



Level 3 Health and Care

3625-033

September 2019 Version 1.0

Assessment Pack

Synoptic Assignment - Feb-May 2019

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

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

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 e.g. 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 e.g. 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.

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

Assignment Brief A

Research Proposal

Research is increasingly relevant in informing the development and delivery of health and care services. Research outcomes have a direct impact on the way services are provided to ensure the wellbeing of individuals in receipt of healthcare and support.

For this assignment you will demonstrate your knowledge and understanding of research, including its importance and relevance; research components and factors to consider when undertaking research within healthcare and support.

In advance of your assessment tasks, you will need to independently undertake a comparative literature review of one of the following topics:

- Services for bereaved families
- Healthy eating campaigns for young people aged 8-19 years old.

Your comparative literature review should consider the following for your chosen study:

- the impact of demographics on local health and care initiatives
- national trends, social policies and political drivers
- local demands for services and regional differences across the UK
- the impact of factors on the life stage of the target group*
- different parameters to consider for the chosen research topic.

*You may consider the following factors: socio-economic changes; cognitive ability; psychological health; race; ethnicity; cultural background and preferences; gender; disability; poverty; physical health.

You must produce a relevant bibliography using a referencing system agreed with your tutor. You must complete your comparative literature review in your own time under unsupervised conditions.

You must bring your notes and bibliography from your comparative literature review when you undertake your assessment tasks as you will use them to evaluate the review and inform the creation of a research proposal.

The total time to complete the assessment is **three** hours, excluding your preparation time and mandatory comparative literature review.

Tasks

Task 1

As part of your development your supervisor has asked you to collate what you have learnt about research to share with the team and has provided you with an outline of the topics you are to include.

Write an account which explains the following considerations in relation to research in health and care:

- how research informs and develops evidence based practice in health and care
- the difference between primary and secondary research
- different research methods and their strengths and weaknesses
- the purpose of literature reviews
- the difference between 'analysis' and 'evaluation' of research findings
- the relevance of consent in health and care research
- how a research proposal may be influenced by ethical principles and considerations
- the role of ethical committees when considering research topics into health and care issues
- the relationship between research aims, objectives and the conclusions and recommendations.

You will write approximately 750 words for your written account.

Task 2

You will have carried out your literature review of one of the following:

- Services for bereaved families
- Healthy eating campaigns for young people aged 8 to 19 years old.

Evaluate the findings of your comparative literature review for your chosen topic. You must support your evaluation by including references used in your comparative literature review.

You must write approximately 750 words for your evaluation.

Task 3

Using a diagram of your choice, create a research proposal for your chosen topic to include the following information and record your reasons for your choices:

- A key research question
- Link to comparative literature review
- The aim of the research proposal
- The objectives of the research proposal
- SMART targets for the research
- Chosen research methodology.

Conditions of assessment:

- You must carry the tasks out on your own, under supervised conditions. You may have access to your notes and bibliography but will not have access to the internet or other materials.

What you must produce for marking:

- One written account
- One evaluation
- A diagram with reasons
- A bibliography (using an agreed referencing system).

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

- None.

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

Assignment Brief B

Report

Your manager has asked you to prepare a report for a group of your peers on the factors underpinning the provision of services for people with mental health problems in the United Kingdom.

You will take into consideration the health and welfare developments include:

- changes in social policies and developments in legislation since 1959
- approaches and models of care since the 1980s
- representation in the media (film and television) in the past and present
- impact of mental ill health on the individuals, family, the wider community and the wider society
- current support available
- contemporary challenges to the provision of mental health and welfare services

Your manager is also keen for your peers to gain understanding of the many transitions that children and young people experience. Your manager would like you to prepare a report for your peers on theories relating to child and young people's development that explore factors affecting emotional and behavioural development.

You will need to take your preparatory notes into the assessment with you. You will have **three** hours to complete the assessment. The assessment time does not include the time taken to prepare for the assessment.

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

Tasks

Task 1

Evaluate the development of health and care services for individuals with mental ill health from 1959. You must also explain the impact these have had on individuals and society.

You should write approximately 1,000 words.

Task 2

Compare and contrast two theories in relation to emotional and behavioural development of children and young people.

You should write approximately 750 words.

