

Level 2 Healthcare, Care and Childcare 3625-021

September 2019 Version 0.1

Assessment Pack

Synoptic Assignment - Feb-May 2019

General guidance for candidates

General guidance

This is a formal assessment that you will be marked and graded on. You will be marked on the quality and accuracy of your practical performance and the written work you produce. It is therefore important that you carry your work out to the highest standard you can. How well you know and understand the subject, and how you have used your knowledge and skills together to complete the tasks must be clear to the marker. This means you will have to explain your thinking and the reasons behind the way you have carried out the tasks and how/why you have made your decisions within your written work eg as part of your planning, reflections, or evaluations.

Plagiarism

This is an assessment of your abilities, so the work must be all your own work and carried out under the conditions stated. You will be asked to sign a declaration that you have not had any help with the assessment.

Your tutor is allowed to give you some help understanding the assignment instructions if necessary, but they will record any other guidance you need and this will be taken into account during marking.

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were your own. Plagiarism is not allowed in this assignment.

Where research is allowed, your tutor must be able to identify which work you have done yourself, and what you have found from other sources. It is therefore important to make sure you acknowledge all sources and clearly reference any information taken from them.

Timings and planning

Where you have to plan your time, you should take care to make sure you have divided the time available between tasks appropriately. In some assignments, there are specified timings which cannot be changed and which need to be taken into account. You should check your plan is appropriate with your tutor.

If you have a good reason for needing more time, you will need to explain the reasons to your tutor and agree a new deadline date. Changes to dates will be at the discretion of the tutor, and they may not mark work that is handed in after the agreed deadlines.

Health and Safety

You must always work safely, in particular while you are carrying out practical tasks.

You must always follow any relevant Health and Safety regulations and codes of practice.

If your tutor sees you working in a way that is unsafe for yourself or others, they will ask you to stop immediately, and tell you why. Your tutor will not be able to continue the assessment until they are sure you are ready for assessment and can work safely.

Presentation of work

Presentation of work must be neat, legible and appropriate to the task.

You should make sure that each piece of evidence including any forms are clearly labelled with your name and the assignment reference.

All electronic files must be given a clear file name that allows your tutor to identify it as your work.

Written work eg reports may be word processed or hand written unless stated otherwise.

All sketches and drawings should be neat and tidy, to scale and annotated.

Calculations should be set out clearly, with all working shown, as well as any assumptions made. You should use appropriate units at all times, and answers must be expressed to a degree of accuracy, consistent with the requirements of the task.

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Assignment Brief for Case Study A – Working with individuals with Dementia

You are working as a care assistant in a nursing home. Hasim is 78-years-old and is a new resident in the nursing home. Hasim has dementia and his behaviour has become very erratic, especially at night.

Hasim is a retired businessman and until recently he has been cared for by his wife in their home. The couple are supported by their son and daughter who live locally but are working and have families of their own. Hasim's family felt that his wife was no longer able to cope with his behaviours by herself as it was affecting her own health and she was becoming exhausted and depressed.

Hasim has been extremely agitated and confused since his arrival which has affected his sleep and his appetite. He cannot understand why he cannot go home and is very distressed. The night staff have reported that Hasim appeared very confused during the night and attempted to leave the building, which they feel is unsafe.

Hasim's family visit regularly and have found him crying and depressed. Hasim's family and the care home staff are concerned about this deterioration. They are worried about his safety and are most anxious about his agitation, distress and confusion.

Ryan, who is on work experience is working with you. He tells you he is finding his placement very stressful, especially supporting Hasim when he is agitated and confused. Ryan is turning up late for work and he is often texting during his shift rather than engaging with the work.

The care home manager has asked you to assist Hasim's keyworker in reviewing Hasim's situation and to meet with his family to discuss approaches to his care. He has also asked you to support Ryan on his placement.

You should prepare your notes under unsupervised conditions.

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Assignment Brief for Case Study B – Challenges in Health

You are working in a Young Person's drop-in Centre. The service is an outreach community provision for young people aged 16-19 years old who need help and advice with binge drinking and alcohol abuse. The service provides support, counselling and referral services. Your manager wants to make the service more accessible to young people starting College, including those who may have learning disabilities or mental health problems.

Your manager explains to you that his aim is for young people to understand the factors contributing to binge drinking and alcohol abuse and its impact on health and wellbeing. He feels that College students would also really benefit from access to the service.

Your manager asks you to create an information sheet that could be distributed across the College to outline the risks of alcohol abuse and binge drinking to health and wellbeing. The information sheet may take the form of a leaflet or poster or other format.

You should prepare your notes and any images you wish to use for the creation of the information sheet under unsupervised conditions.

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Assignment brief C – Skills test

You are working in a nursery setting. Your supervisor asks you to prepare a snack for an 18-month-old child, using two ingredients or more.

After preparing the snack, you will write up an account explaining what you did.

You will be observed carrying out this activity by your tutor.

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Interview

Your tutor will conduct an interview with you lasting 10 - 15 minutes (not including time to set up and close the activity). The purpose of the interview is to assess your knowledge and to confirm your understanding of the principles supporting your practice.

Choose one completed work placement workbook/reflective diary entry for the planned interview with your tutor.

