



**Sub4b**

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# Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice

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Assessment pack - Draft

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Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice

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# 1 Assessment overview

## Assessment approach

The Level 5 Children's Care, Play, Learning and Development: Practice qualification will be assessed through a series of assessment activities.

- A **portfolio of evidence** will be used to gather assessment evidence for learning outcomes where opportunities in practice may not be presented through the business project. This will include areas from the mandatory and the optional units.
- A **business project** will be used to gather assessment evidence for the majority of the mandatory content, as well as the optional units where achievable. The project will require candidates to:
  - Identify an opportunity for implementing a new or revised provision/initiative within the workplace/setting
  - Develop a project plan for implementing a new or revised provision/initiative within the workplace/setting
  - Implement the new or revised provision/initiative
  - Evaluate the outcome of the implementation.
- The assessment approach will be finalised by the candidate delivering a final evaluation of their activities through a **professional discussion** held with an external assessor.

## 2 Candidate guidance

### Overview

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

**Task 1** - A portfolio of evidence

**Task 2** - A business project

**Task 3** - A professional discussion

### General information for candidates

You are required to follow the confidentiality and consent requirements of your workplace/setting at all times whilst completing the assessment tasks. All evidence submitted must meet the confidentiality and consent requirements of your workplace/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.

### 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.

## Task 1 – Portfolio

You are required to maintain a portfolio of evidence throughout the assessment period. The portfolio is intended to capture evidence for outcomes that would not be directly evidenced through your business project. This may include both areas from the mandatory content and any optional units that you undertake as part of your learning programme. You may also use the portfolio to provide any 'showcase' examples of evidence that capture key activities and achievements that you have undertaken as part of your practice from across the period of assessment.

The evidence completion form (Appendix 6) outlines areas that **must** be submitted as part of your portfolio.

You will be asked to submit your portfolio, and you will be asked about the contents of your portfolio during the professional discussion in Task 3.

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

### **Conditions of assessment**

Normal workplace conditions

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

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

## Task 2 – Business project

### Assessment brief

You are required to undertake and lead on a Business project within your workplace/setting. The project should be based upon either:

- **The introduction of a new provision or initiative for improving outcomes for children within your workplace/setting, or,**
- **The improvement to an existing provision for improving outcomes for children within your workplace/setting**

The provision/initiative selected should aim to support, develop and enhance provision for, and the experience of, children within your workplace/setting.

You will be required to work with and manage others within the workplace/setting to successfully implement your project.

The business project should be conducted over a period of approximately 8-9 months. This has been set to provide sufficient time to identify an opportunity; plan and implement, and then evaluate the outcomes of implementing the new/revised provision or initiative.

You must consider the main objectives of the qualification, and consider how you will demonstrate these areas through your business project, this includes how you will

- apply a range of leadership and management concepts, theories and techniques within your practice
- lead and manage the performance of staff
- lead approaches that are child-centred in practice
- lead and manage improvements of provision within your own setting/organisation
- lead and manage safeguarding practices within your role
- lead and manage health and safety practices within your role
- use critical and reflective thinking to support your work.

You must consider the contents of the optional units that you are completing as part of the qualification and how you will be able to demonstrate your practice from these units through your business project.

### Task 2a - Rationale for the chosen opportunity

You will be required to identify an opportunity for your business project. This should be documented in the form of a rationale.

The rationale for the chosen opportunity should be supported by clear reasoning and justification for why you have selected this opportunity as opposed to any other.

Your rationale should:

- contain an evaluation of what the opportunity aims to address, this may include how it addresses new legislation or policy, as well as any current problems or issues identified or perceived within the workplace/setting

- be detailed, and explain how the opportunity relates to the brief
- describe the approach that is intended to be taken
- outline the anticipated scope and cost (financial costs, resources etc) of expected benefits of the chosen opportunity

You must support your rationale through appropriate use of statistics, research or organisational documentation.

You will be required to attend a concept discussion meeting with your internal assessor and manager/employer and present your rationale to agree the feasibility of the selected opportunity, prior to completion of Task 2b. The concept discussion meeting will focus on your selected opportunity and to review how your mandatory and optional units will be evidenced.

*A Business project concept approval form (Appendix 3) has been provided for you to capture details of your identified opportunity, and for you to provide your rationale. You may however use another format to provide your rationale, though your **internal** assessor/manager will still be required to complete the assessor sections of this form and sign it.*

### **Conditions of assessment:**

You must carry out the activity on your own. Your rationale does **not** need to be completed under supervised conditions, but it must show your own knowledge and understanding of the opportunity that you have identified (i.e. it must be written in your own words and style).

You must also acknowledge and reference any sources used.

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

- *Rationale for the chosen opportunity*
- *Business project concept approval form*

## **Task 2b – Business project plan**

You will be required to develop a business project plan for your proposed opportunity.

Your business project plan should include:

- How the project will be managed and delivered
- Assessment of areas of risks, benefits and contingencies
- A defined implementation plan, that details how all activities will be co-ordinated, including responsibilities and time scales
- Strategy to monitor, measure and report on the outcomes of the opportunity

You will be required to attend a project planning meeting with your internal assessor and manager/employer to agree the feasibility of your plan, including your requirements for the use of staff and/or resources. The plan will be reviewed and agreed by an external assessor, prior to completion of Task 2c.

You should retain a copy of your project plan within your portfolio of evidence.

You are reminded that your business project plan must consider how your mandatory and optional units will be evidenced.

*A Business project plan template (Appendix 10) has been provided for you to capture details of your project plan. You may however adapt this form or use another format to develop your project plan.*

**Conditions of assessment:**

You must carry out the activity on your own. Your business project plan does **not** need to be completed under supervised conditions, but it must show your own knowledge and understanding of the opportunity that you have identified (i.e. it must be written in your own words and style).

You must also acknowledge any sources used.

**What must be produced for assessment:**

- Completed Business project plan
- Business project approval form

**Task 2c – Delivery of implementation plan**

You will be required to deliver your implementation plan to introduce the opportunity into your workplace/setting.

You will be required to maintain a critically reflective log throughout the delivery of your implementation. This log should include:

- details on the role that you have taken in implementing the provision/initiative
- reflections on any changes in approach you have taken, any challenges faced and overcome etc.
- Your personal and critical reflections on your own learning from your training programme, as well as how you have developed and continue to develop within your own work role

You will be observed in practice on a minimum of **three** occasions during the delivery of your implementation plan; a minimum of two observations by your internal assessor and one by an external assessor. During observations by both the internal and external assessor, the assessors will be looking to observe how you demonstrate the practice skills from both the mandatory and your selected optional units.

**Conditions of assessment:**

Your reflective log does **not** need to be completed under supervised conditions, but it must show your own genuine reflections of the implementation (i.e. it must be written in your own words, style and related to your practice).

The workplace observations will be carried out under normal workplace conditions.

**What must be produced for assessment:**

- Reflective log to cover the implementation period
- Observation record forms (Appendix 5)

**Task 2d – Evaluation**

You will be required to write an overall evaluation of the business project that you have undertaken. Your evaluation should cover:

- The overall outcomes of the project
- Your role within the implementation of the new/revised provision, and your responsibilities for achieving outcomes
- Reflection of any improvements that could have been made

You are reminded to consider both your mandatory and optional units as you write your evaluation.

You will be asked questions on your evaluation as part of the professional discussion.

**Conditions of assessment:**

*You must carry out the activity on your own. Your evaluation does **not** need to be completed under supervised conditions, but it must show your own knowledge and understanding of the opportunity undertaken (i.e. it must be produced in your own words and style, with the content of the evaluation related to your own practice).*

*You must also acknowledge any sources used.*

**What must be produced for assessment:**

- Evaluation of the business project

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## Task 3 – Professional discussion

You will be invited to attend a professional discussion to discuss work completed as part of your portfolio and your business project. The professional discussion will be held with an external assessor.