Conditions of assessment:

- You must carry out the tasks on your own, under supervised conditions. You may have access to your notes but will not have access to the internet or other materials. Sources used must be referenced using any clear referencing system.

What you must produce for marking:

- Two written reports.

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

- List of sources of information used

Professional discussion

Your tutor will conduct a professional discussion with you, lasting **30 - 45** minutes (not including time used to set up or close the activity). The purpose of this discussion is to assess your knowledge and to confirm your understanding of principles supporting your practice.

This method of assessment will provide you with an opportunity to show the depth and breadth of your knowledge, and you should refer to your experience during your work placement as much as possible.

You will need to plan for your professional discussion and bring your reflective workbook with you as you will be referring to examples of your practice.

A professional discussion is not a question and answer session but is a planned and structured review of your application of learning to your placement practice. It is important that you prepare yourself well in advance so that you are ready to fully participate in and lead discussions with your tutor. Your tutor's role is to assess your knowledge and understanding of specific aspects of practice that you have encountered or may be faced with in future. During the discussion your tutor may ask you to clarify or expand on different topics to ensure that you are showing sufficient depth and breadth of understanding and knowledge.

The areas that will be covered in your professional discussion are listed below and link to a range of units. To help plan the discussion you must identify suitable examples from your work placement(s), supported by the content of your reflective workbook. You will also need to refer to your learning from your qualification. You **must** bring your reflective workbook, plans you have made and your identified examples to support your discussion with you. You will be expected to make links between health and care policies and link it to your practice.

You must ensure you cover all **three** areas listed below, so planning your timings to cover these during the discussion is important. Reading verbatim from a pre-written script is not permitted.

Confidentiality of information

You must ensure that no reference is made to your work placement name, care receivers' names or names of care providers throughout your discussion.

The areas to be covered in your professional discussion are:

- **legislation that regulates health and care practice**
 - legislation that promotes a rights based culture and how your practice promoted this
 - legislation that promotes equality, diversity and inclusion and how your practice promoted this
 - confidentiality and data protection – how you ensured this was maintained
- **multi-disciplinary working and team working**
 - examples of best practice when working collaboratively in a team that you were part of or may have seen
 - impacts of multi-disciplinary working
 - challenges to multi-disciplinary working
- **individuals with physical disability or mental ill health***
 - describe one example of a physical disability / mental ill health experienced by one of the individuals to whom you provided support
 - the impact on the individual

- support services available to the individual and their family
- reflect on how your practice supported the individual.

*If you did not support or observe services to an individual with mental health or physical disability problems during your placement then use the below case study to describe the practice you would have implemented as part of your discussion.

Case study

Jessie is 32 years old, she is a single parent with two children under five years of age. Jessie has suffered with bipolar disorder and an addiction to alcohol for many years. She has recently been discharged from hospital following a manic period. Her children are being looked after by her sister who lives nearby and has supported her for many years. You are part of a community outreach team allocated to support Jessie.

Conditions of assessment

- Your tutor will inform you of the venue, date and time of the discussion and will also ensure there is a quiet area which will allow for confidentiality.
- On the day of the assessment you should arrive early and be prepared. You should prepare any questions that you may wish to ask your tutor before the assessment starts.
- You may collect the information you want to use in your discussion under unsupervised conditions.

What you must produce for marking

- Planning documents

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

- Your tutor will use a proforma to record the professional discussion. The discussion may be written up on the proforma or an audio recording could be used and marked.

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

Task instructions for centres – Assignments A and B

Resources

Candidates must have access to a suitable range of IT resources in order to complete their tasks where appropriate. During the supervised assessments, learners must **not** use the internet or other media devices, or have access to any other resources other than their own preparation notes.

Task specific guidance

Candidates should receive the Assignment Briefs without the tasks so that their preparation is holistic rather than geared towards answering specific questions. It is recommended that candidates are given the Assignment Briefs at least **three weeks** prior to the start of the planned assessment of the corresponding tasks to allow time for the candidates to prepare their research, review and notes.

The tutor should only give the tasks to the candidate when they come to write their reports or accounts in supervised conditions.

It is expected that all candidates within the same cohort sit the same tasks on the same day.

On completion of each supervised session it is expected that the tasks and candidates responses be collected by the tutor for marking. It is expected that the candidate does not have access to previously completed tasks during supervised sessions.

