Centre Readiness Event:

Level 4 Social Services Practitioner

City & Guilds | wjec cbac

April/May 2020

This event is supported and facilitated by representatives and subject specialists from City & Guilds, with support from colleagues from WJEC.

City & Guilds
Suzi Gray
Ymgynghorydd Technegol
City & Guilds /
Technical Adviser City & Guilds

City & Guilds and WJEC continue to work collaboratively and in partnership with the following organisations who will also be contributing to this event:

- Qualifications Wales
- Social Care Wales
- Health Education and Improvement Wales

Aim and Objectives

To provide information and support for centre staff regarding the delivery requirements associated with the new:

- Level 4 Social Services Practitioner

Our objective for this event is to ensure that providers can increase their understanding and awareness of the new qualification(s) and to explore and discuss:

- Our documents and processes relating to the new qualifications, including gaining centre approval
- The qualification structures and content
- The assessment strategy, specifically the role of the internal assessor
- Our expectations for internal
- Potential model of external quality assurance

The suite of qualifications

City & Guilds | wjec cbac

Level 5

- Leadership and Management of Health and Social Care: Practice — **Live by: Sept 20** (City & Guilds)
- Leadership and Management of Children's Care, Play, Learning and Development: Practice — **Live by: Sept 20** (City & Guilds)

Level 4

- 3 x Role Specific qualifications in: Social Service Practitioner, Adult Placement/Shared Lives, Independent Advocacy — **Live by: Sept 20** (City & Guilds)
- Professional Practice in Health and Social Care — **Live by: Sept 20** (City & Guilds)
- Preparing for Leadership and Management in Health and Social Care — **Live by: Sept 20** (City & Guilds)
- Preparing for Leadership and Management in Children's Care, Play, Learning and Development — **Live by: Sept 20** (City & Guilds)
- Professional Practice in Children's Care, Play, Learning and Development — **Live by: Sept 20** (City & Guilds)

Level 3

- Health and Social Care: Practice (Adults) — **Live: Sept 19** (City & Guilds)
- Health and Social Care: Practice (Children and Young People) — **Live: Sept 19** (City & Guilds)
- Certificate and Diploma in Health and Social Care: Principles and Contexts — **Live: Sept 20** (wjec cbac)
- Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare — **Live: Sept 20** (wjec cbac)
- Children's Care, Play, Learning and Development: Practice and Theory — **Live: Sept 20** (wjec cbac)
- Children's Care, Play, Learning and Development: Practice — **Live: Sept 19** (City & Guilds)

Level 2

- Health and Social Care: Practice (Adults) — **Live: Sept 19** (City & Guilds)
- Health and Social Care: Principles and Contexts — **Live: Sept 19** (wjec cbac)
- Health and Social Care: Core * — **Live: Sept 19** (City & Guilds)
- GCSE Health and Social Care, and Childcare — **Live: Sept 19** (wjec cbac)
- Children's Care, Play, Learning and Development: Practice and Theory — **Live: Sept 19** (wjec cbac)
- Children's Care, Play, Learning and Development: Core * — **Live: Sept 19** (wjec cbac)
- Children's Care, Play, Learning and Development: Practice — **Live: Sept 19** (City & Guilds)

Key

- Practice based
- Knowledge based

* It is recommended the Core qualification to be taken before or alongside Level 2 or Level 3

City & Guilds — Offered by City & Guilds

wjec cbac — Offered by WJEC

How do I gain qualification approval?

- Centre approval and qualification approval granted
- Centre approval and qualification approval granted subject to action plan
- Centre approval and qualification approval withheld subject to action plan
- Centre approval and qualification approval denied

Centres must seek formal approval from the Awarding Body BEFORE delivering this qualification.

Information about the approval process and expectations will be available from the Health and Care Learning Wales website https://www.healthandcarelearning.wales

Awarding Body - Key Documents Centre and Quality Documents (approval AND ongoing delivery)

How do I register learners?

Registration

Learners are registered through our web-based registration and certification system Walled Garden. The City & Guilds Walled Garden allows centres to submit registrations on a 'roll-on/roll-off' basis i.e. registrations can be submitted at any time and in any number throughout the calendar year.