The entry you choose should relate to a specific activity or event which occurred within your work placement. **The activity should be one which you found was challenging to you but where your care skills and care behaviours were clearly demonstrated.**

In your interview, supported by your workbook entry/reflective diary, you will need to show that you have demonstrated understanding of the following:

- the personal qualities; resilience and skills required for working in healthcare, care or childcare settings
- workplace values required for working in healthcare, care or childcare settings
- person-centred approaches in healthcare, care or childcare work.

Your chosen reflective diary entry should provide a detailed account of what happened and you will need to be prepared to answer questions on this activity with your tutor. Use the prompts within the diary to reflect on your own learning and the skills and behaviours you have developed. Answer the questions asked by your tutor as fully as possible and give examples from the work placement activity or event where possible.

You will need to consider and answer questions on the following aspects of your work placement activity or event:

- the role played in the event or activity
- challenges presented
- actions taken and skills used to meet those challenges
- core care values and behaviours demonstrated
- changes to be made if the same event happened again
- any exemplary practice witnessed
- any practice witnessed that could have been improved
- personal lessons learnt about self in the care role.

Conditions of assessment:

- You will take part in the interview with your tutor/member of staff, they will ask you questions in an environment suitable for a meeting.

The interview will take approximately 10 – 15 minutes under supervised conditions.

What you must produce for marking:

- Work placement diary entry.

Additional evidence of your performance that must be captured for marking:

- Assessor/tutor notes on interview answers
- Audio recording of interview.

Tasks for Assignment Brief A - Working with individuals with Dementia

Task 1

Produce a report which explains

- person-centred approaches to caring and supporting Hasim
- communication strategies which will help Hasim and his family with their concerns.

The report should be approximately 750 words.

Task 2

Your Manager asks you to work with Ryan who is on work experience at the setting. Ryan tells you he is finding his placement very stressful, especially supporting Hasim when he is agitated and confused.

You notice that Ryan is turning up late for work and that he is often texting during his shift rather than engaging with the work.

Create a Top 10 Tips sheet for Ryan to use to encourage and develop his resilience when working with Hasim.

The word count for the Tip sheet should be approximately 200 words.

Conditions of assessment:

- You must carry out the task on your own, under supervised conditions without access to any reference material or the internet. Sources used must be referenced using any clear referencing system.

What you must produce for marking:

- One written report.
- One Top 10 Tips sheet.

Additional evidence of your performance that must be captured for marking:

None for this task.

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Tasks for Assignment Brief B - Challenges in Health

Task 1

Create an information sheet aimed at young people attending College. The focus of the information sheet will be information on the risks of alcohol abuse and binge drinking. Your considerations should include as a minimum:

- current recommendations for safe levels of alcohol use
- legal ages for buying alcohol
- common signs and symptoms of alcohol abuse
- support services and health professionals available to young people who have problems with alcohol abuse/binge drinking
- potential impacts of alcohol abuse/binge drinking on an individual's lifestyle, short and long-term health.

The information sheet may take the form of a leaflet or poster or other format. If you are using text only, the word count is approximately 250 words.

Task 2

Write a summary of the factors that contribute to alcohol abuse/binge drinking and the impacts on healthcare resources and the wider community.

The summary should be approximately 500 words.

Conditions of assessment:

- You must carry out the task on your own, under supervised conditions without access to any reference material or the internet. Sources used must be referenced using any clear referencing system.
- You can be as creative as you want in producing your information sheet however, it is the content which is important, extra marks will not be given for presentation.

What you must produce for marking:

- One information sheet.
- One written summary.

Additional evidence of your performance that must be captured for marking:

- None for this task.

Task for Assignment Brief C – Skills test

Task 1

You are working in a nursery setting. Your supervisor asks you to prepare a snack for an 18-month-child. You must use a minimum of two ingredients.

You will be observed carrying out this activity by your tutor.

Write a summary of your considerations and justifications for your actions. The summary should be approximately 250 words.

Conditions of assessment:

- You must carry out the activity in the task on your own, under supervised conditions.

What you must produce for marking:

- One summary written account.

Additional evidence of your performance that must be captured for marking:

- Detailed observation report.
- One photograph of the snack.

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Task instructions for centres – Assignment briefs A, B and C

Resources

Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Centres must ensure they have a range of resources available for the creation of the information sheet. This may include but not be limited to scissors, glue, paper and coloured pens.

Centres must ensure they have a range of resources available for candidates to prepare for the skills test within Assignment Brief C. It is expected that centres will have the necessary equipment/tools to simulate the skills task. The skills task should be carried out in centres learning environments which replicate realistic working environments.

Task specific guidance

Candidates work can be written or word processed. Where work is word processed consideration should be given to the security and regular back-up of work.

The candidates' work must be retained by the centre between supervised write up sessions e.g. in cases where work is word processed, candidates may be issued a named memory stick at the start of each write up session which they save their work on to. The memory stick would then be handed in and stored securely by the centre before reissuing the same named memory stick to candidates at the start of the next write up session.

Assignment brief A & B

Candidates should be given the Assignment Briefs without the tasks at least two weeks prior to the commencement of the corresponding tasks to allow time for the candidates to prepare their notes.