Evidence from your portfolio and business project will be submitted to the external assessor who will use this to prepare for your discussion.

### **Prior to the professional discussion**

Your internal assessor will provide you with guidance around the format of the discussion and will support you with mentoring activities to prepare you for undertaking the discussion.

### **Content and structure of the professional discussion**

The focus of the discussion will be on the learning and development that has been undertaken as part of the qualification. This will be underpinned by the activities and work that you have completed as part of your learning programme and your assessments. The external assessor will be interested in your approach to your work which demonstrates the standard to which you perform in practice. During the discussion you should draw upon:

- The experiences gained, and your reflections, from undertaking your business project
- Your experiences across the duration of study of your learning programme
- Specific examples of experiences and work practices, evidenced through your portfolio

The main discussion points that the external assessor will ask you to focus on are listed below. The external assessor is looking for evidence that you can apply the objectives of the qualification within your job role and that you demonstrate evidence of working in ways that reflect these competencies, with examples that are drawn from, and reflect on your assessment tasks and your own work practice.

- How you apply a range of leadership and management concepts, theories and techniques within your work
- How you lead and manage the performance of staff
- How you lead work that promotes child-centred practices
- How you lead and manage improvements of provision within own setting/organisation
- How you lead and manage safeguarding practices within your role
- How you lead and manage health and safety practices within your role
- How you use critical and reflective thinking to support your work
- How you have reflected on your own leadership and management style and approach to your work in practice.

You must respond to the discussion points and questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely.

You must be aware of and protect the confidentiality of children, families/carers and others when providing examples from the workplace. This must follow organisational processes and procedures related to the anonymising of children.

You must bring the following documentation to the discussion to refer to:

- Copy of your submitted portfolio evidence
- Copy of evidence for each of the business project tasks
- Any preparation notes

You are reminded to consider both your mandatory and optional units as part of this task.

**Time allowed for professional discussion**

The assessment will last for no more than **75 minutes**.

**Conditions of assessment:**

*Professional discussion under quiet, uninterrupted conditions*

**What must be produced for assessment:**

- Any preparatory notes referred to within the discussion
- External assessor's discussion notes (Professional Discussion recording form – Appendix 7)

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## 3 Assessment guidance for internal assessors/tutors

### Introduction

This assessment is designed to require the candidate to make use of the 'tool kit' of knowledge, understanding and skills they have built up over the course of their learning programme for this qualification for them to competently lead and manage practice within their workplace/setting. The assessment takes a holistic view of the candidate's practice, providing a structure that supports them to demonstrate their ability to lead and manage.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to lead and manage practice in the Children's Care, Play, Learning and Development sector. It supports them in learning to take responsibility for transferring their knowledge, understanding and skills in practice; fostering independence, autonomy and the confidence needed within job roles at this level.

During the learning programme, it is recommended that the tutor/internal assessor will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported in learning how to independently use the learning they have so far covered, drawing this together in a similar way, so they are familiar with the format, conditions and expectations of the assessment. The candidate is also encouraged to reflect on the theoretical assessment activities that they undertook as part of the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification to support their assessment in practice at Level 5.

It is not a requirement for the tutor/internal assessor to maintain a record of formative tasks for audit purposes, but it may be useful for them to do so to support the candidate's development.

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

### Role of formative assessment

Prior to starting the summative assessment, the internal assessor will need to confirm the candidates 'readiness' through their formative assessment activities.

The internal assessor will undertake a **minimum of two** practice-based observations to support a judgement that the candidate is ready for the summative assessment. These observations will act as a 'gateway' for acceptance that the candidate is appropriately prepared to attempt the summative assessment. The observations will be based on the mandatory units of the qualification; the internal assessor should be looking to confirm through these observations that the candidates have demonstrated practical confidence within the following areas:

1. Lead and manage child-centred practice
2. Lead and manage effective team performance
3. Lead and manage the quality of workplace/setting
4. Professional practice
5. Lead and manage practice that promotes the safeguarding of children
6. Lead and manage health, safety and security in the workplace/setting

The internal assessor should use the learning outcomes within the mandatory unit content to support confirmation of the candidate's ability to demonstrate practice in these areas.

*If the internal assessor is not confident of the candidate's 'readiness' following either of the **two** observations, they should discuss with the candidate what additional learning or training is needed and should schedule a further checkpoint to confirm that this learning/training has happened. If the internal assessor is not satisfied with the progress made by the candidate at this checkpoint, further practical observation(s) should be scheduled.*

## Assessment approach

The summative assessment will be externally assessed, with the final assessment decision made by an external assessor appointed by City & Guilds. Internal assessors will however support and provide evidence that adds to this external assessment process. This approach should help to underpin a more robust assessment outcome for the candidate.

The internal assessor will:

- Review the business project concept and the business project plan for feasibility and ensure that the opportunity provides sufficient evidence to meet the requirements for assessment. (Task 2b)
- Observe the candidate implementing the delivery of their business project on a minimum of two occasions (Task 2c).
- Provide evidence from practical observations and testimonies in the work environment, e.g. the use of observations/witness testimony incorporated into the portfolio. This evidence will inform the external assessor's overall judgements and observations.
- Support candidates to develop a portfolio of evidence that provides evidence of practice for learning outcomes not seen through the project.
- Provide ongoing coaching to support the candidate as they progress their business project, and to assist the candidate's preparation for the professional discussion (Task 3).

## Delivery of the assessments

### Introducing the tasks to candidates

Release of the assessments to the candidate confirms that the internal assessor has confidence that the candidate is working in a way that consistently demonstrates the values, principles and behaviours that are expected of a leader in practice within the children's care, play, learning and development sector.

The internal assessor should introduce the assessment 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, and where the candidate has been observed in practice by the internal assessor on a minimum of **two** occasions and been judged as ready for assessment (i.e. that the internal assessor has confidence that the candidate is consistently working in a manner that confidently applies leadership and management practices and approaches).

All the assessment tasks are expected to take place within a 9-12-month period. This time has been provided to support the range of roles that candidates who undertake this qualification will be in – and to accommodate, for example, those who work part-time. For those in full-time work, it is expected that the assessment would be feasible to take place within a 9-month period. This period has been provided to support an extended assessment task in the form of the business project. The manager/internal assessor should confirm with the candidate during the initial concept discussion meeting around expectations of the

timeframe, based on their role, that they expect the assessment to take place in. If it is agreed that the assessment will take longer than 9 months, the decision for this should be recorded, and a rationale provided to confirm why this approach has been agreed. The rationale should be retained and made available for external quality assurance activities.

### Support and feedback

Tutors/internal assessors may guide the candidates on the evidence that needs to be produced by supporting access to the tasks. 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.

### Monitoring the assessment period

The tutor/internal assessor should ensure that the candidate is supported with regular check-ins throughout the duration of their business project to ensure that they are progressing on-track with their implementation plan. These check-ins may occur as part of already planned and scheduled supervision. Candidates are encouraged to use their reflective log at these sessions, and to build on and embed the outcome of coaching within these regular check-ins to support their practice, using reflection to show how they have achieved this.

### External assessor touchpoints

The internal assessor must liaise with City & Guilds at each of the following points in the assessment process:

- Following internal agreement of the candidate's business project plan; the internal assessor will be required to submit this to City & Guilds for review and approval.
- Following two observations of the candidate in practice, to agree a date for the external assessor to observe the candidate in practice; this will either be to observe activity within the implementation of the project.
- Following completion of Tasks 1 and 2 the internal assessor will co-ordinate and review all candidate evidence and submit this to City & Guilds for external assessment.
- Following submission of the evidence of Tasks 1 and 2 the internal assessor will agree a date for the professional discussion with City & Guilds and the external assessor.