For more information on the registration and certification process please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available from the consortium website at www.healthandcarelearning.wales.

Walled Garden – support and guidance

https://www.cityandguilds.com/what-we-offer/centres/working-with-us/walled-garden

Walled Garden

Home > Our offer > Centres > Working with us > Walled Garden

Walled garden

Walled Garden is a secure administration system for customers.

Our support information will help you use Walled Garden for many different centre administration tasks, like registering learners and booking end-point assessments. Only approved customers can have a Walled Garden account but it's easy to apply to be a centre and work with us.

It has been especially developed to enable City & Guilds approved centres to carry out a range of day-to-day functions quickly and efficiently via the internet. It is the quickest method of registering and administering candidates.

If you have any questions please call our Customer Services team on +44 (0) 844 543 0000 (8am-6pm Monday to Friday - UK time) or e-mail us at centresupport@cityandguilds.com

Calls to our 0844 numbers cost 7 pence per minute plus your telephone company's access charge.

Managing Centre settings

- Create and edit user accounts
- Submit centre updates to centre, question paper and billing addresses
- Change results, certification and billing preferences.

Reporting and qualification information

- View candidate history reports, financial reports as well as order reports for all of your registrations, results and exam bookings
- View our full catalogue of qualifications, publications and merchandise
- Order tracking e.g. Online tracking of deliveries via a link to DHL (couriers).

Cohort and candidate management

- Amend candidate details e.g. Correct input errors for candidate names or DOB
- Cohort management allows you to group candidates together for ease of ordering.

Online ordering facilities

- Place orders for candidate registrations, on-demand, online and paper exam bookings
- Submit results to certificate candidates

WORKING WITH US

- e-Certificates
- e-volve
- Walled Garden

Working with us >

WALLED GARDEN

Existing users can click here to log in to the Walled Garden.

LOG IN TO WALLED GARDEN ›

e-volve centre analytics

Our e-volve analytics helps you manage, analyse, and give feedback on all your learner's Functional Skills tests through e-volve.

Need help?

If you need help with Walled Garden, take a look at our extensive range of user guides.

Help with Walled Garden >

Access to Assessment

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or
indisposition at the time of assessment. Where we do this, it is given after the assessment.

Access Arrangements

Guidance documents

- JCQ Access Arrangements and Reasonable Adjustments (2019-2020) (PDF, 1MB)
  This JCQ document provides information and guidance on access arrangements and reasonable adjustments for candid
- JCQ – A guide to the special considera
  This JCQ document provides guidance
  Special consideration may be given foll
  who are present for the examination bu
  example, by temporary illness or advers
- Access arrangements - When and how
  Guilds (PDF)
  This document provides a short summa
  City & Guilds for access arrangements
- Applying for access arrangements on th
  This document provides a step-by-step
  arrangements on the Walled Garden.

Access forms:

- Access 1 - Request for access arrangements(DOC, 52KB)
  Centres can use this form if they are applying to City & Guilds for access arrangements.
- Access 2 - Application for access arrangements – Profile of Learning Difficulties(DOC, 114KB)
  This form should be completed by the centre for candidates with learning disabilities. This form should be used to collate the evidence and kept on file within the centre. Centres can use either Form Access 2 or JCQ Form 8 (below), there is no need to use both.
- Access 4 - Request for modified, enlarged or Braille question papers (DOC, 52KB)
  This form must be completed by the centre for each candidate who will require unmodified A3 question papers, modified, or Braille examination papers. The completed form should be submitted to City & Guilds, Policy, three months before the month of the examination.
- JCQ Form 8 - Application for access arrangements - Profile of Learning Difficulties (DOC, 156KB)
  This form should be completed by the centre for candidates with learning disabilities. This form should be used to collate the evidence and kept on file within the centre. Centres can use either Form Access 2 (above) or JCQ Form 8, there is no need to use both.

https://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library

Level 4 Social Services Practitioner

Key Facts

Level 4 Social Services Practitioner:
Fast Facts

Who is this qualifications for?