Assignment A

Candidates are expected to prepare notes on research and carry out a comparative literature review of one of the two topics provided within the assignment brief prior to the planned assessment. These activities can be carried out under unsupervised conditions.

Candidates are expected to produce a bibliography of the sources following a recognised referencing system as agreed by the centre tutor. The bibliography can be prepared prior to the planned assessment date.

Assignment B

Candidates are expected to carry out their preparatory work under unsupervised conditions. Candidates may take in their notes to the assessment.

Time

The following timings are provided to support centre planning.

Assignment A: to be completed within 3 hours

Assignment B: to be completed within 3 hours

Total: 6 hours.

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 assessments.

Tutor instructions for centres - Professional discussion

This discussion will take approximately **30 - 45** minutes per candidate and will be completed on a one-to-one basis. It is recommended the professional discussion takes place after the candidate has completed their assignment tasks and substantial work placement(s). The 30 - 45 minutes timeframe does **not** include time used to set up or close the discussion activity.

Professional discussion 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. A professional discussion is a planned event and should be structured so that the specific areas to be explored during the discussion are clearly identified and agreed, as must the methods by which the discussion will be conducted.

Candidates should be encouraged to refer to examples from their work placement(s). Candidates should bring their reflective workbook(s) into the discussion to refer to. If they do not, it will be difficult for them to fully participate in the discussion. In special circumstances, the professional discussion may be re-scheduled. Where candidates may not have evidence of work placement with an individual with mental health or physical disability problems, a case study has been supplied to draw out the knowledge and understanding of the topic and practice. Those candidates should prepare their answers based on the case study.

The professional discussion is:

- part of the planned summative assessment strategy and timings are agreed in advance with the candidate
- a structured opportunity which explores key aspects of the candidate's understanding of practice and/or procedures
- not intended to be a question and answer session led by the tutor (although it is acknowledged that some candidates may need prompting during the discussion).

Confidentiality of information

Tutors must ensure that candidates are informed prior to the professional discussion 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 Data Protection regulations has occurred.

Tutor requirements/ employer support

Professional discussions must be carried out by a vocationally competent tutor who is current in their understanding of expected behaviours and values in the delivery of health and/or care. Alternatively a health or care 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 a professional discussion.

Tutors must support candidates in planning the discussion so that there is a natural, holistic flow through the topic areas.

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

- topics for discussion
- types of evidence that can be referred to within the discussion
- candidate preferences on how the discussion is to be recorded
- venue, date, and time.

It is good practice for the tutor to remind the candidate prior to the discussion of the agreements made during the planning.

On the day of the professional discussion, the tutor should:

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

Managing the process

The tutor should encourage the candidate to keep the discussion focused and to the time span agreed, thus ensuring that all learning outcomes can be covered.

It is good practice for the professional discussion to be led by the candidate. However, it is recognised that initially candidates may be nervous. With encouragement from the tutor, the candidate should be prepared to discuss their understanding of the agreed areas. Once they start to relate their understanding to their practice, they will gain more confidence and the discussion should start to flow. When the discussion is going well, the tutor may just need to interject to recap or reword a question to draw more information or examples from the candidate about the criteria/ topics being covered.

Discussion prompts only need to be used if a learner is not able to lead the discussion themselves and this could impact on their mark.

Recording of the professional discussion

The outcomes of the professional discussion should be recorded and captured by an audio/video recording – this must be of good quality so that the discussion can be heard throughout accompanied by an audio recording proforma (located in the Recording Form pack).

In the event that it is not possible to record the discussion then a detailed written account should be written by the tutor of the discussion using a proforma (located in the Recording Form pack).

Any record should be referenced clearly to the units' topics. For an audio recording, timings should be given so that it can be effectively moderated. Completed proformas should be signed and dated; the written record should be completed sufficiently to support referencing and moderation of any electronic record.

All completed records of candidates' responses should be provided and securely stored by the centre for moderation by City & Guilds.

Candidates planning documents, as indicated, must be submitted as part of the assessed professional discussions and will contribute towards marking.

Feedback

At the end of the discussion, 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 professional discussion, then the **provision for reworking evidence after submission guidance** as stated in the qualification handbook applies.

Professional discussion exemplar answers

Topics to be covered within the professional discussion 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. For example, examples of person-centred care may overlap with the use of communication aids and promotion of equality. The tutor's management of the professional discussion is therefore crucial.