## Specific task guidance

### Task 1 - Portfolio of evidence

The portfolio of evidence is to be kept as evidence of practice that may not be evidenced directly through the business project. The purpose of the portfolio is to:

- Supplement evidence for outcome areas from the mandatory content that may not naturally occur, or be possible to apply, through the business project (e.g. outcomes around recruitment and induction).
- Support evidence for outcome areas from the selected optional units where the outcomes are not readily evidencable through the business project.
- Provide an opportunity for the candidate to provide evidence of key achievements and activities that occurred outside the key assessment tasks.

Some areas where it is not likely that evidence would be obtainable naturally through the business project **must** be demonstrated through the portfolio. These are clearly indicated in the Evidence Completion Form

(Appendix 6). Other areas that will need to be evidenced through the portfolio will be identified by the internal assessor at the business project planning meeting, upon reviewing the scope of the business project and activities contained within its implementation. (See further the business project section below).

\* It is important that candidates are reminded that the portfolio is to be used to capture evidence of their practice as identified (above); it is not intended to be a transactional account of all the work that a candidate has done over the assessment period.

Evidence from the portfolio should be kept in accordance with the confidentiality and consent requirements of the workplace/setting, as well as the conditions outlined in the Administration Handbook (*Introduction to working with City & Guilds and WJEC*).

### **Guidance on acceptable evidence for portfolio**

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

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

- **Expert witnesses** may observe candidate practice and provide testimony for a candidate's practice. See further guidance in the section below on the role of expert witness testimony.
- **Witness testimonies**. These should be from people who are able to provide supplementary evidence to support how a candidate performs in practice. Where testimony is sought from families/carers and/or others, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Candidate/ reflective accounts/logs** describe candidates' actions 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 of leading and managing across the activities embedded in this qualification.
- **Questions** asked by internal assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Internal assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an internal assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

The use of **simulated practical assessment** is **not permitted** as evidence within this qualification. Simulated situations or activities may be useful for supporting formative assessment activities, but evidence for summative assessment should reflect the candidate's actual experienced practice.

### **Use of reflection**

Candidates are required to maintain a reflective log alongside the implementation of the business project, capturing their activities and experiences. It is recommended that candidates are advised on how to maximise the benefit of this log, account or journal as a reflective tool; not as a diary for capturing a high-level narrative of what activities they have undertaken, but rather utilising it for purposes of self-reflection,

critical analysis and detailed review of what they have achieved, what has gone well, or less well, and their thoughts and feelings on how to improve in practice.

Tutors/managers are encouraged to explore the use of different styles of reflection with candidates, supporting candidates to identify and use a format that reflects best their learning style and that best supports them to progress and develop their reflections into enhancement of their practice.

### **Use of witness testimony**

Witness testimony is an acceptable form of evidence within the portfolio, however the use of this form of evidence must meet the requirements as outlined below.

The status of the witness will need to be considered by the internal assessor to determine how much weight their statement has and what other supplementary evidence might be needed to infer competence.

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

1. Occupational expert meeting the specific criteria for role of Expert Witness (See section on 'Expert witnesses below);
2. Occupational expert not familiar with the standards;
3. Non-expert familiar with the standards;
4. Non-expert not familiar with the standards.

For any piece of witness testimony included in the portfolio, it should be referenced so it is clear who the witness is, and their status level.

### **Expert witnesses**

Where expert witness testimony is used for providing evidence of competence, the testimony must directly relate to the candidate's performance in the workplace/setting which has been observed first hand by the witness. Any expert witness observations must be recorded and retained as part of the portfolio. All expert witness observation used as part of the assessment process needs to have been authenticated by the **internal** assessor.

Where used, expert witnesses must meet the following criteria:

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

### **Non-expert witnesses**

These would be witnesses defined as having a status of 2, 3 or 4 in the list above. It is not necessary for non-expert witnesses to hold an assessor qualification as the assessor will make the final assessment decision(s) about the acceptability (validity, authenticity and sufficiency) of all evidence submitted in the portfolio.

### **Selecting portfolio evidence**

Before selecting the evidence to form the portfolio, the candidate should review the assessment requirements to ensure they understand:

- the outcome to be covered by the portfolio
- the type of evidence that can be presented

- the amount of evidence that it would be appropriate to present
- the period from which the evidence should have originated

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

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

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

### Confirming the evidence selection

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

- All learning outcomes required to be covered by the portfolio have been evidenced
- It is in-line with the assessment requirements and originates from the period of assessment
- There is no unnecessary duplication of evidence against the same criteria
- The volume of evidence presented in the portfolio is proportionate, with no direct duplication of evidence for outcomes observed sufficiently through the business project
- The work selected represents the best holistic evidence available
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- Authenticity of evidence has been established

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

### Task 2 – Business project

*The purpose of the business project is to enable the candidate to show the key knowledge and skills required to lead on, implement and embed change within their workplace/setting.*

*The candidate should be encouraged to think innovatively around the opportunity that they select for their project, however the tutor/internal assessor (and manager/employer) may help to sign-post the candidate to potential areas to explore to identify an opportunity. For example, the candidate may be signposted to outcomes from regulatory audits or feedback received by the workplace/setting that may help prompt ideas.*

*As part of the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification, candidates will have explored the theoretical aspects of developing a plan for implementing a change to practice. The ideas and considerations that the candidate has presented at Level 4, may be useful to consider when exploring their Business Project at Level 5.*

## Concept discussion meeting

The internal assessor is required to hold an initial concept discussion meeting with the candidate. The purpose of this meeting is to discuss the candidate's rationale for a chosen opportunity for their business project and to review the project's feasibility. This meeting must also be attended by the manager or employer of the workplace/setting where the intended project is to be undertaken.

As part of the review process the internal assessor and manager/employer should consider whether the proposed project:

- has sufficient scope to provide the candidate with opportunity to cover the scope of learning outcomes within the mandatory and selected optional content of the qualification.
- is reasonable and realistic to deliver within the setting/organisation, including taking account of time to complete, resources required etc.

The internal assessor should use the business project concept approval form (Appendix 3) to outline their comments on the above points in relation to the rationale that is presented to them. They are then required to provide one of three outcome responses to the candidate:

Outcome decision	What this means for the candidate	Next steps
<b>Business project concept approved</b>	The candidate's proposed project is agreed, and their plan can be taken forward.	Candidate is able to commence further work on planning their project. A date is agreed for a subsequent Project planning meeting. This meeting should occur within four weeks* following acceptance of the concept.  <i>(* note, the time period given is intended to support the candidate to further progress and formally finalise their planning prior to meeting again)</i>
<b>Business project concept approved subject to revision</b>	The proposed project is generally considered suitable, however there may be revisions needed. Where revision comments are suggested, then these must be detailed and provided to the candidate for amendment of their project plan.	Candidate reviews and amends concept based on revisions proposed. On agreement of the revised concept, the internal assessor confirms the candidate is able to commence further work on planning their project. A date is agreed for a subsequent Project planning meeting. This meeting should occur within four weeks* following acceptance of the concept.  <i>(* note, the time period given is intended to support the candidate to further progress and formally finalise their planning prior to meeting again)</i>
<b>Business project concept not approved</b>	The proposed project is considered not suitable for the candidate to continue to pursue. Detailed comments on why this is the case should be provided to the candidate.	Follow-up discussion held with the candidate to provide feedback. The candidate should also be provided with details on the follow-up action needed; including a plan of action and timeframe for presenting a new concept to the internal assessor and manager/employer.  On submission of the new proposed project, a new business project concept approval form should be used.