- This qualification aims to develop the knowledge, understanding, behaviours and skills that underpin the role of social services practitioner.

What does the qualification cover?

- This qualification will allow learners to develop the knowledge and skills required to undertake the role of social services practitioner

What progression opportunities are there?

- This qualification is practice-based and assesses learners' knowledge and practice. It is designed for learners in work-based learning, further education and higher education.

Who did we develop the qualification with?

- The unit content of this qualification has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.
- The content has been developed in conjunction with the consortium, as well as stakeholders, employers, tutors, and workplace assessors.

GLH:266 hrs

TQT: 1200 hrs

120 credits

Level 4 Social Services Practitioner

The Level 4 Social Services Practitioner qualification will enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within the context
of their chosen pathway.
In particular, learners will be able to demonstrate that they

- develop and apply knowledge, understanding and skills to practice effectively as a Social Services Practitioner;
- develop and apply knowledge, understanding and skills that maintains professional accountability in their role as social services practitioner;
- develop and apply knowledge and understanding of legislation applicable to the role of social services practitioner;
- develop and apply knowledge, understanding and skills that ensures the engagement and participation of individuals and/or carers is promoted;
- develop skills as part of a team that support individuals and carers to achieve their personal outcomes;
- develop and apply knowledge, understanding and skills that promote safeguarding of individuals and/or carers;
- develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds in the context of the role of social services practitioner;
- develop and apply knowledge and understanding of theories and models that support person centred-practice as a social services practitioner;
- develop self-awareness in order to improve practice as a social services practitioner;
- use literacy, numeracy and digital competency skills as appropriate within their role.

Learner entry requirements

The Consortium does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Entries for the qualification can be made via the Walled Garden, see the City & Guilds website for further details:

https://www.cityandguilds.com/what-we-offer/centres/working-with-us/walled-garden
https://www.cityandguilds.com/help/help-for-centres/walled-garden

Initial Assessment and Induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification,
- any learning they have already completed which is relevant to the qualification
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so:

- the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Level 4 Social Services Practitioner - qualification structure

(This qualification contains mandatory units only)

City & Guilds | wjec cbac

This unit aims to support learners to develop the knowledge and understanding of the range of legislation that is applicable in the context of the role of Social Services Practitioner.

Unit 440: Understanding legislation in the context of the Social Services Practitioner role (63 GLH/ 16 Credits)

Unit 441: Professional Practice

(10 GLH/ 9 Credits)

The aim of this unit is to support learners to reflect on and develop their professional practice in social services practitioner role.

This unit aims to support learners to develop the knowledge and understanding of theories and models and their relationship tor person/child centred practice and rights based approaches..

Unit 422: Understand theories and models and their relationship to person/child centred practice and rights based approaches

(64 GLH/20 Credits)

Unit 443: Understanding factors that contribute to individuals and/or carers needing care and support

(60 GLH/17Credits)

This unit aims to support learners to develop the knowledge and understanding of the range of factors that may lead to individuals and/or carers needing care and support.

This unit aims to support learners to develop the knowledge, understanding and skills needed to support the assessment and care and support planning process for individuals and/or carers.

Unit 444: Supporting the assessment and care and support planning

(27 GLH/4 Credits)

Unit 445: Safeguarding individuals

This unit aims to support learners to develop the knowledge understanding and skills required for promoting the safeguarding of children and young people and adults at risk.

Range Statements

In the qualification some words or phrases within the assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome.

The range contains information about the depth and amount of detail required for a specific assessment criteria.

Whilst all elements listed in the range **MUST** be delivered, it is **not expected** that all range elements must be specifically observed during the assessment process; reflecting that the **assessment judgement is to be made as a holistic judgement**, and based at the level of the learning outcome

Unit 440 **Understanding legislation in the context of the Social Services Practitioner role**

Level:	4
GLH:	63
Credit:	16
Unit Summary:	This unit aims to support learners to develop the knowledge and understanding of the range of legislation that is applicable in the context of the role of Social Services Practitioner. In the context of this unit, the term 'individuals' relates to adults and children and young people.