The information sheet can be in the form of a leaflet, poster, using images or other communication formats. Should candidates create large posters as their evidence then it is recommended that a clear photograph of the entire poster is submitted as their evidence. The photograph must be clearly labelled with the candidate details and **only** contain the poster. The candidate is not required to appear in the photograph as part of submitting their evidence.

Assignment brief C

The candidate should be given the Assignment Brief without the task at least two weeks prior to the commencement of the assessment. The candidate must also be provided with suitable equipment, utensils and resources to carry out this task.

Snacks can include but not be limited to:

- fruit
- vegetables
- savoury items
- dairy products.

Evidence - Tutors must complete the Practical Observation Form which can be found in the Recording Form pack on the City & Guilds website. The tutor's notes must include commentary on safe preparation, personal protective equipment, food hygiene measures as well as how well the candidate has met the brief. One photograph of the final product must be supplied as part of evidence for this task. There is no requirement for the candidate to appear within the photograph. The photograph must be clearly labelled with the candidate details, and the image must be clear.

Time

The following timings are provided to support centre planning.

Total time for Assignment Brief A, B and C: 5 hours supervised time.

This includes time for write up and carrying out the skills test. The total does not include time taken to prepare notes for the assessments which are carried out under unsupervised conditions.

Assignment brief A – 2 hours

Assignment brief B – 2 hours

Assignment brief C – 1 hour (15 minutes for the skills test, 45 minutes for the summary account)

Time spent preparing notes for the assignments is not included in this total and does not have a time restriction. It is the centre's responsibility to arrange how this time is managed to fit with timetables during the assessment period and unit delivery and other practical considerations. It is highly recommended that all teaching is completed before candidates undertake the assessments.

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Task instructions for centres - Interview

This assessment will take approximately 10 - 15 minutes per candidate and will be completed on a one-to-one basis towards the end of the assessment window, after the candidate has completed their work placement workbook/s and substantial work placement(s).

An interview is a useful assessment method to assess the knowledge of the candidate and to be certain that they have a firm understanding of principles underpinning their practice. The interview is a planned event and should be structured so that the specific areas to be explored during the meeting are clearly identified and agreed, as must the methods by which the meeting will be conducted.

Candidates must bring their work placement workbook/reflective diary activity entry into the interview to refer to. If they do not, it will be difficult for them to fully participate in the meeting. Candidates should be encouraged to refer to a specific example from their work placement(s). The activity should show how the candidate demonstrated their practical skills in providing care and support in one or more areas depending on where they carried out their placement.

Examples of possible support and care activities that candidates may use for their interview are provided below. The list is not prescriptive and the candidates can use any entry they feel will highlight their skills.

- Physical for example, assistance with eating and drinking, assistance with dressing, grooming or toileting assistance with activities, moving and handling
- Emotional for example, befriending an individual, befriending groups, listening, providing company, relieving distress
- Social for example, day centre attendance, attending appointments, accessing facilities
- work/education to support employment, assistance on outings, family support

The interview is:

- part of the planned summative assessment strategy and timings should be agreed in advance with the candidate
- a structured opportunity which explores key aspects of the candidate's understanding of practice and/or procedures
- a question and answer session led by the tutor.

Confidentiality of information

Tutors must ensure that candidates are informed prior to the interview that no reference must be made to placement name, care receivers or care providers names. In all recordings, tutors are required to guarantee no breach of General Data Protection Regulations has occurred.

Tutor requirements/ employer support

The interview must be carried out by a vocationally competent tutor who is current in their understanding of expected behaviours and values in the delivery of healthcare, care and/or childcare. Alternatively a healthcare, care or childcare employer who has supervisory responsibility over the practice of employees within their respective settings could undertake this summative assessment role. If the latter is being considered by providers, it is expected that centre records will show that they have had their CVs checked and suitable induction into the role expected within the assessment process.

Planning an interview.

Tutors must support candidates in preparing for the interview.

Thorough planning with the candidate is essential and should include the following:

- identification of the specific placement entry/reflective diary activity to be discussed
- types of evidence that can be referred to within the interview
- candidate preferences on how the interview is to be recorded
- venue, date, and time.

On the day of the interview, the tutor should:

- ensure they have all the relevant assessment records, copies of the unit criteria as required
- arrive early and prepare a quiet, confidential area
- ensure working recording equipment is available (if required)
- ensure the candidate is prepared for the assessment and remind them of the centre's appeals procedure
- for digitally recorded interviews remember to introduce the people present; the date, time and venue; and the units, outcomes and criteria to be discussed.

Time

The following timings are provided to support centre planning.

10 - 15 minutes. The interview time does not include time to set up and close the meeting.

Managing the process

The tutor should encourage the candidate to keep the interview focused and to the time span agreed.

Recording of the interview

The outcomes of the professional discussion will be recorded and captured by either:

- an audio recording. This must be of good quality so that the discussion can be heard throughout accompanied by a recording proforma (a Word version is available in the Recording Form document). This method is preferred as it accurately reflects the candidates' discussion in the best possible way.
- a detailed written account by the tutor of the discussion using a recording proforma (a Word version is available in the Recording Form document). Written records must be written verbatim to accurately reflect candidate discussion in the best possible way.

