

Level 2 and Level 3

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

and

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

Approved by Qualifications Wales

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

Qualification Delivery Guide



Version

February 2023 Version 2.0

Purpose of this document

This document is a supplementary document to the **Qualification Handbook** and **Assessment pack**, and has been designed to support managers and assessors through the candidate's journey, and particularly focused on supporting the candidate onto, through and at the end of the assessment process.

This document provides guidance for the following qualifications:

Level 2 Children's Care, Play, Learning and Development: Practice

Level 3 Children's Care, Play, Learning and Development: Practice

Version and date	Change detail	Section
2.0 (February 2023)	Further guidance provided in relation to confirming candidate readiness for assessment	Section 3

Section 1:

Introduction

The Welsh Government's ambition is to develop a skilled childcare workforce, which is highly regarded as a profession and a career of choice, and recognised for the vital role the sector plays in supporting children's development.

From 2015-2016 Qualifications Wales conducted a review of all of the health and social care, and childcare qualifications that were fundable in Wales. Following the review, Qualifications Wales concluded that the vast number of qualifications available caused too much confusion for candidates, families/carers and employers.

Because of these findings, Qualifications Wales commissioned City & Guilds and WJEC, (*the Consortium*) to develop a new suite of 19 qualifications designed to meet the evolving needs of the health and social care, and childcare sector. The Consortium has worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales (HEIW) and other sector bodies, tutors, teachers and workplace assessors to ensure that the new qualifications are innovative, fit for purpose and of the highest quality.

City & Guilds and WJEC are recognised Awarding Bodies. This means that we are approved by Qualifications Wales, and other bodies across the UK, to design, develop, deliver and award qualifications in line with specific conditions and regulations.

You can find out more about Qualifications Wales review here
<https://qualificationswales.org/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

How do these qualifications differ from previous qualifications?

The Children's Care, Play, Learning and Development: Practice qualification were developed to build on the findings derived from the Sector review undertaken by Qualifications Wales. The approach for the development of these qualifications, and the design of assessment has followed key principles outlined within this review, for example:

- Develop a new suite of qualifications for candidates in Wales to reduce complexity and raise quality;
- Develop holistic, creative approaches to assess competence of candidates as they undertake qualifications;
- Develop assessments that reduce burden, and focus on competence.

This has resulted in some key differences from previous qualifications, particularly within:

- **The structure of the qualification content.** The content of the qualifications is structured in a slightly different way, particularly in how the content is underpinned by a mandatory unit that covers all of the principles, values and behaviours required from candidates within the children's care, play, learning and development sector. More information on these units and the assessment approach for is given in Section 2.
In addition, the increase in content identified and assigned as mandatory helps to further strengthen the comparability of these qualifications for both candidates and employers – strengthening the delivery of an essential skillset needed by workers in the children's care, play, learning and development sector.
- **The synergy with other qualifications.** The content of the mandatory units has been developed to build with a clear alignment to the knowledge content within the Level 2 Children's Care, Play, Learning and Development: Core. Completion of this qualification provides a clear knowledge-base for candidates moving onto this practice-based qualification.
- **The assessment approach for this qualification.** The assessment approach is intended to follow a more holistic model; supporting centres and assessors to gather evidence on a candidate's competency in a rounded, robust and rigorous way.
- **The reduction of burden on assessment for the candidate.** The content has been developed to reduce the need for repetition in the assessment delivery; and instead focuses on strengthening the consistency of high quality care and support, that builds the individual and child's voice, choice and participation in the achievement of outcomes.

Section 2:

Assessment overview

The purpose of this section is to give an oversight of the assessment for this qualification. For specific details on the assessments themselves, please refer to the relevant qualification **Assessment Pack**.

Background

The assessment for these qualifications has been developed in response to Qualifications Wales sector review, and to help embed an assessment approach that utilises best practice from across the sector. In the design and development of the assessment for this qualification, the consortium of City & Guilds and WJEC, looked at ways that a more holistic approach to assessment could be taken. The rationale for adopting a holistic approach to assessment is to help focus the assessment on the 'overall' ability/competence of the candidate, rather than focusing assessment on single elements or areas of practice in isolation.