Learning outcome:

1. Understand the importance of developing knowledge of legislation and standards that apply in Wales

Assessment criteria

You understand:

1.1 Why it is important for Social Services Practitioners to have knowledge and understanding of legislation and how this relates to their role

1.2 The importance of understanding the **inter-relationship** between different pieces of legislation and how this may impact on:

- the role of Social Services Practitioners
- individuals and carers

1.3 The role of the Older People's Commissioner and the Children's Commissioner in setting standards that aim to improve outcomes for adults and children and young people

Range

Inter-relationship: supporting and challenging

Learning outcome:

2. Understand the Social Services and Well-being (Wales) Act 2014

Draft - Sub3

Activity 1: Review of unit content

Things to consider:

1. What is your learner demographic?
2. What other organisations will you work with?
2. How best to integrate delivery across all units you may offer?
3. Opportunities for blended/online learning

(20mins)

Break (10 mins)

Discussion and questions (10mins)

Centre Staffing and external roles

Centre staffing

Internal assessor requirements

The internal assessor will be responsible for making the final assessment judgements for the internally assessed tasks within the qualification.

The Assessors of this qualification must:

- be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing – this would include competence in relation to the assessment and care planning process with individuals and/or carers. Occupational competence means that they are also occupationally knowledgeable
- maintain their occupational competence through clearly demonstrable continuing learning

and professional development

- hold a **social work qualification** recognised by Social Care Wales
- hold one of the current assessor qualifications e.g.

- Level **3 Award in Assessing Competence on the Work Environment** or;
- the **A1 Assessors Award or D32/33 units**

or a practice assessment/educator qualification recognised by Social Care Wales.

Where assessors have legacy assessor qualifications they must demonstrate that they are assessing in line with current assessment standards or another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.

Internal quality assurers

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

The qualification requirements for an IQA are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
  - **Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice** or
  - **Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice** or
  - **Hold the D34 unit or V1 Verifiers Award.**

Where working towards an IQA qualification there must be a countersigning arrangement in place from a qualified IQA from the same or related occupational area or have a recognised teaching qualification and demonstrable experience of undertaking internal quality assurance for knowledge-based qualifications

Welsh context

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

Continuing professional development Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

Requirements for centre staff: Continuous Professional Development

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

Update your CV and CPD log to reflect these qualifications

Demonstrate that you are assessing in compliance with TAQA

https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/training-and-development/6317-assessment-and-quality-assurance#tab=information

Centre staffing and external roles

ROLES	Scope and function
Tutor	provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment but is **not responsible for making any decisions** on assessment outcome
Internal assessor	a qualified assessor, provides support for the assessment delivery. The internal assessor will be **responsible for making assessment judgements** for the internally assessed tasks.
Internal Quality Assurer	ensures that the assessment of evidence is of a consistent and appropriate quality.
External Quality Assurer	responsible for confirming that the planning, delivery and assessment of the internally assessed tasks have been carried out in accordance with City & Guilds policies and procedures.
City & Guilds External Assessor*	a qualified assessor, appointed by City & Guilds, and responsible for making the final assessment judgement of the candidate for the externally assessed tasks.
City & Guilds Lead Assessor*	will be responsible for sampling and standardising the assessment judgement determined by external assessors.
Employer/Manager	understands the normal internal processes of the workplace/setting, documentation, communication systems etc. and can assess whether the candidate is using them appropriately. Where appropriate can provide expert witness testimony for the portfolio in relation to day to day workplace practice.
Other Professional	an expert witness – for specialist procedures or for the coverage of units that require specific expertise, settings may provide additional expert witness testimony.