Both methods should be referenced clearly to the units' topics. If the interview is recorded, it should be clear at which time in the recording different topics are covered. Completed proformas should be signed and dated. All completed records of candidates' responses should be stored securely.

Feedback

At the end of the interview, it is good practice to encourage and praise the candidate appropriately and inform them when to expect formal feedback. If the candidate is deemed to have underperformed within the interview, then the **provision for reworking evidence after submission guidance** as stated in the qualification handbook applies.

Interview exemplar answers

Topics to be covered within the interview with candidates are provided below in more detail.

These exemplar answers are not to be shared with candidates.

In some instances, examples provided by candidates may provide sufficient evidence to cover more than one criteria.

Task 4 Interview - exemplar answers

Question	Summary of candidate response
Can you describe the placement setting where the event/activity happened?	Candidates should give a brief explanation of the type of care setting and the types of support and services provided for individuals receiving care on which the interview discussion will be based. Candidates should not refer to setting names and addresses to ensure confidentiality.
Can you describe the event or activity chosen for the interview? (Refer to placement workbook entry)	Candidates should give a brief explanation of their chosen event/activity on which the interview discussion will be based. Candidates should not refer to individuals by name to ensure confidentiality.
Can you describe the role you played during the event / activity and the professional behaviours and workplace values you expressed in your role	Candidates should give a brief explanation of their role in the setting and during the event/activity. Candidates should refer to the professional behaviours and workplace values and how these related to their role
Can you explain why it was important to work within your professional boundaries of your job role when carrying out the activity?	Candidates will describe the limits of, and the importance of, working within the job roles They may give examples of <ul style="list-style-type: none"> • Setting boundaries when working in professional relationships with people • The difference between being friends and being professionally friendly • Use of social and media sites • Responsibilities for reporting poor practice • Accountability – understanding consequences when acting within and outside of role
Can you identify any challenges that were presented during the activity?	Candidates should explain they key challenges they encountered- these may be related to their own resilience; confidence or skill, or may be challenging poor practice or coping with behaviour that challenged them. Prompts can be provided to candidates if needed:

Question	Summary of candidate response
	<p>Can you provide an example of a challenge related to one of the following?</p> <ul style="list-style-type: none"> a) Communication b) Health, safety and risk c) Equality and Diversity d) Values and behaviours
<p>What action did you take and what skills did you call upon to meet those challenges</p>	<p>Candidates should explain what they did to meet the challenges encountered, how they referred to more experienced staff members, developed their own skills in caring for individuals, or identified their own learning needs and planned to meet these.</p>
<p>On reflection how were your personal and professional qualities, core care behaviours and skills expressed in your behaviour and actions during the event?</p>	<p>Candidates should suggest how their behaviours during the activity or event expressed a range of core care behaviours and values including: care, compassion, courage, communication, competence, commitment, celebrating diversity, respecting individuality, dignity and respect for the individual They should give examples of these in action and applied to the specific event/activity.</p>
<p>What changes would you make if the same event happened again?</p>	<p>Candidates should be showing the ability to begin to reflect on the situation and identify if they could have responded in a different way. They may well identify that nothing could have been different but they could look back on their own development and how that could influence the way they would respond if the event/ activity occurred again.</p>
<p>Did you observe any exemplary practice from other team members that enhanced your understanding of best practice?</p>	<p>Candidates will reflect on their learning and describe good practice observed during the event or activity. The candidate should be able to describe examples which reflect best practice this could be related to:</p> <ul style="list-style-type: none"> • the promotion of policies and procedures in the work setting in respect of equality • Effective communication skills • how barriers to communication were overcome • how individuals were kept safe • the integration of person-centred approaches • the promotion of individuality and diversity.
<p>Did you observe any practice from other team members that could have been improved?</p>	<p>The candidate should identify where they observed any discriminatory behaviour or where the best practice values were not being upheld by other team members. The candidate should be able to describe the importance of a positive approach to change when challenging discrimination.</p>

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Question	Summary of candidate response
	<p>If the candidate finds this question difficult to answer they could relate it to any other experience from their placements.</p> <p>Prompts can be provided to candidates if needed:</p> <p>Can you provide an example of a challenge related to one of the following?</p> <ul style="list-style-type: none"> • Poor communication skills • Lack of care and compassion • Non-promotion of choice • Not supporting equality and diversity • Disregard of Health and safety and risk issues • Discrimination
<p>What have you learnt about yourself in the care role?</p>	<p>Candidates should be able to identify their key learning from the activity/ event.</p>

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Centre guidance

Guidance provided in this document supports the administration of this assignment. The following documents available on the City & Guilds website provide essential generic guidance for centres delivering Technical qualifications and **must** be referred to alongside this guidance:

- **Technical qualifications – marking**
- **Technical qualifications – moderation** (updated annually)
- **Technical qualifications – teaching, learning and assessment**

This synoptic assessment is designed to require the candidate to make use of their knowledge, understanding and skills they have built up over the course of their learning to tackle problems/tasks/challenges.