## Project planning meeting

The internal assessor and manager/employer are required to attend a subsequent project planning meeting at an agreed date following approval of the concept. The purpose of this meeting is to:

- ensure that the project plan aligns with the original rationale, and is in principle in-line with what was agreed at the approval concept stage
- confirm that the activities within the project plan provide sufficient opportunity for the candidate to evidence demonstration of their practical skills required by the learning outcomes of the qualification
- identify opportunities within the project plan for the candidate to be observed in practice
- identify any major gaps in learning outcomes that would potentially not be covered by the planned activities proposed by the candidate.

The internal assessor should use the Business project approval form (Appendix 4) to outline their comments on the above points in relation to the project plan that is presented to them. They are then required to provide one of three responses to the candidate and undertake next steps as per the table below.

<b>Outcome decision</b>	<b>What this means for the candidate</b>	<b>Next steps</b>
<b>Business project approved</b>	The candidate's project plan is agreed, and their plan can be taken forward, pending agreement by the external assessor.	Centre submit a copy of the project plan and Appendices 3 and 4 to City & Guilds.
<b>Business project approved subject to revision</b>	The project plan is generally considered suitable, however there may be revisions needed. Where revision comments are suggested, then these must be detailed and provided to the candidate for amendment of their project plan.	Candidate reviews and amends project plan based on revisions proposed. On agreement of the amended project plan, the centre submit a copy of the revised project plan and Appendices 3 and 4 to City & Guilds.
<b>Business project not approved</b>	The opportunity is considered not suitable for the candidate to pursue. Detailed comments on why this is the case should be provided to the candidate.	Candidate is provided with feedback and an action plan agreed with clear timeframe for resubmission of the project plan.

## Submission of the project plan

The internal assessor and manager/employer will be responsible for agreeing the feasibility of the candidate's concept and plan for the business project (Task 2a and 2b). The centre must then submit a copy of the agreed plan (along with completed Appendices 3 and 4) to City & Guilds for review by an external assessor. The plan must be formally approved by the external assessor before the candidate may commence activities for Task 2c.

The external assessor will be checking that the agreed plan provides sufficient opportunity and scope for the candidate to demonstrate their ability to;

- apply a range of leadership and management concepts, theories and techniques within practice
- lead and manage the performance of staff
- lead approaches that are child-centred in practice
- lead and manage improvements of provision within their own setting/organisation
- lead and manage safeguarding practices within their role

- lead and manage health and safety practices within their role
- use critical and reflective thinking to support their work.

Confirmation of acceptance of the business project plan must be provided by the external assessor within 2 weeks of submission. Candidates may commence activity on Task 2c following the external assessor's confirmation of the business project plan.

In exceptional circumstances where the external assessor feels the business project plan will not provide scope for demonstrating sufficient assessment evidence, then this feedback will be discussed between the external assessor and the centre, to identify what further action needs to be taken.

### **Identification of areas to be evidenced in the portfolio**

Review of the business project plan should support the internal assessor to identify any learning outcome areas which may not be readily evidenced via the business project. Where these areas are identified, the internal assessor should record in the planning form, and highlight these to the candidate as areas where they will need to provide evidence within their portfolio.

### **Agreeing external assessment arrangements for observation**

Following internal agreement of the candidate's business project plan (Task 2b); the internal assessor will submit this to City & Guilds and highlight opportunities during the implementation phase (Task 2c) when the external assessor may be able to observe the candidate in practice. The opportunities highlighted should allow the external assessor to observe the candidate in practice that demonstrates at least five of the following six points:

- Apply a range of leadership and management concepts, theories and techniques within practice
- Lead and manage the performance of staff
- Lead and manage the promotion of child-centred practices
- Lead and manage safeguarding practices
- Lead and manage health and safety practices

### **Internal assessor observations**

The internal assessor is required to observe the candidate during the implementation of their business project on a minimum of **two** occasions. On each occasion, the internal assessor should provide evidence of how the candidate has demonstrated that they can:

- Apply a range of leadership and management concepts, theories and techniques within practice
- Lead and manage the performance of staff
- Lead and manage the promotion of child-centred practices
- Lead and manage safeguarding practices
- Lead and manage health and safety practices

The internal assessor should use the learning outcomes from the unit content to support their judgement of how candidates have performed against the listed criteria.

For each observation, the **Observation Record Form (Appendix 5)** should be completed and submitted to City & Guilds by the internal assessor alongside the candidate's evidence for the business project. These observational records will be used and reviewed by the external assessor as part of the evidence base for supporting the final holistic assessment judgement.

### **Task 3 – Professional Discussion**

The professional discussion will be undertaken fully by the external assessor. The centre will be required to agree a date for the discussion with City & Guilds and to ensure that a suitable assessment environment is provided for this discussion. The assessment environment must be one which is free from distractions and interruptions throughout the entirety of the assessment. This may require ensuring that appropriate signposting and other arrangements are in place to maintain a suitable environment for the entire duration of the assessment. If the professional discussion is to be assessed via remote delivery, then the centre should ensure that the guidance for remote assessment delivery in the following section is complied with.

#### **Remote assessment delivery**

City & Guilds supports and promotes the use of web conferencing to conduct assessment (remote assessment delivery) where appropriate. This means that the external assessor and the candidate do not have to be in the same physical location when assessment takes place. Remote assessment is a consideration for conducting the professional discussion.

The centre should discuss the option of remote assessment delivery when contacting City & Guilds to book a date for the professional discussion. If remote assessment is agreed, the centre is responsible for ensuring that a dedicated person within the centre has responsibility for ensuring that access, set-up and delivery of the remote assessment meets the following conditions set by City & Guilds. This individual should be briefed as to the purpose of the assessment, and the importance of meeting the conditions as outlined below.

Conditions for remote assessment delivery:

- City & Guilds will specify the remote technology to be used (as agreed at the point of confirming the date for the discussion). The dedicated person from within the centre must check and confirm that this is compatible with its in-house systems and any firewalls before planning any remote assessment delivery.
- Assessment must be conducted using either desktop or laptop computers or tablets only, not mobile phones.
- The candidate must be in the learning setting when the assessment takes place. The learning setting would typically be within the centre's environment, although may occur in the workplace if all conditions stated here can be met.
- Assessment must take place in a room where the candidate is free from distraction and will not be interrupted during the assessment.
- The dedicated person is responsible for ensuring that:
  - the candidate brings photographic proof of their identity into the assessment. This must be verified by the external assessor before the assessment starts (i.e. the candidate will be asked to show this to the external assessor via the web conferencing facility)
  - the necessary technology needed for the assessment to occur has been set-up and is available to the candidate for the assessment to start
  - the candidate's work is independent and unaided.
- During the assessment itself, the candidate is not required to be under direct, on-site supervision. The external assessor will act as the supervisor during the assessment itself.

During the confirmation of the booking for the professional discussion, City & Guilds will obtain the name and contact details and agree with the dedicated person responsible for setting up and checking on site arrangements and how the assessment conditions stated here will be met in advance of the discussion

taking place. Centres are responsible for checking, testing and confirming the remote technology in advance of the date/time of the assessment so that any technical issues do not impact on the assessment itself.

All assessment conducted remotely must be electronically recorded and stored by City & Guilds for quality assurance purposes.

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## 4 Finalising assessment

### Collating and preparing evidence for submission

There is a requirement for evidence to be collected from both Tasks 1 and 2.

An evidence completion form (Appendix 6) should be used to identify that all requirements of the assessment have been met and to confirm where achievement of the learning outcomes of individual units has been evidenced. Upon completion and submission of this form, the Declaration of Authenticity form (Appendix 9) must also be completed by both the candidate and internal assessor to confirm that all evidence submitted is that of the candidate's alone.

