace/setting (e.g. leaders setting strategic vision, managers supporting the embedment of that vision amongst workers)</li> <li>an understanding of how at least two different theoretical approaches to leadership and management can be applied to support innovation and change. The response shows a secure understanding of different leadership theories through linking the principles of the theory/model with how it is applied in practice (in this context, to support innovation and change).</li> </ul> <p><b>Candidates may reference any two different theoretical approaches (either models and/or theories) within their response.</b></p> <ul style="list-style-type: none"> <li>detailed understanding of a minimum of two different leadership styles, that is shown through how leadership styles are used by leaders and/or managers to support organisational change. The response shows how different leadership or management styles are directly used to influence, support or manage change; and how this is done</li> </ul>	406 LO1	The use of leadership and management, reflecting the use of leadership styles and how different approaches are used to support or manage change.
D)	<p>The candidate has produced training session materials that:</p> <ul style="list-style-type: none"> <li>Shows an understanding of change management, reflected in the candidate's understanding of theories and tools used to support change management.</li> <li>Show a clear focus to bring about positive change</li> <li>Define solution focused thinking, and engages staff in solution focused thinking</li> <li>Reference internal and external factors that drive change, including partnership</li> <li>Reference the importance of innovation within continual improvement</li> <li>Reference how issues from inspection reports are used to support positive change</li> <li>Outline the importance of a cycle of self-assessment to support and manage continual improvement</li> </ul>	406 LO1, LO2, LO3	To demonstrate candidate knowledge of service improvement and how change management is embedded within their workplace/setting.

	<p>The candidate shows secure linkages between an understanding of how continual improvement is supported and managed within a workplace/setting context, alongside the benefits, reasoning and rationale for supporting change.</p> <p>The candidate has developed their training session materials in a relevant IT format that would aid delivery of the training in a presentation format – such as a presentation or slide deck.</p> <p>(Note, candidates are not expected to undertake an actual training session based on these materials – the materials are developed as an interactive and engaging way for candidates to demonstrate their knowledge of change management and continuous improvement).</p>		
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Section 3			
E)	<p>The candidate has</p> <ul style="list-style-type: none"> <li>• demonstrated a clear understanding of the purpose of values-based recruitment and induction</li> <li>• shown an understanding of what makes a recruitment or induction process values-based, through an evaluation of how well the recruitment and induction processes of the workplace/setting supports (or does not support) values-based recruitment and induction. The candidate has shown an understanding of what makes or fails to make a recruitment and induction process values-based and makes secure connections with elements drawn from the current process/processes.</li> <li>• The candidate has identified one feature of the current recruitment process that they would change. The candidate has provided clear reasoning for the identification of one feature that they would change; this reasoning focuses on supporting the development or enhancement of processes that are values-based.</li> <li>• The candidate has identified one feature of the current induction process that they would change. The candidate has provided clear reasoning for the identification of one feature that they would change; this reasoning focuses on supporting the development or enhancement of processes that are values-based.</li> </ul>	407 LO4	The role of values-based recruitment and induction in supporting a values-base.
F)	<p>The candidate has provided a response for each of the questions posed with appropriate connections to the scenario posed, and</p> <ul style="list-style-type: none"> <li>• has identified at least one core value and one leadership behaviour that can be used to improve motivation in the team. The candidate makes secure links between the identified value/s and behaviour/s and how these can be used to support motivation, trust and respect.</li> <li>• has demonstrated knowledge of appropriate theory* (for example emotional intelligence, transactional analysis, relationship management) and how the theory relates to leadership and management of a challenging team situation. Clear links are drawn between theory and how this is applied to support positive relationships.</li> <li>• shows an understanding of equality, diversity and the importance of welsh language within the context of a team situation. The candidate draws on specific examples from the scenario (e.g. lack of respect for the Welsh</li> </ul>	407 LO1- LO3, LO5- LO6	To consider, <ul style="list-style-type: none"> <li>○ The impacts of equality, diversity and inclusion on the impact of workers</li> <li>○ To show understanding of how to apply leadership qualities</li> <li>○ Role of effective delegation in a team environment</li> </ul>

	<p>language, potential discrimination in the team) and recognises the role of equality, diversity and inclusion within a team environment.</p> <ul style="list-style-type: none"> <li>has identified a process to be used to manage effective delegation. The candidate response is supported by a clear rationale that demonstrates how transparency and clarity will be achieved.</li> </ul>		
G)	<p>The candidate has provided a response that shows an understanding of</p> <ul style="list-style-type: none"> <li>how they can use supervision and appraisal processes to deal with poor performance in a team environment.</li> <li>how they can use at least one of mentoring, coaching or motivational interviewing to effectively support supervision or appraisal processes. The candidate has shown an understanding of how using this method/approach can support the scenario.</li> </ul> <p>The response shows clear linkages and connection to the scenario, with the candidate clearly reflecting on these tools and approaches from the position of a leader/manager. The candidate acknowledges and considers the wider impact of poor performance (i.e. the development of internal conflict in the wider team) as part of their response.</p>	407 LO5- LO8	To consider the management tools available to support the development of team

**For any task, where the expected marking/grading criteria has not been fully met, the task should be graded as ‘fail’.**

## Appendix 2      Assessment summary form

**Qualification title:**

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Candidate name	Candidate number
External assessor name	Date of submission

Task:
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<b>Use the section below to capture notes from the candidate's response</b>	
<b>Based on the evidence provided, outline how the candidate's responses meet/ do not meet the marking criteria</b>	
Final performance conclusion	
Assessor signature/date	

## Appendix 3 Feedback form

Qualification title / route:

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Candidate name	Candidate number
Assessor name	Date of submission

Unit number/s and title/s
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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:
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## Appendix 4 Declaration

### Declaration of Authenticity

Candidate name

Candidate number

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Centre name

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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

**Internal assessor signature:**

**I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.**

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Internal assessor signature

Date

**Note:**

**Where the candidate and/or internal assessor is unable to or does not confirm authenticity through signing this declaration form, the work will not be accepted by City & Guilds. If any question of authenticity arises, the tutor may be contacted for justification of authentication.**