This approach to assessment emphasises to candidates the importance and applicability of the full range of their learning to practice in their industry area, and supports them in learning to take responsibility for transferring their knowledge, understanding and skills to the practical situation, fostering independence, autonomy and confidence.

Candidates are provided with an assignment brief. They then have to draw on their knowledge and skills and independently select the correct processes, skills, materials, and approaches to take to provide the evidence specified by the brief.

During the learning programme, it is expected that tutors will have taken the opportunity to set shorter, formative tasks that allow candidates to be supported 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 synoptic assessment.

Candidates should be made aware during learning what the Assessment Objectives are and how they are implemented in marking the assignment, so they will understand the level of performance that will achieve them high marks.

Candidates should not be entered for the assessment until the end of the course of learning for the qualification so they are in a position to complete the assignment successfully.

Health and safety

Candidates should not be entered for assessment without being clear of the importance of working safely, and practice of doing so. The tutor must immediately stop an assessment if a candidate works unsafely. At the discretion of the tutor, depending on the severity of the incident, the candidate may be given a warning. If they continue to work unsafely however, their assessment must be ended and they must retake the assessment at a later date.

Compliance with timings

The timings provided are estimates to support centre planning. They refer to assessment time, not any additional setting up the centre needs to carry out to create the required to ensure an appropriate assessment environment.

It is the centre's responsibility to plan sufficient assessment sessions, under the appropriate conditions, within the assignment window, to allow candidates reasonable time to complete the assessment tasks.

Where candidates are required to plan their work they should have their plans confirmed for appropriateness in relation to the time allocated for each task.

Candidates should be allowed sufficient time to fully demonstrate the range of their skills, however this also needs to be reasonable and practicable. Candidates should be allowed to overrun their planned timings or professional service times (where they exist) in order for evidence of a range of their skills to be captured. If however, the time required exceeds reasonably set assessment periods, or the tolerance suggested for professional service times, the centre may stop the assessment and base the marking on the evidence up to that point, including the tutor's notes of how far over time the task has taken.

Observation evidence

Where the tutor is required to carry out observation of performance, detailed, descriptive notes must be recorded on the practical observation (PO) form provided. The centre has the flexibility to adapt the form, to suit local requirements (eg to use tablet, hand-written format, or to ease local administration) as long as this does not change or restrict the type of evidence collected.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions eg layout of the assessment environment,
- amount of additional support available (eg to capture image/video evidence), staggered starts etc,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection.

Observation notes form part of the candidate's evidence and must describe **how well** the activity has been carried out rather than stating the steps/ actions the candidate has taken. The notes must be very descriptive and focus on the **quality** of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid.

Identifying what **is** about the performances that is **different** between candidates can clarify the quantities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information would not help differentiate between them. However, qualitative comments on **how well** they do it, and quantitative records of accuracy and tolerances would.

The tutor should refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be **detailed, accurate and differentiating**.

Tutors should ensure that any required additional supporting evidence including eg photographs or video can be easily matched to the correct candidate, are clear, well-lit and showing the **areas of particular interest** in **sufficient detail** and **clarity** for assessment (ie taken at appropriate points in production, showing accuracy of measurements where appropriate).

If candidates are required to work as a team, each candidate's contribution must be noted separately. The tutor may intervene if any individual candidate's contribution is unclear or to ensure fair access (see below).

The **Technical qualifications guides on marking and moderation** are essential guidance documents and are available on the City & Guilds website. These provide further information on preparing for assessment, evidence gathering, standardisation, marking and moderation, and must be referred to when planning and carrying out assessment.

Minimum evidence requirements for marking and moderation

The sections in the assignment:

- **What you must produce for marking**, and
- **Additional evidence of your performance that must be captured for marking**

list the minimum requirements of evidence to be submitted for marking and the moderation sample.

Evidence produced during assessment above and beyond this may be submitted, as long as it provides useful information for marking and moderation and has been produced under appropriate conditions.

While technological methods which support the capturing or creating of evidence can be helpful, eg pinboard style websites for creating mood boards, the final evidence must be converted to a suitable format for marking and moderation which cannot be lost/ deleted or amended after the end of the assessment period (eg screen prints, pdf files). Considerations around tracking authenticity and potential loss of material hosted on such platforms during assessment is the centre's responsibility.

Where candidates have carried out some work as a group, the contribution of each candidate must be clear. It is not appropriate to submit identical information for each candidate without some way for the marker and moderator to mark the candidates individually.

Note: Combining candidates' individual pieces of evidence into single files or zip files may make evidence management during internal marking more efficient and will greatly simplify the uploading of the moderation sample.

Where the minimum requirements have **not been submitted** for the moderation sample by the final moderation deadline, or the **quality of evidence is insufficient** to make a judgement, the moderation, and therefore any subsequent adjustment, will be based on the evidence that *has been* submitted. **Where this is insufficient to provide a mark on moderation, a mark of zero may be given.**

Preparation of candidates

Candidates should be aware of which aspects of their performance (across the AOs) will give them good marks in assessment. This is best carried out through routinely pointing out good or poor performance during the learning period, and through formative assessment.