Evidence for tasks 1 and 2 being submitted for assessment must be presented as follows:

- Evidence must have a header on each page containing the name and signature/e-signature of the candidate together with the date the evidence was produced;
- Be clearly referenced so that each piece of evidence can be cross-referenced to the evidence completion form.

### Submission of evidence for final assessment

The portfolio and assessment materials for the business project will be initially reviewed by the internal assessor following their completion.

The internal assessor will review the evidence from tasks 1 and 2 to judge whether the outcomes required to be met have been evidenced, and that all assessment documents have been collated.

The internal assessor should provide any feedback as needed within two weeks of submission of the completed assessment.

Evidence from the portfolio and assessment materials for the business project should also be subject to appropriate review by an internal quality assurer, prior to submission to City & Guilds.

Following confirmation that all assessment requirements have been met, the candidate materials should be submitted to City & Guilds for external assessment. Evidence must be submitted for Tasks 1 and 2, a **minimum of 3 weeks** prior to the scheduled date for the professional discussion (Task 3).

### Resubmission

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

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

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

A feedback form (Appendix 8) has been provided to respond to candidates who are required to resubmit any of their evidence.

## 5 General assessment administration requirements

### Resources

Candidates must have access to a suitable range of resources to carry out the tasks.

- **Staff resource** – Candidates are required to be observed managing others as part of the evidence for this qualification; managers/employers should ensure that for purposes of assessment, the candidate is provided opportunity to use staff resource as needed for the implementation of their business project. The required level of resource should be reasoned and agreed as part of the approval of the business project plan.
- **Environment** - It is expected that all activities are carried out as in normal work practice including those undertaken offsite.

### Conditions of assessment

For written work such as assessment planning and review write ups, the candidate should have access to an appropriate, quiet environment with resources and IT as required (the candidate's documentation for the business project should be typed). Authenticity of written work must be able to be ensured, but this need not require full time supervision.

Written responses should be provided as electronic, typed responses. Candidates should ensure their 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.

### 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/employer 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 must be reminded of the importance of maintaining safeguarding considerations throughout all assessment activities.

**Appeals**

In the event of an appeal against an assessment decision made, centres/candidates should follow the guidance of how to appeal that can be found on the City & Guilds website.

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## 6 External assessor guidance

**Note, the guidance for external assessors would 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

The City & Guilds external assessor is responsible for determining the overall assessment outcome for candidates undertaking this assessment.

### Assessment approach

The external assessor is required to complete the following activities as part of the assessment process:

- Review the agreed business project plan (Task 2b); agree this plan and identify, in conjunction with the internal assessor/tutor, a minimum of one opportunity for observation of the candidate in practice as part of the implementation (Task 2c)
- Carry out a minimum of one practical observation as part of the implementation activity (Task 2c)
- Review the submission of evidence for the portfolio, confirming that evidence has been provided for the areas set out in the Assessment evidence record form
- Review the submission of evidence for the project (Task 2)
- Prepare, plan and carry out an overarching professional discussion (Task 3)
- Complete a holistic assessment of the candidate’s competence, based on the grading descriptors (Appendix 1) provided

### Specific task guidance

#### Task 2 Business project

##### Confirming the project plan

The internal assessor and manager/employer will be responsible for agreeing the feasibility of the candidate’s concept and plan for the business project (Task 2a and 2b). The centre will provide a copy of the candidate’s plan and completed appendices 3 and 4. The external assessor must approve this plan before the candidate may commence activities for Task 2c. The external assessor will need to check that the agreed plan provides sufficient opportunity and scope for the candidate to demonstrate their ability to;

- apply a range of leadership and management concepts, theories and techniques within practice
- lead and manage the performance of staff
- lead approaches that are child-centred in practice
- lead and manage improvements of provision within their own setting/organisation
- lead and manage safeguarding practices within their role
- lead and manage health and safety practices within their role
- use critical and reflective thinking to support their work.

Confirmation of acceptance of the business project plan must be provided by the external assessor within 2 weeks of submission.

If the external assessor identifies any concerns about the business project plan at this point (e.g. that they are concerned it may provide insufficient scope for providing a sufficient body of evidence for assessment purposes), this must be discussed with the centre and recommendations provided for the subsequent actions that need to be taken.

### **Agreeing observations**

Following agreement of the candidate's business project plan; the external assessor will need to co-ordinate with the internal assessor to identify a minimum of **one** opportunity when they can observe the candidate in practice implementing the project. The opportunities highlighted should be chosen to allow the external assessor to observe the candidate in practice demonstrating at least four of the following five points:

- Apply a range of leadership and management concepts, theories and techniques within practice
- Lead and manage the performance of staff
- Lead and manage the promotion of child-centred practices
- Lead and manage safeguarding practices
- Lead and manage health and safety practices

The external assessor should be looking to agree an opportunity for observation that will maximise the insight they can gain regarding the candidate's competence in practice.

The external assessor should complete the observation record form (Appendix 5) to capture evidence from the observation. The external assessor will submit the completed observation record form to City & Guilds to be retained for review as part of the evidence base for the final holistic judgement.

The expectation from the observation is that the external assessor should see that the candidate is working at a sufficiently competent level and meeting the requirements of the qualification for the highlighted objectives. If this is not observed, or if insufficient activity occurs during the observation, feedback should be provided (using Appendix 8), and further observation of practice should be scheduled according to the candidate's implementation plan and with discussion with the internal assessor.

### **Task 3 Professional discussion**

The purpose of the professional discussion is to

1. Discuss information generated by the candidate's business project, as well as evidence within their portfolio
2. Assess knowledge and behaviours from across the Level 5 Children's Care, Play, Learning and Development: Practice qualification

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

The final assessment activity that needs to be completed by the candidate is a professional discussion with the external assessor. This element of the assessment is designed to support the candidate's evaluation and reflection of their assessment activities, and particularly, how they have embedded their knowledge of the leadership and management of a children's care, play, learning and development setting within their assessment tasks.

The professional discussion should also support the **external** assessor to confirm any areas which have not been evidenced fully through the evidence submitted for the portfolio or project.

## Structure of the assessment

The external assessor should review all of the evidence submitted for the candidate in advance of the professional discussion. This includes the observational records undertaken by the internal assessor. The **external** assessor will look at how the evidence generated from Tasks 1 and 2 support each of the eight objective areas and will conduct a gap analysis to identify key areas for the discussion. These key areas are likely to be focused on aspects where the external assessor feels further expansion is needed to the evidence submitted, or where there is a lack of evidence for a particular objective.\*

The **external** assessor will use the evidence from Tasks 1 and 2 to plan the discussion to ensure that the discussion is tailored towards the candidate and the service in which they work as well as identify areas for further exploration. It will enable the external assessor to consider key themes and topic areas; and consider the types of questions that could be asked to structure the discussion. The professional discussion recording form (Appendix 7) must be used to record this information prior to the discussion.

The external assessor should be mindful of supporting a discussion that is candidate-led. The external assessor would benefit from preparing a series of questions that will help to structure and support the professional discussion. These questions should focus on,

- The candidate's evaluation and reflection of their activities, e.g.
  - What happened
  - What they had expected to happen
  - What were the things that surprised them, or didn't go fully as intended
  - What would they do differently next time
  - What have they learnt about how they work and their practice in relation to the activities conducted.
- The candidate's knowledge and understanding of leadership and management within a children's care, play, learning and development environment, explored through their involvement in the assessment activities. This could lend itself to supporting the discussion with questions such as,
  - Why did you know that?
  - What lead you to take that approach?
  - What were your considerations at that point?

Table 1 below lists all the discussion points that must be covered. There are eight main discussion points. These are designed to elicit responses which are targeted to specific areas of the qualification standard and work practices. This helps ensure consistent coverage of qualification content for all candidates.