Overview of assessment

The 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 for this qualification in order to work competently with a range of children and their families/carers, supporting their holistic development, health and well-being.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in the sector, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to practical situations; fostering independence, autonomy and confidence in-line with their job role and function.

Design of assessment

The assessment for this qualification has been designed in a way to accommodate the collection of evidence for a range of different units across the qualification.

Level 2

The main vehicle for assessment within this qualification will be through a series of structured tasks, and a portfolio. These assessment activities have been designed to accommodate a holistic model of evidence collection; supporting candidates to demonstrate their knowledge and skills from across different units and learning outcomes within the same activity – reducing any undue repetition of assessment.

The tasks require the candidate to integrate their knowledge and skills in a way that reflects workplace and sector requirements to provide effective care and support. The assessment thus focuses on ensuring the quality and consistency of the candidate's practice.

The assessment also provides an opportunity for a consolidating discussion; providing both candidate and assessor a chance to reflect on the assessment, and for the assessor to finalise the assessment outcome.

Level 3

The main vehicle for assessment within this qualification will be through a series of structured tasks, and a portfolio. These assessment activities have been designed to accommodate a holistic model of evidence collection; supporting candidates to demonstrate their knowledge and skills from across different units and learning outcomes within the same activity – reducing any undue repetition of assessment. The tasks are based upon the candidate completing a set of observations on a child/children in their setting, ensuring that the development aims of children become the basis for leading on the other tasks.

The tasks require the candidate to integrate their knowledge and skills in a way that reflects workplace and sector requirements to provide effective care and support. The assessment thus focuses on ensuring the quality and consistency of the candidate's practice.

The assessment also includes a professional discussion element based on an evaluation of the candidate's assessment; this provides both candidate and assessor a chance to reflect on the assessment, and for the assessor to review the candidate's level of evaluative reflection in order to finalise the assessment outcome.

Use of evidence requirements

Within these qualifications, there are a number of units that may not be feasibly assessed as part of the structured tasks in all settings/situations. For these units only; evidence requirements have been developed that explicitly outline the required minimum evidence to be generated to allow an assessment judgement to be made.

Where evidence requirements are permitted to be used to assess a unit, these are clearly stated within the Unit guidance in the Qualification Handbook. The evidence for these requirements should be collected as part of the Portfolio element of the assessment.

Supporting/Promoting Core Practice

The qualifications are underpinned by a mandatory unit that reflects the core sector values, principles and behaviours that should be shown continually through all practice. This content is intended to underpin all other content, and as such, should be assessed holistically on an ongoing basis through both the structured tasks and through evidence generated for the portfolio. The basis of this content is the development in practice of the core knowledge based developed through the Level 2 Children's Care, Play, Learning and Development: Core, supporting the embedment and development of this core knowledge into the candidate's practice.

Section 3:

Supporting excellent teaching, learning and assessment

This section looks to support the delivery of the qualification content, and help support all parties involved in the process to gear themselves towards assessment, and ultimately completion of the qualification.

Roles in the process

The following roles may be involved in the process of teaching, learning and assessment for this qualification.

Tutor – provides the delivery of knowledge and understanding of the qualification content.

Assessor – a qualified assessor - carries out observations of the tasks, completes the discussion and provides final sign off of the qualification¹.

Manager – an expert witness – the manager as referenced in this document, is the person with line management responsibility for the candidate. The manager understands the normal internal processes of the setting, documentation, communication systems etc and can assess whether the candidate is using them appropriately. Holds regular progress meetings with the candidate to ensure evidence is available to meet those aspects not covered by the observations and any areas requested by the assessor. Where appropriate can provide expert witness testimony in relation to day to day workplace practice.

Mentor – in some settings/situations, the candidate may be supported by an appointed mentor who provides workplace supervision and an element of, if not full, managerial support. In these settings/situations, the mentor may be delegated some of the responsibility undertaken by the manager.

Other Professional – an expert witness – for specialist procedures or for the coverage of units that require specific expertise, settings may provide or utilise additional expert witness testimony.