Level 4 Social Services Practitioner- Witness testimony

Witness Testimony:

- Acceptable form of evidence but must meet specific requirements
- Status of the witness needs careful consideration by IA
- Weighting applied
- Other supplementary evidence may be needed to infer competence
- Evidence labelled and referenced clearly re witness and their status

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

1. Occupational expert meeting the specific criteria for role of Expert Witness

2. Occupational expert not familiar with the standards;

3. Non-expert familiar with the standards;

4. Non-expert not familiar with the standards.

Level 4 Social Services Practitioner- Expert Witnesses

- Expert witness testimony can be 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

Expert witnesses must meet the following criteria:

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

Assessment Process

Level 4 Social Services Practitioner: Summary of assessment process

Level 4 Social Services Practitioner: Summary of assessment methods:

Approx. 9-12 mths.

Task best completed sequentially ; no overlap

Assessment method	Task	Evidence requirement/activity
A portfolio of evidence - Linked to Task D	Task A (IA to review)	• The candidate will retain a portfolio of evidence throughout their assessment period. • Holistic, mandatory and/or optional unit content that may not naturally occur; • Showcase achievements; not transactional
An account related to legislation - (unsupervised)	Task B (IA to assess)	• The candidate is required to produce an account that demonstrates and details how legislation underpins the role of Social Services Practitioner and is used to inform their practice. • No word count
A reflective log of practice - (unsupervised) incs: • Links back to observations • Applied knowledge • Embedding feedback from supervision	Task C (IA to assess)	The candidate will retain a reflective log of practice throughout the assessment period • Different models explored during teaching and learning • Model selected reflects learning style and supports progression • No word count • Manager/employer support role via regular supervision activities
Direct observations of practice • Single or multiple individual(s) • Ability to support Safeguarding is central	Task D (IA to assess)	The candidate will be observed in practice on a minimum of THREE occasions: 1. Undertake the assessment process with an individual and/or carer 2. Undertake the care and support planning process with an individual and/or carer 3. Undertake the review of support with an individual and/or carer • No simulation
A professional discussion (60 mins.)	Task E (EA to assess) Holistic	The candidate will undertake a professional discussion with an external assessor as an evaluation of their practice. • Remote assessment is recommended; NOT mobile phones; centre/workplace

Level 4 Social Services Practitioner: assessment requirements

NO restriction on number of re-submit/ retakes; clear audit trail required (p13)

Clear and auditable process required to determine 'readiness for assessment'

Declaration Form must be signed as part of submission requirement

Unsupervised VARCS process

Proof of consent

Level 4 Social Services Practitioner: assessment requirements

The tasks have been developed in a sequence that reflects the expected delivery model of the content for this qualification. It is therefore recommended that tasks are completed in sequence. Note, evidence for the portfolio may come from any part of the assessment period.

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

Written responses should be provided as electronic, typed responses. Candidates should ensure that 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 B)

Use of external resources and references – clear guidance on referencing has been provided in the assessment pack

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

Level 4 Social Services Practitioner: PORTFOLIO

Portfolio:

- To evidence Learning outcomes not fully evidenced via the other assessment tasks
- Mix of evidence types can be used, identified by the IA
- Evidence collected towards the end of programme likely to be most holistic
- Showcase, not transactional
- Most effective evidence (Appendix 2 - Grading descriptors)
- Demonstrates 'best' performance
- Avoid duplication with tasks/same criteria; is proportionate
- Any scanned evidence is clear and trackable
- Authenticity established; confidentiality maintained

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?*

Level 4 Social Services Practitioner: Reflective accounts

'How to' evidence acceptable in some circumstances

A practice-based reflection is required for the following areas:

- children and young people, taking account of their stages of development
- families and carers
- Individuals with a disability or physical impairment
- individuals living with mental ill-health
- individuals living with dementia
- individuals with learning disabilities and / or autism
- individuals with sensory loss
- individuals with acquired brain injury
- individuals who use or misuse substances
- individuals who would benefit from access to advocacy