*\* If the external assessor identifies major deficiencies in a candidate's submitted evidence that provides significant concern about the candidate's level of competence, then high-level feedback should be captured using the Feedback Form (Appendix 8) and a discussion should be held with the centre/candidate. The outcome of this discussion may result in the requirement for additional evidence to be submitted as part of the portfolio or it may require the candidate to undertake further developmental activity, prior to resubmitting further evidence.*

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

**Table 1**

**Discussion points**

1. How you apply a range of leadership and management concepts, theories and techniques within your work
2. How you lead and manage the performance of staff
3. How you lead work that promotes child-centred practices
4. How you lead and manage improvements of provision within own setting/organisation
5. How you lead and manage safeguarding practices within your role
6. How you lead and manage health and safety practices within your role
7. How you use critical and reflective thinking within your work
8. How you have reflected on your own leadership and management style and approach to your work in practice.

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

**Undertaking the professional discussion**

**Assessment environment**

On the day of the assessment the external assessor is responsible for ensuring that any assessment takes place in appropriate surroundings which are free from distractions and interruptions. The external assessor will need to liaise with centre representatives to ensure that the assessment environment is available and properly prepared, this could include ensuring that appropriate signposting and other arrangements are in place that will maintain a suitable environment throughout the duration of the assessment activity.

**Introducing the professional discussion**

It is important that the external assessor puts the candidate at ease at the beginning of the assessment and before collection of evidence begins. This is to enable an accurate assessment of the candidate's application of the qualification standards by minimising the extent to which their performance may be hindered by anxiety.

The external assessor should:

1. Introduce themselves and explain their role in the process and if applicable ask permission to record the discussion
2. Summarise the purpose and structure of the assessment
3. Ask the candidate what reference material they have brought to the discussion
4. Emphasise that the confidentiality of their assessment will be maintained

5. Ask the candidate if they have any questions before beginning the assessment

### **During the professional discussion**

During the discussion the external assessor should record all responses in the recording form provided (Appendix 7).

The professional discussion should feel as natural as possible, utilising open questions to allow the candidate to dominate the conversation. It is expected that the external assessor will use a number of techniques to ensure the assessment remains focused and effective. These may include:

- Using follow up questions where necessary to probe for more information or to clarify points, questions such as 'How did you know that?' 'What method did you use to arrive to that conclusion?'
- Providing summaries of points covered to ensure they have understood and recorded the candidate's evidence accurately

The external assessor must ensure that they do not inadvertently answer questions or provide hints or clues which may lead or direct candidates to a specific or framed answer.

### **Timings**

The assessment should last for no more than 75 minutes in total.

The external assessor is expected to manage timings throughout the discussion, advising the candidate as appropriate.

### **Materials**

- Candidate's completed assessment materials (as evidenced in Appendix 6)
- Professional discussion recording form (Appendix 7)
- Instructions to the candidate for Task 3
- Table 1 which outlines the expected coverage of the discussion points

### **Recording forms**

In advance of the professional discussion the external assessor should prepare the professional discussion recording form (Appendix 7) with the planned areas to be discussed with each candidate. The external assessor should save a version of the prepared form; this should then be used during the professional discussion to record the responses given by the candidate and any further topics covered or questions asked.

The external assessor can either complete the form electronically during the professional discussion or print of a hard copy to write on. If printing a hard copy, it is suggested that the external assessor might want to increase the size of the boxes to write in prior to printing the form.

## **Finalising assessment**

### **Review of evidence and grading**

On completion of the final evidence and following the professional discussion, the external assessor should ensure that all assessment requirements have been achieved and carry out a final holistic assessment.

The external assessor should review the evidence provided and use the grading descriptors (Appendix 1) to apply a holistic judgement of how the candidate has performed across the five key objective areas. A summary of how the external assessor came to this judgement must be recorded in the Assessment

summary (Section 1) form; this evidence will be retained for City & Guilds lead assessor sampling and standardisation across external assessors.

As part of their final assessment judgement, the external assessor should consider how the candidate has met the key objective areas – within the context of both the mandatory units and any optional units selected.

The overall assessment judgement should be based primarily on evidence from Task 2. This should include review of the submitted observation record forms by the internal assessor, to support conclusions on how consistently the candidate has practiced when observed. However, the external assessor must also consider evidence provided from the portfolio (Task 1) and professional discussion (Task 3) to support their judgement.

The external assessor should also record in the Assessment summary (Section 2) form that additional evidence requirements to be met (for specific learning outcomes, or for the optional units where evidence has not been seen through the business project) have been achieved.

On completion of their final assessment judgement, the external assessor should complete Section 3 of the Assessment summary form (Appendix 2). This will be submitted to City & Guilds as confirmation of the candidate's outcome.

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

### **Resit arrangements**

Candidates who fail to meet the criteria required to achieve an overall pass for the qualification, are permitted to resubmit the assessment.

The external assessor will provide feedback on the candidate's overall performance, highlighting the objective areas where insufficient evidence has been identified. In some cases, this may require additional evidence to be submitted via the portfolio. In exceptional cases, the external assessor may require the candidate to undertake a further professional discussion following a period of further learning and support to confirm that the candidate has developed to a sufficient level for a pass grade to be awarded.

The external assessor will need to provide feedback to the centre and candidate using Section 3 of the Assessment Summary Form (Appendix 2) to confirm the actions that need to be undertaken for resubmission. Feedback will be provided at a high-level to support the candidate to understand the objective areas which have not been sufficiently evidenced within the grading criteria, though it will be the responsibility of the candidate to identify exactly how they respond and provide further evidence as needed.

Where a candidate is required to undertake a further professional discussion, a clear audit trail must be provided by the internal assessor that shows how feedback has been provided to the candidate prior to undertaking this, and what remedial activity has been taken to support the development of any deficits in the candidate's knowledge and understanding.

A feedback form has been provided for this (Appendix 8).

## Appendix 1 Grading descriptors

The grading descriptors here will be used by the external assessor to make a final holistic assessment judgement from the evidence presented by the candidate across all of their completed assessment tasks.

The grading descriptors are based on the key learning objectives of the qualification. The pass descriptors reflect the accepted level that candidates must demonstrate to evidence that the objective has been met through the assessment tasks. They are indicative in nature, and the external assessor may identify further evidence to support confirmation of the objective, but these pass descriptors must have been evidenced.

The pass descriptors have been mapped to the key learning outcomes of the qualification content where these objectives are best reflected. *Note*, however that due to the holistic nature of the qualification content, the learning outcome mapping is provided as indicative of the content areas where candidates may best demonstrate their ability to meet these objectives.