Internal Quality Assurer – ensures that the assessment of evidence is of a consistent and appropriate quality.

The people involved in the assessment will vary depending on the centre environment. This document is primarily aimed towards Managers and Assessors. It should be noted that depending on the setting, that some individuals in the process may carry out more than one role as long as they are suitably experienced to do so (e.g. the same person who fulfils the tutor role may also fulfil an assessor role).

For assessment purposes, it is required that the four assessed observations will be conducted by a qualified assessor, as well as the final discussion and sign off. On-going progress meetings held by the assessor may also be carried out by the tutor/manager if they are sufficiently aware of the assessment process to be able to support the candidate to identify appropriate evidence for the portfolio and act as an expert witness as necessary.

¹ For confirmation of the assessment requirements for this qualification, please see the **Qualification Handbook**

Note

In circumstances where the candidate works without a direct manager, such as in a lone worker situation (e.g. a childminder), it would be expected that the manager's role in the process, and assessment elements related to this, would instead need to be undertaken by the assessor role.

Alignment of roles in the process

The assessment of this qualification requires the close partnership and working of multiple individuals, particularly the manager and assessor. This alignment has been stipulated to recognise the importance of both these roles to the strength of assessment and support the embedment of more robust, focused assessment. Through the alignment of roles, a clearer triangulation can be ensured between the candidate, manager and assessor, ultimately providing a more rigorous basis for assessment and for supporting the candidate through the assessment.

It is appreciated that in some settings, and at initial implementation of the delivery of these qualifications, that managers may not initially feel fully able to provide the support that is required of the assessment. In these circumstances, the manager should liaise with the assessor and use the assessor's assessment expertise to support them to feel confident in undertaking their role. If there is sufficient concern that the manager is unable to fully provide the support required of the assessment, then the assessor may support the manager-lead elements of the assessment. In this situation, the manager must shadow the assessor, with the intention of upskilling and development to be able to provide the required support from their role in future activities.

Supporting success

In order to support candidates at an early stage, managers/assessors should provide an understanding of the optional units available within the qualification. Guidance should be given that support's candidates to understand and select units that will be most beneficial for them in their current job role/future career.

In order to do this; both the manager and assessor should be familiar with the units available; and how the content of each unit supports different job roles within the children's care, play, learning and development sector.

Managers/assessors can access further support on the units developed for this qualification and how these support different sector job roles, by referring to:

- Consortium guidance (including the **Qualification Handbook**)
- Social Care Wales website [List of required qualifications]

How to plan

The approach of the Children's Care, Play, Learning and Development: Practice qualifications provides an opportunity for centres to redefine and redesign their plans for learning, teaching and assessment. Taking a holistic approach to teaching, learning and assessment at the planning stage will help candidates to develop a more confident grasp of the learning content and prepare them well for assessment. It will help them to develop connections and deeper meaning, including a secure understanding of how different components work together within the sector. A holistic approach to planning will help tutors to avoid duplication, make best use of their time and challenge candidates to develop mastery of their subjects. It is recommended that centre staff work together during the planning phase to design a programme, based on the content laid out in the Qualification Handbook that best meets the needs and contexts of their candidates. The role of learning resources, online learning platforms and learning environments should also be considered at this stage and how they can help to

extend and support learning. As candidates' knowledge, understanding and skills will not be formally assessed until the end of their qualification, it is important for tutors to plan schemes of learning that revisit and review key topics, include sufficient time for knowledge checks and use of practice-based strategies such as projects. This is essential to check candidates are consolidating their learning and making secure connections throughout the delivery of the qualification. Rather than developing knowledge in isolation, followed by a unit test of knowledge, tutors will need to revisit knowledge throughout the learning programme, building secure links and connections to new knowledge, while developing synoptic meaning and insight through the candidate's practice.