For the discussion of the topic 'Individuals with mental health/physical disability problem' separate exemplar answers have been provided for candidates that have a work placement account to draw on and for those that do not, and are instead using the set case study for their assessment. It is important the mental health and physical disability problems discussed by the candidates from a work placement account covers those identified in the qualification handbook.

Unit & Learning outcome	Topics and suggested questions and content for candidate responses during the discussion
<p>312 Provision for adults in health and care</p> <p>1. Understand the impact of current legislation on health and care services for adults</p>	<p>1.1 Understanding the law 1.2: How legislation impacts on work settings</p> <p>The candidate should explain what is meant by rights based culture, equality, diversity and inclusion as well as confidentiality and data protection. The candidate should explain examples taken from their reflective practice workbook that show how they upheld each of the areas. Candidates should link relevant legislation to each of the areas and explain how this has informed and developed their practice.</p> <p>Discussion prompt</p> <p>Can you explain what is meant by rights based culture / equality, diversity and inclusion / confidentiality and data protection?</p> <p>Can you give me an example of how you have</p> <ul style="list-style-type: none"> • upheld/promoted a rights based approach when working with individuals? • promoted equality, and diversity when working with individuals? • ensured that confidentiality and data protection was maintained when working with an individual? <p>Can you explain the links to current legislation? Can you explain the consequence of not meeting confidentiality and data protection laws?</p>

Unit & Learning outcome	Topics and suggested questions and content for candidate responses during the discussion
<p>312 Provision for adults in health and care</p> <p>2 Know best practice when working with adults in health and care settings</p>	<p>2.1 Multi-disciplinary working and team working</p> <p>The candidate should refer to their work placement to provide examples of working collaboratively with other health and care professionals and/or services. They should be able to describe their own role within the team, the roles of others and the limits of their own role with the team.</p> <p>Discussion prompt Can you give examples from your practice of a situation where you worked with other health and care professionals and services? Can you describe your own role and the role of the other health and care professionals? What was achieved?</p>
<p>312 Provision for adults in health and care</p> <p>2 Know best practice when working with adults in health and care settings</p>	<p>2.2 Impact of multi-disciplinary working with adults 2.3 Challenges to multidisciplinary working in adult health and care services</p> <p>The candidate should provide examples from their own practice or that which they have observed supporting an individual accessing support from other health and care professionals and services. They should reflect on the impact on the individual when teams work in collaboration. They should also consider the challenges faced with working with other health and care professionals. The candidate may explain the challenges to representing person-centred values when working within a multidisciplinary team approach.</p> <p>Discussion prompt Can you give examples from your practice of supporting individuals to access support from other health and care professionals and services. Can you tell me about the benefits to the individual of working collaboratively with other health and care professionals and services? Can you give an example of challenges faced when working with a multidisciplinary team?</p>
<p>315 Understanding physical disabilities and exploring mental health wellbeing</p> <p>LO2 Understand challenges individuals with physical disability problems face in society today</p>	<p><u>Based on work placement – physical disability</u></p> <p>3.1 Types and causes of physical disability 3.2 Support available for physical disabilities 3.3 The impact of physical disabilities on individuals</p> <p>The candidate should provide an example of working with or observing an individual with a physical disability problem. They should describe the type and cause of the physical disability problem, the support that was available to the individual and the impact on the individual and their families in relation to some of the following:</p> <ul style="list-style-type: none"> • sleep patterns • social isolation • social interactions • attitudes in society • discrimination and stigma

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

Unit & Learning outcome	Topics and suggested questions and content for candidate responses during the discussion
	<ul style="list-style-type: none"> opportunities for employment and education. <p>Prompt questions: Can you provide an example of supporting an individual with physical disabilities? What was the cause of their disability? Can you describe the effects of their disability on their lifestyle and day to day living? What support was available to the individual? Can you explain the impact it may have had on the individual and their families?</p>
<p>315 Understanding physical disabilities and exploring mental health wellbeing</p> <p>2 Know types and causes of mental health problems and support available to promote wellbeing</p>	<p><u>Based on work placement – mental ill health</u></p> <p>2.1 Types and causes of mental health problems 2.2 Support available for mental health problems 2.3 The impact of mental health problems on individuals</p> <p>The candidate should provide an example of working with or observing an individual with a mental ill health. They should describe the type and cause of the mental ill health, the support that was available to the individual and the impact on the individual and their families in relation to some of the following:</p> <ul style="list-style-type: none"> social interactions discrimination and stigma attitudes in society social isolation opportunities for employment and education sleep patterns. <p>Discussion prompt Can you provide an example of supporting an individual with mental ill health? Can you describe the effects of mental ill health on their lifestyle and day to day living? What support was available to the individual? Can you explain the impact it may have had on the individual and their families?</p>
<p><u>The below is only to be assessed if the candidate does not have experience of physical disability or mental health.</u></p>	