During the learning programme, direct tutor instruction in how to tackle practical tasks through modelling, support, guidance and feedback are critical. However gradual removal of this support is necessary in preparation for summative assessment. This, supported approach is **not** valid for summative assessment.

The purpose of summative assessment is to confirm the standard the candidate has reached as a result of participating in the learning process. Candidates should be encouraged to do the best they can and be made aware of the difference between these summative assessments and any formative assessments they have been subject to. Candidates may not have access to the full marking grids, as these may be misinterpreted

as pass, merit distinction descriptors. Refer to the **Technical qualifications – teaching, learning and assessment** centre guidance document, available on the City & Guilds website for further information on preparing candidates for Technical qualification assessment.

Guidance on assessment conditions

The assessment conditions that are in place for this synoptic assignment are to:

- ensure the rigour of the assessment process
- provide fairness for candidates
- give confidence in the outcome.

They can be thought of as the rules that ensure that all candidates who take an assessment are being treated fairly, equally and in a manner that ensures their result reflects their true ability.

The conditions outlined below relate to this summative synoptic assignment. These do not affect any formative assessment work that takes place, although it is advised that candidates are prepared for the conditions they will need to work under during summative assessment.

The evidence for the tasks that make up this synoptic assignment must be completed under the specified conditions. This is to ensure authenticity and prevent malpractice as well as to assess and record candidate performance for assessment in the practical tasks. Any aspect that may be undertaken in unsupervised conditions is specified. It is the centre's responsibility to ensure that local administration and oversight gives the tutor sufficient confidence to be able to confirm the authenticity of the candidate's work.

Security and authentication of candidate work

Candidate evidence must be kept secure to prevent unsupervised access by the candidate or others. Where evidence is produced over a number of sessions, the tutor must ensure learners and others cannot access the evidence without supervision. This might include storing written work or artefacts in locked cupboards and collecting memory sticks of evidence produced electronically at the end of each session.

Candidates are required to sign declarations of authenticity, as is the tutor. The relevant form is included in this assignment pack and must be signed after the production of all evidence.

Where the candidate or tutor is unable to, or does not confirm authenticity through signing the declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises eg at moderation, the centre may be contacted for justification of authentication.

Accessibility and fairness

Where a candidate has special requirements, tutors should refer to the *Access arrangements and reasonable adjustments* section of the City & Guilds website.

Tutors can support access where necessary by providing clarification to **any** candidate on the requirements or timings of any aspect of this synoptic assignment. Tutors should **not** provide more guidance than the candidate needs as this may impact on the candidate's grade, see the guidance and feedback section below.

All candidates must be provided with an environment, time frame and resources that allows them reasonable access to the full range of marks available.

Where candidates have worked in groups to complete one or more tasks for this synoptic assessment, the tutor must ensure that no candidate is disadvantaged as a result of the performance of any other team member. If a team member is distracting or preventing another team member from fully demonstrating their skills or knowledge, the tutor must intervene.

Guidance and feedback

To support centre file management, tutors may specify a suitable file format and referencing format for evidence (unless otherwise specified eg if file naming is an assessment point for the assignment). Guidance must only support access to the assignment and must not provide feedback for improvement. The level and frequency of clarification & guidance must be

- recorded fully on the candidate record form (CRF),
- taken into account along with the candidate's final evidence during marking
- made available for moderation.

Tutors **must not** provide feedback on the quality of the performance or how the quality of evidence can be improved. This would be classed as malpractice.

Tutors **should** however provide general reminders to candidates throughout the assessment period to check their work thoroughly before submitting it, and to be sure that they are happy with their final evidence as it may not be worked on further after submission.

Candidates can rework any evidence that has been produced for this synoptic assignment during the time allowed. However, this must be as a result of their own review and identification of weaknesses and not as a result of tutor feedback. Once the evidence has been submitted for assessment, no further amendments to evidence can be made.

Tutors **should** check and be aware of the candidates' plans and designs to ensure management of time and resources is appropriate, and so any allowed intervention can take place at an appropriate time.

Tutors **should** ensure that candidates' plans for completion of the tasks distribute the time available appropriately and may guide candidates on where they should be up to at any point in a general way. Any excessive time taken for any task should be recorded and should be taken into account during marking if appropriate.

It is up to the marker to decide if the guidance the candidate has required suggests they are lacking in any AO, the severity of the issue, and how to award marks on the basis of this full range of evidence. The marker must record where and how guidance has had an impact on the marks given, so this is available should queries arise at moderation or appeal.

What, and is not, an appropriate level of guidance

A tutor **should intervene with caution** if a candidate has taken a course of action that will result in them not being able to submit the full range of evidence for assessment. However, this should **only** take place once the tutor has prompted the candidate to check that they have covered all the requirements. Where the tutor has to be explicit as to what the issue is, this is likely to demonstrate a lack of understanding on the part of the candidate rather than a simple error, and full details should be recorded on the CRF.

- The tutor **should not** provide guidance if the candidate is thought to be able to correct the issue without it, and a prompt would suffice. In other words, only the minimum support the candidate actually needs should be given, since the more tutor

guidance provided, the less of the candidate's own performance is being demonstrated and therefore the larger the impact on the marks awarded.