High quality teaching, learning and assessment

One of the key elements of the Children's Care, Play, Learning and Development: Practice qualifications is the Supporting/Promoting core practice unit that forms a mandatory unit within the relevant qualification. The application of these principles, values and behaviours in practice should be seen, not in isolation, but as underpinning all taught content within the delivered qualification. The content should be designed and delivered to embed and underpin further content – with the core elements revisited, reinforced and re-embedded on a continual basis. Activities and tasks should challenge candidates to apply their underpinning knowledge drawn from across the breadth of the qualification to develop appropriate and accurate technical skills.

Activities which encourage candidates to learn about their learning and think about their thinking, will be useful in helping candidates to reflect on their learning processes, developing their confidence and independence. Tutors could consider a range of tools and learning strategies, with those that encourage independent practice as candidates become secure in their knowledge, after more guided instruction at the early stages to build knowledge and confidence quickly. The range of tools and learning strategies may include,

- Reflective learning tools to help candidates evaluate their approaches to learning and help prepare them for holistic assessment, where they will be expected to explain their thinking and reasoning for their actions.
- Technology-enhanced learning to help both support and challenge candidates and extend learning.
- Supported problem-based learning (PBL) as a useful method for encouraging candidates to draw on their knowledge and skills to solve work-related problems that may not naturally occur within the work context, but where it may be important for candidates to know how to respond in a situation if it were to occur.

Learning activities that support the candidate to engage more broadly with the wider sector should also be encouraged as part of the teaching element of the qualification; with external opportunities allowing candidates the chance to further link theory and practice from their own setting, with that of wider practice in the sector.

Candidates should be encouraged to participate and engage in wider sector events, training and forums, such as those offered by Social Care Wales, Care Inspectorate Wales, ESTYN, CWLWM partners, local authorities and Welsh Government. Such activities provide an opportunity for candidates to access current and topical news and themes from across the children's care, play, learning and development sector. Training and events such as these have real value in their currency, and will support candidates to embed an understanding of current events in the wider sector within their practice – supporting them to become more aware and more focused. Such opportunities also provide valuable additional development that provides a foundation of good practice and CPD that will support their future careers.

Whilst candidates will gain most from direct interaction, the use of technology such as the use of live webinars is also encouraged to maximise the range of interactions and opportunities.

An understanding of the assessment approach should be used to support the delivery of the qualification content. The assessment model adopted by the consortium for this qualification has been embedded in a way that supports candidates to be assessed using real-life working practices; for example through use of a reflective log and through direct observation in practice. It would therefore be of value for the manager to assist the candidate to engage in activities that reflect the live assessment throughout their learning journey, e.g. being introduced to keeping a reflective log at an early stage as part of the content delivery aspect will support the candidate to develop a style and mode of reflective log that will best support their own thinking and development, in turn supporting them during the assessment.

The importance of formative assessment

Ongoing and formative assessment is a crucial part of the learning stage. Formative assessment provides centre staff with essential feedback on how well candidates are making progress, how they may need to adapt their delivery plans and where key areas of the qualification content would benefit from being re-visited and reinforced. Formative feedback also provides feedback for candidates on what they must do to improve. Formative assessment and specific 'feed-forward' targets all help to ensure that candidates are well prepared for their assessment. They should have demonstrated confidence with the necessary knowledge, understanding and skills of the qualification to allow them to be successful in their formal, summative assessments at the end point of their learning journey. During the learning stage, centre staff are able to provide detailed and supportive feedback during and after formative and practice assessment that is useful to improve outcomes and learning. It is good practice to encourage candidates to reflect on this feedback to identify clear actions that will help them to improve performance in future. A number of different strategies can be used to support candidates to make sustained progress throughout their qualification

Practical assessment tools:

The table below provides a number of tools that may be used to help support the formative assessment of candidates throughout the qualification delivery period. These are intended as a guide for support, and some may be more relevant than others, depending on the setting and/or learning style of the candidate.