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

Unit & Learning outcome	Topics and suggested questions and content for candidate responses during the discussion
<p>315</p> <p>Understanding physical disabilities and exploring mental health wellbeing</p> <p>2 Know types and causes of mental health problems and support available to promote wellbeing</p>	<p><u>Based on case study</u></p> <p>2.1 Types and causes of mental health problems 2.2 Support available for mental health problems 2.3 The impact of mental health problems on individuals</p> <p>The candidate should base their answers on the case study about an individual with bipolar disorder and alcohol addiction provided in the professional discussion if they do not have relevant work placement experience of mental health or physical disability problems. Candidates should describe bipolar disorder and explain their understanding of the impact of the disorder on Jessie and her family in relation to some of the following:</p> <ul style="list-style-type: none"> • social interactions • discrimination and stigma • attitudes in society • social isolation • opportunities for employment and education • sleep patterns. <p>Discussion prompt Can you describe bipolar disorder? What is the cause of bipolar disorder? Can you explain the support services required by Jessie? What support services can you recommend for Jessie's alcohol addiction? Can you explain the impact bipolar may have on Jessie and her family?</p>

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

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 formats, 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 qualities 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 AC, 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 is, 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.

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

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: legislation, regulations, roles and responsibilities, use of terminology, health and safety considerations, codes of conduct, core care behaviours, local services policy, challenging discriminatory practice, care services available, wider health and care landscape, types of abuse.</p>		
		<p>The candidate has shown a basic knowledge of key health and care areas with insecurity in many areas. Examples provided cover a limited range. Some points are covered in detail but consideration of wider factors such as legislation and regulation and links to practice are limited.</p>	<p>The candidate has shown a good range of knowledge from across the qualification which is sound and often detailed. Candidate has made some links to legislation and practice. Explanations are usually detailed.</p>	<p>The candidate shows in-depth and detailed knowledge across the whole qualification range, showing a high degree of confidence and accuracy. Explanation is clear and strong links have been made between legislation, regulation and links to practice. Where relevant, the care receiver is at the centre of consideration. Dignity, respect and best practice is evident in responses.</p>

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
30	<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 	<p>(1-6 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>(7-12 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>(13-18 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. Logical reasoning, thoughtful decisions, causal links, justified</p>
		<p><i>Examples of understanding expected:</i> relevant theories and models, concepts of care values and behaviours, principles of person-centred care, risk, application of legislation and policy to situations, using a range of sources (eg internet, books, journals, relevant non-confidential workplace policies and procedures), reference list, standard referencing framework, selection of research material and sources.</p>		

MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
	they illustrate the concept?	<p>The candidate has shown basic understanding of health and care concepts and theories from across the qualification, with some insecurity in most areas. Examples provided cover a limited range. There is little evidence of background reading with some basic referencing to sources. Limited range of sources used. Referenced sources are not always evidenced in assignment work.</p> <p>To access higher marks Some points are covered in detail but consideration of wider factors such as theories and models of reflective practice are limited. Limited range of sources used, but there is evidence of some background reading and all sources are referenced. There is an attempt to use a standard referencing framework.</p>	<p>The candidate has shown a good range of understanding of health and care concepts and theories. The candidate makes some links to practice, showing an awareness of the values of health and social care. Explanations are usually detailed. Good evidence of background reading with considered and relevant referencing. Referencing is clear, but may contain mistakes, and provides a range of sources.</p> <p>To access higher marks Candidate has shown a sound and detailed understanding of concepts and theories. Candidate makes clear links to practice with relevant examples from wider reading. Use of a standard referencing framework is generally accurate.</p>	<p>The candidate shows in-depth and detailed understanding of health and care concepts and theories across the whole qualification range. Explanations are clear and strong links have been made between concepts and theories and practice. Dignity, respect and best practice is evident in responses. Strong and consistent evidence of background reading with well-considered referencing.</p> <p>To access higher marks The candidate shows a high degree of confidence and accuracy. Concepts can be applied consistently and effectively in new contexts. Referencing demonstrates depth and breadth of research sources. Use of a standard referencing framework is accurate.</p>