- A tutor **must not** provide guidance that the candidate's work is not at the required standard or how to improve their work. In this way, candidates are given the chance to identify and correct any errors on their own, providing valid evidence of knowledge and skills that will be credited during marking.
- The tutor **must not** produce any templates, pro-formas, work logs etc unless instructed to in the assignment guidance. Where instructed to do so, these materials must be produced as specified and contain no additional guidance. Templates provided as part of the assignment should be used as provided, and not adapted.

All specific prompts and details of the nature of any further guidance must be recorded on the relevant form and reviewed during marking and moderation.

Guidance on marking

Please refer to the *Technical qualifications – marking, and - moderation* centre guidance documents for further information on gathering evidence suitable for marking and moderation, and on using the marking grid and forms.

The candidate record form (CRF) is used to record:

- Details of any guidance or the level of prompting the candidate has received during the assessment period
- Rough notes bringing together relevant evidence from across tasks during marking.
- Summary justifications when holistically coming to an overall judgement of the mark.

The practical observation form (PO) is used to record:

- Descriptive information and evidence of candidate performance during an observation. Although descriptions of the quality of performance should support decisions against the AOs, the notes should follow the flow of the observation, rather than attempting to assign evidence against the AOs at this point.

Marking grid

For any category, 0 marks may be awarded where there is no evidence of achievement

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	AO1 Recall of knowledge relating to the qualification LOs <ul style="list-style-type: none"> Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand? How accurate is their knowledge? Are there any gaps or misunderstandings evident? How confident and secure does their knowledge seem? 	<p align="center">(1-4 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy. Hesitant, gaps, inaccuracy</p>	<p align="center">(5-8 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor. Sound, minimal gaps</p>	<p align="center">(9-12 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge. Accurate, confident, complete, fluent, slick</p>
		<p>Examples of types of knowledge expected: professional/personal skills and qualities, regulations, safeguarding, values that underpin practice, codes of conduct, person centred care, inclusive care/practice, life stages and milestones, development theories, use of terminology, relevant legislation and initiatives, roles and responsibilities, health and safety / risk considerations, core behaviours, local services policy and resourcing services, wider health landscape and inequalities in health.</p>		
		<p>The candidate has shown basic knowledge with no clear links to concepts, for example how legal requirements influence practice. There may be some gaps in knowledge but no inaccuracies.</p>	<p>The candidate has shown a broad range of accurate knowledge, making links across concepts and how these influence practice. The majority of explanations are detailed and examples are provided. They can cite relevant examples when providing explanations or descriptions e.g. theorists.</p>	<p>The candidate has shown in-depth knowledge of the links across a range of concepts, showing a high degree of confidence and accuracy. Explanations are detailed and corresponding examples are provided.</p>

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%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
35	<p>AO2 Understanding of concepts theories and processes relating to the LOs</p> <ul style="list-style-type: none"> Does the candidate make connections and show causal links and explain why? How well theories and concepts are applied to new situations/the assignment? How well chosen are exemplars – how well do they illustrate the concept? 	<p>(1-7 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p>(8-14 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding, but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p>(15-21 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p>Examples of understanding expected: concepts of skills and qualities, application of legislation and policy to situations (e.g. safeguarding), concepts of health, care and childcare values, concept of roles and responsibilities and their boundaries, principles of person centred care, principle of inclusion, developmental theories and principles, principles of communicating information to a range of age groups, risk management of activities, using a range of sources (e.g. internet, books, journals, relevant non-confidential workplace policies and procedures), reference list / reference to sources.</p>		

PAST ASSIGNMENT (2019) -

MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate has shown limited understanding of concepts and theories.</p> <p>There is minimal evidence of background reading, some of which is not relevant.</p> <p>Limited range of sources used e.g. candidate has used only internet. Referenced sources are not always evidenced in assignment work.</p> <p>To access higher marks</p> <p>Limited evidence of reading around the subject.</p> <p>Basic referencing to sources that are evidenced within the work.</p>	<p>The candidate has shown a range of understanding of concepts and theories.</p> <p>Some links are made to the current best practice in settings throughout.</p> <p>Understanding is consistent with some reasoning and further reading is evident.</p> <p>Attempt at structured referencing list.</p> <p>The work reflects an awareness of health and social care values.</p> <p>To access higher marks</p> <p>Learner has provided explanations and examples to illustrate theories and concepts.</p> <p>Consistent evidence of background reading with some considered and relevant referencing. Referencing is clear, but may contain mistakes, and provides a small range of sources.</p>	<p>The candidate has shown clear, detailed explanations and strong links have been made between concepts, theories and practice across sectors.</p> <p>Consideration of how evidence produced could be adapted to different types of groups. Relevant and consistent evidence of background reading with well-considered referencing. Consistent use of a referencing framework which is clear and accurate.</p> <p>To access higher marks</p> <p>Work shows a high degree of confidence and accuracy.</p> <p>The work reflects an excellent understanding of the values of health and social care in practice. Referencing demonstrates depth and breadth of research sources including books, web based research, journals and more.</p>