Knowledge checks	Regular checks of knowledge recall can be very helpful to ensure candidates are making good progress. For example, this could be through online quizzes in the virtual learning environment, or weekly tests of key content at the start of learning sessions.
Self-assessment	Learning logs and journals can be useful for encouraging candidates to reflect on their performance and to evaluate their progress. This can be useful in helping candidates to demonstrate their perseverance and understand the impact of their actions.
Reflective reviews	Encouraging candidates to look at situations with the use of reflective aids (eg. through use of the Rachel Rayner model).
Peer assessment	Encouraging candidates to review and critique each other's learning can be helpful in developing an awareness of the expected standard and what they need to know, understand or do to meet the demands of the job role.
Reviewing feedback	Encouraging candidates to consider feedback received directly from children or their families and carers, and how they utilise this within their own learning and development.
Work-related scenarios	Working with others, delivery staff can create challenging and engaging scenarios that require candidates to demonstrate their knowledge and skills in sector-related contexts – perhaps reflecting situations or expanding on situations observed, or considering a situation or outcome that might be less likely to naturally occur within the organisation/setting.

Confirming the readiness of candidates for summative assessment

It is important that candidates are only put forward for assessment purposes when there is confidence from both manager and assessor that the candidate is sufficiently competent to be able to successfully complete the assessment. This should be at a point following the majority of learning delivery, and following a programme of ongoing and formative assessment. This confirmation that a candidate is ready for assessment is an important stage for the candidate, manager and assessor to all contribute to.

There are significant risks associated with not undertaking sufficient readiness checks prior to the candidate starting the summative assessment, for instance, a candidate who is not at the required level to successfully undertake and meet the assessment requirements is likely to require further assessed observations in order to meet the full assessment requirements. These additional summative assessment observations would need to be planned and prepared by the candidate, in order to successfully achieve the breadth of evidence required from the qualification content. This places a further burden on the candidate, as well as undue stress, and potentially a prolonging of the assessment period.

Whilst not a mandatory requirement, the **best practice** approach detailed below has been provided to support centres with a way to confirm that candidates are fully prepared for the summative assessment. This process aims to support candidates to commence and undertake the summative assessment journey with confidence, supporting them and ensuring they are able to demonstrate their skills to the best of their ability.

Where this best practice approach has not been adopted, centres should have a process in place that provides confidence that candidates entered for assessment are ready to undertake the assessment, noting the roles of the manager and assessor as indicated below.

Role of the manager

As a manager, you have a role to develop the candidates that you support, and to help identify the point when they are ready to be assessed on their competence to practice.

It is important that you develop and maintain a strong working relationship with the assessor throughout the delivery period of the qualification; using their experience and expertise to help support your recommendations on the point when a candidate is ready for assessment.

Role of the assessor

As an assessor, you have a role and responsibility to apply your assessment expertise, to ensure that candidates are sufficiently ready for assessment. You will ultimately be responsible for confirming the point when a candidate is deemed ready for assessment.

Best practice approach

The approach shown in the table below is a best practice (although not mandatory) approach on how the manager and assessor can support each other to validate a candidate's readiness for assessment purposes.

Centres are strongly encouraged to follow this process to provide candidates with the best opportunity to successfully undertake the practical assessment for these qualifications.

Stage 1

In advance of the learning period, the manager should discuss with the assessor the anticipated timeframe required to prepare a candidate to be 'assessment-ready'; this will include identifying types of ongoing evidence that the manager can use to identify the progress being made by the candidate, and that will promote confidence in the candidate's 'readiness'.

The manager should use regular touch points with the candidate to assess the 'distance travelled' within their learning journey.

A check-in point is identified close to the end of this anticipated period, when the manager and assessor can agree to meet to discuss the candidate's current progress, and look to make a decision on their 'readiness'.

If the manager is supporting multiple candidates, this discussion should account for the fact that not all of the candidates may be deemed assessment 'ready' at the same time. This could be for a number of reasons, e.g. differences in level of previous experience or workplace exposure of different candidates prior to undertaking the qualification.

Stage 2

A check-in point is held when the manager and assessor meet to discuss their views around the candidate's 'readiness'. The manager should liaise with the assessor to have confidence in their decision around readiness, e.g. through discussing aspects of the candidate's work or practice that they feel demonstrates they are ready, or whether they believe that additional learning time is still required.

At this check-in meeting the assessor may wish to see additional evidence from the manager to support their view on 'readiness', and may ask probing questions around the candidate's current practice to develop further a sense of the candidate's ability.