<b>Objectives</b>	<b>Indicative coverage</b> (Learning outcomes)	<b>Pass descriptor</b>
<p><i>Understand and apply in practice a range of leadership and management <b>concepts, theories and techniques</b></i></p>	<p><b>502</b> (LO1) <b>503</b> (LO1)</p>	<p><i>Candidates demonstrate an understanding of a range of leadership and management concepts, theories and techniques within their practice.</i></p> <p><i>Candidates demonstrate that they have used and applied different leadership models, theoretical frameworks and observed best practice of other leaders in their own development as a leader within a childcare and/or health environment.</i></p> <p><i>Candidates use a range of leadership and management concepts, theories and techniques within their practice; utilising the toolkit of techniques available to them to support a range of situations.</i></p> <p><i>Candidates utilise a range of leadership and management concepts, theories and techniques within their practice; they demonstrate that they have considered the outcome of adopting different approaches, but consistently use mechanisms that promote the best outcome for situations.</i></p> <p><i>Candidates demonstrate, with evidence, consideration of their leadership style as they implement a range of policies, procedures and practice within their workplace/setting.</i></p>
<p><i>Reflect on own <b>leadership and management style</b> to show how this impacts on their work</i></p>	<p><b>501</b> (LO1) <b>502</b> (LO1, LO4) <b>504</b> (LO1, LO2, LO5) <b>505</b> (LO3)</p>	<p><i>Candidates evaluate and reflect on their own work and show how their own reflection has been used to change how they work for specific tasks or activities.</i></p> <p><i>Candidates demonstrate that their management/leadership approach/style has been influenced by reflections from their own practice.</i></p> <p><i>Candidates demonstrate that they have reflected on and evaluated the effectiveness of their own practice and ways of working to support the development of workers and others.</i></p> <p><i>Candidates demonstrate an understanding of how their approach to work has had an active impact upon others, including both within and outside of their setting/organisation, and the impact that their work has had on the children that they work with.</i></p>

Objectives	Indicative coverage (Learning outcomes)	Pass descriptor
<p><i>Lead and manage <b>child-centred approaches</b> in practice</i></p>	<p><b>501</b> (LO2 – LO7)  <b>503</b> (LO3)  <b>504</b> (LO3 – LO4)  <b>505</b> (LO1, LO3 – LO5)  <b>506</b> (LO1 – LO2)</p>	<p><i>The candidate demonstrates consideration of child-centred practice in their work.</i></p> <p><i>Candidates implement policies, procedures and practice that are child-centred in their focus. Candidates lead, manage and develop environments that focus on working with the child to support their holistic growth and development, that includes consideration and promotion of the use of play.</i></p> <p><i>Candidates engage with worker to ensure activities are planned that involve children and show consideration for how they have been developed with the child/children in mind; including consideration for the voice and choice of children in the workplace/setting.</i></p> <p><i>Candidates demonstrate the development of effective relationship building and collaboration with workers, children, families/carers and others within and outside the workplace/setting to support the delivery of child-centred care and support.</i></p> <p><i>The candidate shows support for others to make informed decisions to ensure that ‘what matters’ to the child is acted upon.</i></p> <p><i>Candidates implement policies, procedures and practice that ensures the workplace/setting meets the basic requirement for ensuring children are safe and protected from health and safety concerns. Candidates support workers to work with children, ensuring that they understand the links between child-centred practice and the safeguarding of children.</i></p>

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Objectives	Indicative coverage (Learning outcomes)	Pass descriptor
<p><i>Lead and manage <b>performance improvement</b> in children's care, play, learning and development settings</i></p>	<p><b>502</b> (LO1, LO3 – LO7)  <b>503</b> (LO2)  <b>505</b> (LO1)  <b>506</b> (LO1 – LO4)</p>	<p><i>Candidates use a range of <b>people management skills, including the ability to adapt their approach as needed to a range of tasks and situation.</b></i></p> <p><i>Candidates clearly support workers and others to understand their role and responsibilities to deliver safe, secure and quality care within the workplace/setting. Candidates support and reinforce the embedment of this understanding to support workers to maintain quality standards within their work.</i></p> <p><i>Candidates successfully manage a team of individuals to achieve intended outcomes for children; the candidate balances the management of a team in ways that promotes their own autonomy but is supportive and directed as and when necessary to ensure the outcomes of the workplace/setting are achieved.</i></p> <p><i>Candidates use effective observation and assessment of both workers and the work environment to identify the support needed for workers and for their team; performance, developmental, health and safety or managerial issues are identified and addressed appropriately following defined processes, policies and procedures.</i></p> <p><i>Candidates demonstrate their ability to support workers to professionally develop through the use of a range of mechanisms (e.g. Development plans, use of induction, ongoing supervision/performance reviews). Feedback is provided regularly and consistently and helps support the development of team members. Feedback is consistently clear, concise and supportive of both individual and team goals.</i></p>

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Objectives	Indicative coverage (Learning outcomes)	Pass descriptor
<p>Work as <b>critical and reflective thinkers to make informed judgements</b></p>	<p><b>502</b> (LO1, LO6, LO8)  <b>503 (LO1 – LO3)</b>  <b>505</b> (LO2 – LO3)</p>	<p><i>Candidates routinely use critical analysis to reflect on and inform their practice. Conclusions drawn are used to make the most informed decision for the situation.</i></p> <p><i>Implications of decisions and potential outcomes are accounted for when making a final decision of actions to be taken.</i></p> <p><i>Candidates use evidence from research, enquiries, reviews and reports to effectively consider and implement systems, procedures and practice to monitor, measure and improve performance in the workplace/setting. Candidates demonstrate an understanding of how their approach to responding intends to benefit or support quality development within the workplace/setting.</i></p> <p><i>Candidates actively review and reflect on feedback received through a range of channels (e.g. incidents occurred, concerns, complaints or praise) to make informed judgements on approaches to improve or maintain quality standards within the workplace/setting.</i></p> <p><i>Candidates review and reflect on the development of their workplace/setting and how it promotes the safe and secure care for children. Candidates use practice reviews, direct reflection and consider the effectiveness of systems to support the safe and secure care of children, using critical analysis to make judgements on their effectiveness, and identify improvements to be made.</i></p>

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Objectives	Indicative coverage (Learning outcomes)	Pass descriptor
<p>Lead and manage the <b>improvement of provision</b> within own setting/organisation</p>	<p><b>501</b> (LO4, LO6)  <b>502</b> (LO8)  <b>503</b> (LO1 – LO3)  <b>505</b> (LO5)  <b>506</b> (LO3)</p>	<p><i>Candidates identify activities that can help to support improvement within the setting/organisation. They understand, with clear justification, the reasons needed for change – with insight provided on the implications of change, including anticipated benefit and cost.</i></p> <p><i>Candidates demonstrates their ability to successfully implement change within the workplace/setting. Changes are embedded holistically with consideration given to the broader business impact over and beyond the candidate themselves (i.e. consideration and alignment of others in the workplace/setting – children, workers etc.)</i></p> <p><i>Candidates implement policies, procedures and practice to consider practice in the workplace/setting (e.g. related to the provision of activities, effectiveness of plans) and ensure that learning is embedded to continually improve practice for children.</i></p> <p><i>Candidates consider the impact of innovation and change on children, families/carers, workers and others within the workplace/setting. Candidates demonstrate a strategic approach to adopting change, ensuring that all those impacted are supported to understand the need and importance of change, as well as supported to adopt change.</i></p> <p><i>Candidates monitor and measure any improvements or revisions made, ensuring that the quality of the service is maintained, and that any unintended impacts are addressed.</i></p>

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## Appendix 2 Assessment summary form (External assessor)

Section 1		
Objectives	External assessor summary	Evidence where observed
<i>Understand and apply in practice a range of leadership and management <b>concepts, theories and techniques</b></i>		
<i>Reflect on own <b>leadership and management style</b> to show how this impacts on their work</i>		
<i>Lead and manage <b>child-centred approaches</b> in practice</i>		

Section 1		
Objectives	External assessor summary	Evidence where observed
Lead and manage <b>performance improvement</b> in children's care, play, learning and development settings		
Work as <b>critical and reflective thinkers to make informed judgements</b>		
Lead and manage the <b>improvement of provision</b> within own setting/organisation		

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<b>Section 2</b>			
<b>Additional evidence</b>	<b>External assessor summary</b>	<b>Evidence where observed</b>	<b>Pass/Fail</b>
<b><i>Evidence for the following outcomes must be observed within the portfolio of evidence provided</i></b>			
<b><i>Unit 502, Learning Outcome 2</i></b>			P/X
<b><i>Unit 502, Learning Outcome 3</i></b>			P/X
<i>Candidate's optional unit 1</i>			P/X
<i>Candidate's optional unit 2 (if applicable)</i>			P/X