Level 4 Social Services Practitioner: External Assessor Review of evidence

Objective	Content Coverage
Develop and apply knowledge, understanding and skills that support effective practice and professional accountability in the role of Social Services Practitioner	440 (LO1 – LO9) 441 (LO1, LO3) 442 (LO1-LO4) 443 (LO1 – LO10) 444 (LO1- LO2) 445 (LO1 - LO2)
Develop and apply knowledge and understanding of legislation applicable to the role of Social Services Practitioner	440 (LO1 – LO9) 441 (LO2) 443 (LO1, LO3) 444 (LO1) 445 (LO1 - LO2)
Develop and apply knowledge, understanding and skills that support the engagement and participation of individuals and carers, to include planning for person-centred outcomes	442 (LO1 - LO4) 443 (LO1) 444 (LO1- LO5) 445 (LO3)
Develops and apply knowledge, understanding and skills that promote safeguarding of individuals and carers	445 (LO1-LO3)
Apply knowledge and understanding of theories, models and approaches for person/child centred practice	442 (LO1-LO4)
Show critical and reflective thinking in their role as Social Services Practitioner	441 (LO1)

Level 4 Social Services Practitioner: Professional Discussion (if remote)

Professional Discussion:

- Centre must have a dedicated person to manage arrangements and ensure compatibility of systems
- Centre responsible for checking, testing and confirming the remote technology in advance of date/time
- Photographic proof of identity; verified by EA
- Assessment can be undertaken at the workplace if required conditions can be met
- Candidate's work is independent and unaided
- During the assessment, candidate is not required to be under direct, on-site supervision; EA will act as supervisor during the assessment
- All remote recordings will be stored by City & Guilds for quality assurance purposes.
- Candidate can bring in notes as an aide-memoire

Level 4 Social Services Practitioner: Professional Discussion - influencers

Identifying areas that need further evidence or expansion

If EA identifies major deficiencies or significant concern about competence

Internal assessor will have made a formative assessment decision based on our marking requirements and grading descriptors

Contextualised to their Social Services Practitioner role

Level 4 Social Services Practitioner: Professional Discussion - areas of discourse

How you develop and apply **knowledge, understanding and skills** that support **effective practice and professional accountability** in the role of Social Services Practitioner

How you develop and apply knowledge and understanding of **legislation** applicable to the role of Social Services Practitioner

How you develop and apply knowledge, understanding and skills that support the **engagement and participation** of individuals and carers, to include planning for **person-centred outcomes**

How you promote the **safeguarding** of individuals and/or carers

How you apply knowledge and understanding of **theories, models and approaches** for person/child centred practice

6. How you use critical and reflective thinking in their role as Social Services Practitioner

Whilst the process is candidate-led the EA must ensure that all seven points are covered

How you show **self-awareness** in order to improve practice in their role as Social Services Practitioner

Use of probing and open questions

Supporting the assessment process

Resources for written tasks

- The candidate is expected to have access to IT equipment, and the internet,
- Candidates are expected to produce typed responses for their written work.

Task E - Professional Discussion

- **the centre is responsible for providing an appropriate environment and facilities**

Candidate support and feedback

Tutors/internal assessors may:

- Guide the candidates on the evidence generation
- Support access to the tasks.
- Clarify candidates' understanding what they need to do and by when,
- Ensure that candidates' know that they need to add explanations in their written work to show understanding.

MUST NOT:

Led or tell candidates what to do in a way that prevents them from being able to show their own independent decision making and application of their knowledge and understanding.

Level 4 Social Services Practitioner: Summary of assessment process

Quality Assurance – Internal Assessments

External quality assurance processes are in place for checking the validity and reliability of internal assessment decisions made by centre staff.

Centres will need to write and implement a robust IQA strategy and sampling activity in line with City & Guilds quality guidelines signposted in ‘Introduction to working with City & Guilds and WJEC’

Internal assessment will be subject to external monitoring to ensure the consistency and validity of centre assessment decisions.

External monitoring and verification activity → Risk-based monitoring and sampling by EQAs → Post monitoring feedback to centre → Action plan for change – compliance monitored

Significant non-compliance or areas of concern identified during external monitoring will be subject to appropriate action by City & Guilds/WJEC.

Activity 2: Review of Assessment Pack (20 mins)

Things to consider:

1. Expectations of each task
2. The IA marking requirements (Appendix 1)
3. The Grading Descriptors (Appendix 2)

Discussion and Questions (10mins)

Plenary

Event Evaluation

Thank you