If the manager and assessor are both comfortable with a decision that the candidate is ready for assessment; time should be scheduled with the assessor to undertake two readiness checks to observe the candidate in practice. The two readiness checks should be agreed with the manager around activities that will provide confirmation of the candidate's ability across the learning outcome areas of the principles unit (200/300). The manager and assessor should ensure that the planned readiness checks meet confidentiality requirements, and that appropriate consent is obtained from children, their families and carers prior to being involved in an observed situation. It is suggested that a minimum gap of 1 week is set between the two readiness checks.

If there is a disagreement between the manager and assessor around the candidate's 'readiness', the assessor is responsible for making a final decision. This decision however must be evidence-based, and with clear parameters determined for what additional learning and evidence of learning needs to be met to support a 'readiness' confirmation.

Prior to the two observed readiness checks, a discussion should be held with the candidate to advise them that they will be observed undertaking practice on two occasions by an assessor prior to the start of formal assessment. The candidate should be advised of the process and the reason for undertaking it; as well as being given an opportunity to discuss their thoughts and feelings about the process – including raising any concerns that they may have. If the candidate has concerns that they are not yet ready, these should be discussed and addressed. Further, the candidate is to be advised that they do not need to plan or prepare anything in order for the two readiness checks to take place. In addition, the candidate should be briefed that the confirmatory readiness checks in relation to their practice in this way is supportive in showing them what to expect from the assessed observations.

This can support the development of candidate confidence, prepare them for being observed in the work environment and ensure their confidence in the summative assessment. **Candidates should be**

reminded that the two observed readiness checks do not contribute to their final summative assessment.

If there is significant concern raised by the candidate about being ready for assessment; then the manager and assessor should consider the reasons for these concerns; if they are felt warranted, then additional learning/development should be allowed for, and the process re-started at a later stage when the candidate is comfortable.

Stage 3

The assessor will undertake a minimum of two practice-based observations to support a judgement that the candidate is ready for assessment; these observations will be based on the mandatory 200/300 unit; the assessor should be looking to confirm that the candidate's practice shows they have demonstrated an acceptable level of practical confidence within the following areas:

1. Principles and values
2. Health, well-being, learning and development
3. Professional practice in early years and childcare
4. Safeguarding children
5. Health and safety

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

Note, the purpose of these two readiness checks is to provide confirmation that the candidate is working at a level that is reflective of the requirements of the qualification content. These are not strict assessment observations – but instead are to support the assessor to confirm confidence in the candidate's ability in relation to the principles content. It is expected that the two readiness checks are likely to be shorter in duration than the assessed observations.

Evidence from two readiness checks does not duplicate or act as a substitute for the four assessor observations that are required as part of the summative assessment. Their purpose is to signal to the assessor that the assessment can commence through evidence demonstrated of an acceptable level of practice of the mandatory (200/300) unit. A record that the readiness checks have occurred should be kept by the assessor. This should provide sufficient information on how the assessor has confirmed readiness, although there is no defined requirement for formalised or structured notes or observations of the readiness checks to be kept or retained by the assessor. Any feedback or information that would be supportive for the candidate's development should be provided at Stage 4.

Stage 4

Following successful completion of the two readiness checks, and once both manager and assessor are confident in the distance travelled achieved; a discussion should be held with the candidate to discuss the outcome and their readiness for assessment. This provides an opportunity to ensure the candidate has confidence in their own abilities, and is ready to start the assessment tasks – or conversely, for them to raise concerns around areas where they are not comfortable, and for these to be discussed and addressed.

Section 4:

Assessment delivery:

Supporting the candidate at the end-assessment stage

Assessment can be a daunting prospect for a candidate, and it is important that there is an openness between all parties involved in the process to support the assessment to be a positive one that provides the candidate to fully demonstrate the extent of their ability within a children's care, play, learning and development role.

This section looks to outline the practicalities of the delivery of the assessment to the candidate, but also looks at ways that both manager/assessor can effectively support the smoothness and seamless delivery of the assessment process, and the candidate's journey through this process.