Candidate's optional unit 3 (if applicable)			P/X
Candidate's optional unit 4 (if applicable)			P/X
<b>Section 3</b>			
<b>Confirmation of overall assessment judgment</b>	<b>Candidate has produced sufficient evidence to be awarded a pass for the qualification, based on a holistic review of the grading descriptors across the six objective areas, and of the additional evidence requirements required to be observed.</b>		
	<b>Candidate has failed to produce sufficient evidence for a pass grade to be awarded, based on the evidence presented and how this evidence meets the requirements of the grading descriptors across the six objective areas, and/or the additional evidence requirements have not been met. Further detail of the reasons for this, should be outlined in the Feedback section below.</b>		
<b>Feedback</b>			
<b>External assessor signature</b>			<b>Date</b>

### Appendix 3 Business project concept approval form (Internal assessor)

Level 5 Children’s Care, Play, Learning and Development: Practice	
Candidate name:	Date of meeting:
Candidate ENR No.:	
Centre name:	Centre no: -----
Proposed opportunity	
Rationale for opportunity:	
<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">Draft - Sub 410</p>	
For internal assessor use:	
<p><b><i>Outline below any comments related to the business project concept.</i></b></p>	

<b>Outcome</b>	
<b>Business project concept approved</b> Candidate is able to commence the planning of the business project.	
<b>Business project concept approved subject to revision</b> The internal assessor believes the opportunity is suitable for the candidate to pursue the business project, subject to revision. (Please provide revision comments in the comments section.)	
<b>Business project rejected</b> The internal assessor does <b>not</b> believe the opportunity is suitable for the candidate to pursue the business project. (Please provide comments in the comments section.)	
<b>Revision comments</b> <i>(if applicable)</i>	
<b>Internal assessor/Tutor name</b>	<b>Date:</b>
<b>Internal assessor/Tutor signature:</b>	<b>Date:</b>
<b>Manager/employer name:</b>	<b>Date:</b>
<b>Manager/employer signature:</b>	<b>Date:</b>
<b>Candidate name:</b>	<b>Date:</b>
<b>Candidate signature:</b>	<b>Date:</b>

## Appendix 4 Business project approval form

Level 5 Children’s Care, Play, Learning and Development: Practice	
<b>Candidate name:</b>	<b>Date of meeting:</b>
<b>Candidate ENR No.:</b>	
<b>Centre name:</b>	<b>Centre no:</b> _____
<b>Location</b>	
<b>Opportunity</b>	
<b>For centre use:</b> Describe how the Business Project plan meets the following criteria.	
Objective	Description
Provides opportunity to lead and manage staff	
Provides opportunity to lead person/child-centred practice	
Provides opportunity to lead and manage the improvement of provision	
Provides opportunity for the candidate to cover outcomes from their selected optional units	

Assessors may find the following questions useful at the Business project plan presentation:

Question number	Question
Q1	What activities will likely feature in the detailed implementation plan for the improvement or development of the new provision?
Q2	What are the potential risks involved with implementing the proposal/change and can you identify any contingency plans for the organisation?
Q3	What do you believe will be the challenges in managing the improvement or development proposed?
Q4	What strategies are you considering to monitor, measure and report on the impact of the change that your opportunity may bring? Explain the reasons for your selection.

**Opportunities for observation in practice**

*Provide details below of specific opportunities that the candidate's plan presents for being observed in practice.*

Blank area for providing details of specific opportunities for observation in practice.

**Optional unit coverage**

*Provide details below of areas of the candidate's selected optional units where coverage may not be sufficiently evidenced via the business project.*

Blank area for providing details of optional unit coverage.

<b>Outcome</b>	
<b>Business project approved</b> Candidate is able to commence the implantation of the business project.	
<b>Business project approved subject to revision</b> The assessor believes the opportunity is suitable for the candidate to pursue the business project, subject to revision. (Please provide revision comments in the comments section.)	
<b>Business project rejected</b> The assessor does <b>not</b> believe the opportunity is suitable for the candidate to pursue the business project. (Please provide comments in the comments section.)	
<b>Comments</b> <i>This section should detail any comments related to the need for revision or detailed feedback if the project is rejected.</i>	
<b>Internal assessor/Tutor name/signature:</b>	
<b>Date:</b>	
<b>External assessor name/signature:</b>	
<b>Date:</b>	

## Appendix 5 Observation record form (Assessor)

<b>Observation record</b>	
Candidate name	
Observation number/date	
Activity/experienced observed	
<b>Observations made</b> <i>(Highlight how the observations reflect each of the key practice outcomes)</i>	
<i>Applying a range of leadership and management concepts, theories and techniques within practice</i>	
<i>Leading and managing performance of staff</i>	
<i>Leading and managing the promotion of child-centred practices</i>	
<i>Leading and managing safeguarding</i>	
<i>Leading and managing health and safety</i>	
<i>General observations</i>	
<i>Follow-up questions asked</i> <i>(List the questions that were used to further question the candidate; and their responses)</i>	
Candidate signature:	
Date:	
Assessor signature:	
Date:	
Confirmation of manager/employer signature:	

Date:

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## Appendix 6 Evidence completion form (Internal assessor)

Task	Evidence	Evidence record reference	Specific learning outcomes evidenced (if applicable)	Notes	Feedback for candidate
<b>Mandatory content</b>					
<b>1</b>	<b>Portfolio of evidence</b>				
	<i>Evidence 1</i>				
	<i>Evidence 2</i>				
	<i>Evidence 3...</i>				
	<i>Evidence for the mandatory content of the qualification will primarily be provided by Task 2.</i>				
	<b>However, the following Learning outcomes must be evidenced according to the unit evidence requirements and submitted as part of the portfolio.</b>				
	Unit 502 (Outcome 2)				
Unit 502 (Outcome 3)					
<b>2a</b>	<b>Rationale</b>				
	<b>Business project concept approval form</b>				
<b>2b</b>	<b>Project plan</b>				
	<b>Business project approval form</b>				
<b>2c</b>	<b>Reflective log</b>				
<b>2d</b>	<b>Evaluation</b>				



## Appendix 7 Professional discussion recording form (External assessor)

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

### Section 1

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

- Key topic/themes to be covered during the discussion
- Types of questions to ask that will help evidence the candidate's knowledge/understanding

**Section 2**

**Notes captured during the discussion**

**Overall comments and conclusions drawn**

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

**External assessor signature**

Signature

**Date**

DD/MM/YY

## Appendix 8 Feedback form

### Qualification title:

--

Candidate name	Date of submission
Assessor name	

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

**Internal 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.**

---

Internal assessor signature

Date

**Note:**

**Where the candidate and/or 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 assessor may be contacted for justification of authentication.**

## Appendix 10 Candidate business project plan template

Candidate business project plan			
<b>Candidate name</b>		Candidate number	
<b>Concept area/scope of business project</b>			
<b>Key activities and deliverables as part of the business project</b>			
<b>How the project will be managed and delivered</b> <i>Consider the key details needed for managing and delivering your project; this should include when, how and why you will conduct certain activities or deliverables.</i>			
<b>Assessment of areas of benefit, risk and consideration of contingencies</b> <i>You should consider the benefits and risks that your project will potentially have within your workplace/setting. Your assessor will be interested in what contingencies or mitigations you have considered as part of the delivery of your project to mitigate any risk.</i>			
<b>Implementation plan</b> <i>You are required to provide a detailed implementation plan, outlining how you will undertake and co-ordinate activities – including timeframes and who will be involved within the delivery of these activities.</i>	<b>Activity</b>	<b>Timeframe</b>	<b>Who will be involved/resources</b>
<b>Strategy to monitor, measure and report on the outcomes of the opportunity</b> <i>Outline the approaches you will take to monitor, measure and report on the outcomes of the business project</i>			