F. T ASSIGNMENT



MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
25	AO3 Application of practical/ technical skills <ul style="list-style-type: none"> • How practiced/fluid does hand eye coordination and dexterity seem? • How confidently does the candidate use the breadth of practical skills open to them? • How accurately/ successfully has the candidate been able to use skills/achieve practical outcomes? 	<p align="center">(1-5 marks)</p> <p>Some evidence of familiarity with practical skills. Some awkwardness in implementation, may show frustration out of inability rather than lack of care.</p> <p>Unable to adapt, frustrated, flaws, out of tolerance, imperfect, clumsy.</p>	<p align="center">(6-10 marks)</p> <p>Generally successful application of skills, although areas of complexity may present a challenge. Skills are not yet second nature.</p> <p>Somewhat successful, some inconsistencies, fairly adept/ capable.</p>	<p align="center">(11-15 marks)</p> <p>Consistently high levels of skill and/or dexterity, showing ability to successfully make adjustments to practice; able to deal successfully with complexity.</p> <p>Dextrous, fluid, comes naturally, skilled, practiced,</p>
		<p>Examples of skills expected: Using a range of communication methods, overcoming barriers to communication, using active listening, following safety procedures, applying infection control measures, risk assessment activity, supporting safety and security, supporting individuals of different ages (e.g. supporting mobility, preparation of food, feeding, bathing, oral hygiene etc.), use of accurate presentation, assignment and report writing skills, layout and presentation, well expressed sentence structure (syntax) and grammar, consideration of target audience</p>		

PAST ASSIGNMENT (2019) -

MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		<p>The candidate has shown basic skills when completing tasks with considerable prompting during discussion. Limited range of communication methods and questioning displayed.</p> <p>Written explanation is weak and does not support the interview discussion. Candidate provides basic responses to assessment tasks. Work contains many grammatical and spelling errors. Responses to assessment tasks lack structure. Does not focus on the needs of the receiver/target audience. No attempt to consider the understanding of the end user.</p> <p>To access higher marks Communication methods, language and terminology are generally appropriate to assessment task. Responses to assessment tasks have some structure.</p>	<p>The candidate has shown a good range of verbal and non-verbal skills when completing tasks. Candidate demonstrates engagement and is able to widen discussions when prompted. Written explanation generally enables the candidate to address discussion topics.</p> <p>Some grammatical and spelling errors. Attempt to consider the needs of the receiver/target audience and their understanding.</p> <p>To access higher marks Communication methods, language and terminology are inconsistently appropriate to assessment task. Candidate provides generally consistent responses to assessment tasks.</p>	<p>The candidate has shown an excellent range of consistent and proficient skills including a wide range of non-verbal and verbal communication methods. Candidate demonstrates total engagement and is able to extend and widen discussions where possible.</p> <p>Written explanation enables the candidate to show depth and breadth of discussion topics. Few grammatical and spelling errors. Responses to assessment tasks have clear and cohesive structure.</p> <p>Communication methods, language and terminology are consistently appropriate to assessment task.</p> <p>To access higher marks Candidate uses reflection to analyse and evaluate. Candidate can extend topics to different situations and can discuss fully the impact.</p>

F. T ASSIC



%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p>AO4 Bringing it all together - coherence of the whole subject</p> <ul style="list-style-type: none"> • Does the candidate draw from the breadth of their knowledge and skills? • Does the candidate remember to reflect on theory when solving practical problems? • How well can the candidate work out solutions to new contexts/problems on their own? 	<p>(1-4 marks)</p> <p>Some evidence of consideration of theory when attempting tasks. Tends to attend to single aspects at a time without considering implication of contextual information.</p> <p>Some random trial and error, new situations are challenging, expects guidance, narrow. Many need prompting.</p>	<p>(5-8 marks)</p> <p>Shows good application of theory to practice and new context, some inconsistencies.</p> <p>Remembers to apply theory, somewhat successful at achieving fitness for purpose. Some consolidation of theory and practice</p>	<p>(9-12 marks)</p> <p>Strong evidence of thorough consideration of the context and use of theory and skills to achieve fitness for purpose.</p> <p>Purposeful experimentation, plausible ideas, guided by theory and experience, fit for purpose, integrated, uses whole toolkit of theory and skills.</p>
		<p>Examples of bringing it all together: Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, considerations of wider application across specific groups, working out solutions to problems, making links between practice in different areas, identification of common trends, consideration of the end user rather than just practice/process, adaptation of thoughts and approaches to meet different care needs, linking of theory to practice, linking values and behaviours to practice, interpreting, collating and filtering information for a range of audiences</p>		

MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
		The candidate shows evidence of using their knowledge and understanding to make key links between limited topics across the qualification.	Utilises a range of knowledge from across the qualification to analyse and problem solve. Integration of knowledge, understanding and skills which informs basic appreciation of the context of practice and its impact on the care receiver.	Utilises a wide range of knowledge from across the qualification to analyse and problem solve creatively and holistically. Integration of knowledge, understanding and skills which informs a full understanding of the wider context of health, care and childcare practice and its impact on the care receiver. Clear evidence of collating and filtering of information from a range of sources for different contexts.

F. T ASSIGNMENT (2019) - DC



PAST ASSIGNMENT (2019) - DO NOT USE FOR LIVE ASSESSMENT