The assessment period

The assessment is normally expected to take place at the end of a programme of learning, preparing candidates to be competent practitioners. For these qualifications, this period has been defined as:

Level 2 – final six months of the programme of learning

Level 3 – final ten months of the programme of learning

These timeframes have been set to allow sufficient time for the planning and implementation of four opportunities/experiences across a range of seasons/ terms. These opportunities/experiences should allow production of sufficient evidence across the range of units to be assessed.

It should be noted that the timeframes highlighted here is a guide for managers and assessors on the minimum amount of time that it is anticipated will be required to deliver the assessment. It would be permissible for the assessment to take place over a longer period of time if deemed necessary, e.g. if a candidate who works reduced hours and where it would need more time to provide sufficient evidence for valid assessment.

In the event that the assessment period is envisaged to be undertaken over a longer period of time than stated here, this should be discussed at the initial check-point meeting and a clear timeframe that is required based on the circumstances determined. This timeframe should be clearly confirmed with the candidate, and the schedule of activities adapted to reflect the time required.

Timings have not been provided for specific tasks or activities. It is expected that managers/assessors will support candidates to consider the time that it needed for each element of the assessment, and ensure that sufficient time is provided that supports the assessment outcome, whilst also managing the candidate's time away from their everyday work activities.

Prior to assessment

It is important that there is clarity for candidates at the outset of the assessment journey. Therefore, it is important that managers and assessors actively ensure they are clear around the requirements for

assessment; their own roles in the process and how they will best support the candidate throughout their assessment journey.

It is recommended that both the manager and assessor fully read and gain clarity on the assessment documentation available to them prior to meeting with the candidate. This includes:

- Reviewing the candidate brief and tasks
- Reading the assessment pack
- Reading the qualification delivery guidance

The manager and assessor should seek to meet prior to introducing the candidate to the assessment. This provides an opportunity for both roles to clarify their understanding of the assessment requirements; consider how evidence generated will assess the required outcomes and provide an important opportunity to confirm how their roles will support and complement each other as a partnership throughout the different stages of the candidate's assessment journey.

Collation of evidence

The structured tasks provide a framework to holistically generate evidence covering as much of the qualification content as possible. The mapping grid within the Assessment Pack provides an indication of the expected coverage from across the tasks as well as which remaining aspects will need to be collected via natural work activities in the form of a portfolio. The manager/assessor should consider the mapping grid, in conjunction with the candidate's selected units, to identify where they envisage that evidence will be derived from as part of the assessment. They should actively identify where evidence will be generated from within the structured tasks or where it is envisaged that the evidence will need to be collected via the portfolio.

It should be noted that the discussion element of the assessment should be seen as an activity that is based on any outcome areas not evidenced, or to target any outcomes that it is anticipated will not be evidenced through the tasks or portfolio. It should primarily be used for confirming understanding of knowledge outcomes, and should not be used for confirming practice elements that should have been observed through the tasks.

The discussion is anticipated to form a small part of the overall assessment, and if the assessor finds themselves in a position where the evidence to be collected within this element of the assessment is disproportionately heavy, they should review this, and seek advice as needed.

Section 5:

Beyond assessment

The ultimate goal of assessment is to provide a valid tool for confirming that a candidate is competent to practice and contribute to enhancing the person well-being outcomes of children and their families/carers.

Feedback

Whilst the main purpose of assessment is to determine the candidate's competence, it is recognised that the assessment process can be a powerful opportunity to further support the development and progression of a candidate beyond the qualification. A section for summative feedback has been provided on the feedback form within the **Assessment Pack**. The purpose of this section is to ensure that written feedback is provided to competent candidates on areas where further development would be encouraged as further CPD. This should be delivered as constructive, developmental feedback and encourage the candidate to use their own reflection on what was observed – and can be considered as a means of supporting the candidate to progress beyond the assessment and into the work environment.

Section 6:

Frequently Asked Questions

This section will be updated on an ongoing basis with any frequently asked questions that arise from centres through the on-boarding and go-live sessions held by the consortium.