PAST ASSIGNMENT

MENT

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
20	<p>AO3 Application of practical/ technical skills</p> <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>(1-4 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>(5-8 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>(9-12 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: verbal and non-verbal communication, reflection, completing documentation, use of accurate presentation, assignment and report writing skills, layout and presentation aid effective communication of information, coherence of arguments, well expressed sentence structure (syntax) and grammar.</p>		
		<p>Candidate provides basic responses to assessment tasks. Work contains many grammatical and spelling errors. Written and verbal explanation sometimes enables the candidate to address discussion topics. Responses to assessment tasks lack structure. Communication methods, language and terminology are generally appropriate to assessment task.</p>	<p>Candidate provides generally consistent responses to assessment tasks. Some grammatical and spelling errors. Written and verbal explanation generally enables the candidate to address discussion topics. Responses to assessment tasks are structured. Communication methods, language and terminology are consistently appropriate to assessment task.</p>	<p>Candidate provides clear and consistent responses to assessment tasks. Few grammatical and spelling errors. Written and verbal explanation enables the candidate to show depth and breadth of discussion topics. Responses to assessment tasks have clear and cohesive structure. Communication methods, language and terminology are always appropriate to assessment task.</p>

Y
T ASSI



%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent	
20	AO4 Bringing it all together - coherence of the whole subject <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 align="center">(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 align="center">(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 align="center">(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, contingencies, reflection and evaluation in professional discussion and case studies.</p>			
		<p>There is some evidence of the candidate using their knowledge and understanding to make straightforward links between limited topics across the qualification.</p>	<p>The candidate consistently brings together their knowledge, understanding and skills when analysing and solving problems and reflecting on health and care practice. Candidate makes key links between a range of topics across the qualification</p>	<p>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 and care practice and its impact on the care receiver.</p>	

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
10	AO5 Attending to detail/ perfecting <ul style="list-style-type: none"> Does the candidate routinely check on quality, finish etc and attend to imperfections/ omissions How much is accuracy a result of persistent care and attention (eg measure twice cut once)? Would you describe the candidate as a perfectionist and wholly engaged in the subject? 	<p align="center">(1-2 marks)</p> <p>Easily distracted or lack of checking. Insufficiently concerned by poor result; little attempt to improve. Gives up too early; focus may be on completion rather than quality of outcome.</p> <p>Careless, imprecise, flawed, uncaring, unfocussed, unobservant, unmotivated.</p>	<p align="center">(3-4 marks)</p> <p>Aims for satisfactory result but may not persist beyond this. Uses feedback methods but perhaps not fully or consistently.</p> <p>Variable/intermittent attention, reasonably conscientious, some imperfections, unremarkable.</p>	<p align="center">(5-6 marks)</p> <p>Alert, focussed on task. Attentive and persistently pursuing excellence. Using feedback to identify problems for correction.</p> <p>Noticing, checking, persistent, perfecting, refining, accurate, focus on quality, precision, refinement, faultless, meticulous.</p>
<p>Examples of attending to detail: meeting specific requirements of the task, attention to detail in case study and discussion, professional discussion plans.</p>				
		<p>The candidate has shown little focus on the tasks with limited attention to detail. Evidence provided shows inaccuracies or gaps in assessment tasks. Candidate evidences limited planning and does not cover all aspects of tasks. Several errors are present.</p>	<p>The candidate has shown little focus on the tasks with inconsistent attention to detail. Evidence provided is generally accurate and related to specific tasks. Candidate evidences planning to cover most elements of the tasks. Some errors are present.</p>	<p>The candidate has been highly focused on the task showing care and attention to detail. Minimal errors are evident. Evidence provided is accurate and related to specific tasks. Candidate evidences detailed planning to cover all required elements of the tasks.</p>

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