

Introduction to the Level 4



Leadership and Management in

Health and Social Care qualification

- a learner/student guide



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Overview of the Framework

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

Because of these findings, Qualifications Wales commissioned City & Guilds and WJEC, (**the Consortium**) to develop a minimum of 22 qualifications designed to meet the evolving needs of the health and social care, and childcare sector (see illustration on page 5). We have worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales and other sector bodies, tutors, teachers and workplace assessors to ensure that the new qualifications are innovative, fit for purpose and of the highest quality.

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

You can find out more about Qualifications Wales' review here:

<https://qualificationswales.org/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

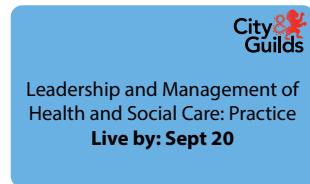
Whether you are at school or sixth form college, in work or studying at college or with a work-based provider, the suite of new qualifications is designed to meet your needs. Available from Level 1 to Level 5, including a GCSE and GCE AS and A level, they provide opportunities for progression whether you are thinking about entering employment, seeking career progression or hoping to go to college or university.

The qualification resources are available in Welsh and in English. Please speak to your tutor/teacher/assessor about completing your qualification in Welsh. Support materials are available online from Health and Care Learning Wales and include:

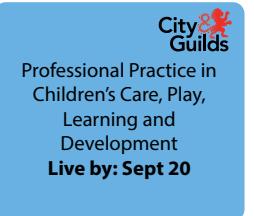
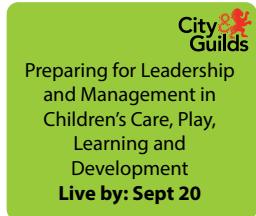
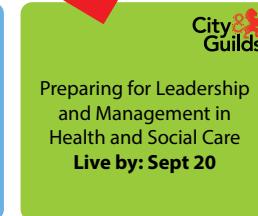
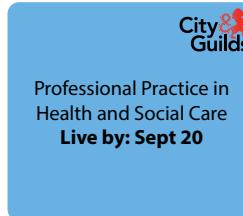
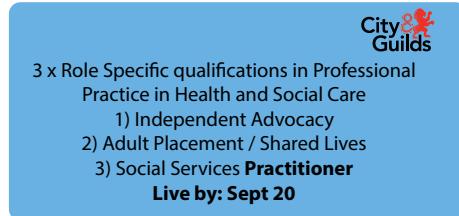
- Qualification handbook - including individual unit guidance
- Assessment pack
- The Stepping Up to Management resources.

Complete Health and Social Care and Children's Care, Play, Learning and Development suite of qualifications 2020

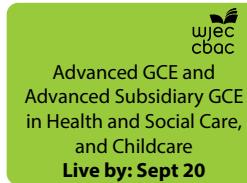
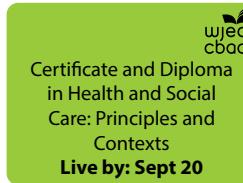
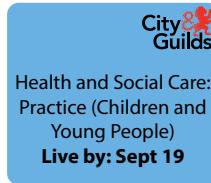
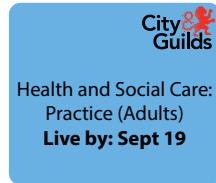
Level 5



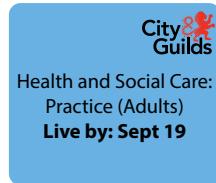
Level 4



Level 3



Level 2



Key

Practice based

Knowledge based

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

Offered by City & Guilds

Offered by WJEC

This student guide focuses on the **Level 4 Leadership and Management in Health and Social Care** qualification. You must be at least 18 years old to complete this qualification. How the qualification fits within the new suite of qualifications is highlighted on the framework above.

Level 4 Leadership and Management in Health and Social Care qualification

Who is the qualification for?

You are working towards the **Level 4 Leadership and Management in Health and Social Care** qualification, which is designed for individuals employed (paid or unpaid employment or who have access to a work placement) within the health and social care sector who intend to progress to a management role. It will allow you to develop the key knowledge and understanding that underpins leadership and management in the health and social care sector.

Learner entry requirements

The Consortium does not set entry requirements for this qualification. However, centres must ensure that you have the potential and opportunity to gain the qualification successfully. It may be beneficial for you to have completed the **Level 2 Health and Social Care: Core** qualification prior to the **Level 4 Leadership and Management in Health and Social Care** qualification, but this is not essential.

Aims and objectives

The **Level 4 Leadership and Management in Health and Social Care** qualification will enable learners to develop and demonstrate their knowledge, skills and understanding in the context of health and social care settings. In particular, learners will be able to demonstrate that they:

- understand a range of leadership and management concepts, theories and techniques
- understand different leadership and management styles and how these influence practice within services
- understand how to lead person/child-centred approaches in practice
- are able to work as effective and independent learners, and as critical and reflective thinkers to make informed judgements, which includes using and interpreting data
- have an awareness of how to lead, manage and improve service within health and social care.

What progression opportunities are there?

By the end of your qualification, you will have gained the fundamental knowledge and understanding you need to support progression on to the **Level 5 Leadership and Management in Health and Social Care: Practice** qualification or employment with the health and social care sector. For more information on requirements to work within the health and social care sector, please refer to Social Care Wales' website.

How can I be confident that this qualification is up-to-date and will be recognised by employers?

The content of the **Level 4 Leadership and Management in Health and Social Care** qualification has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the health and social care sector.

It is likely that your school, college or work-based provider will be working closely with health and social care employers in your area and they will have developed a programme of study to ensure that all of the qualification requirements are fully met. Your learning may occur in a very structured environment, e.g. in a traditional classroom, or by a more blended approach that involves both classroom and online learning. Alternatively, you may be supported to learn 'on-the-job' and to undertake some self-directed study. Whatever approach to learning is taken, we have provided some supportive resources that will help you along the way.

Whether you are at school, college or being supported by a work-based provider, it is likely that you will need to learn information that is new to you. How you learn can be influenced by a number of different factors, including what motivates you and what type of environment you need. Your tutor/teacher/assessor will want to work with you to find out how they can support you to learn effectively – this is often referred to as your '**preferred learning style**' (see page 41 for more information about 'preferred' learning styles).

Qualification structure

The Level 4 Leadership and Management in Health and Social Care qualification consists of three mandatory units:

Unit 410: Legislation, theories and models of person/child-centred practice

Unit 411: Theoretical frameworks for leadership and management in health and social care

Unit 412: Leadership and management of effective team performance in health and social care services

Minimum guided learning hours	335 hours	This is the amount of supervised learning and assessment that is required to deliver the qualification and can be used for planning purposes.
Total qualification time	600 hours	This is the total amount of time expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities.

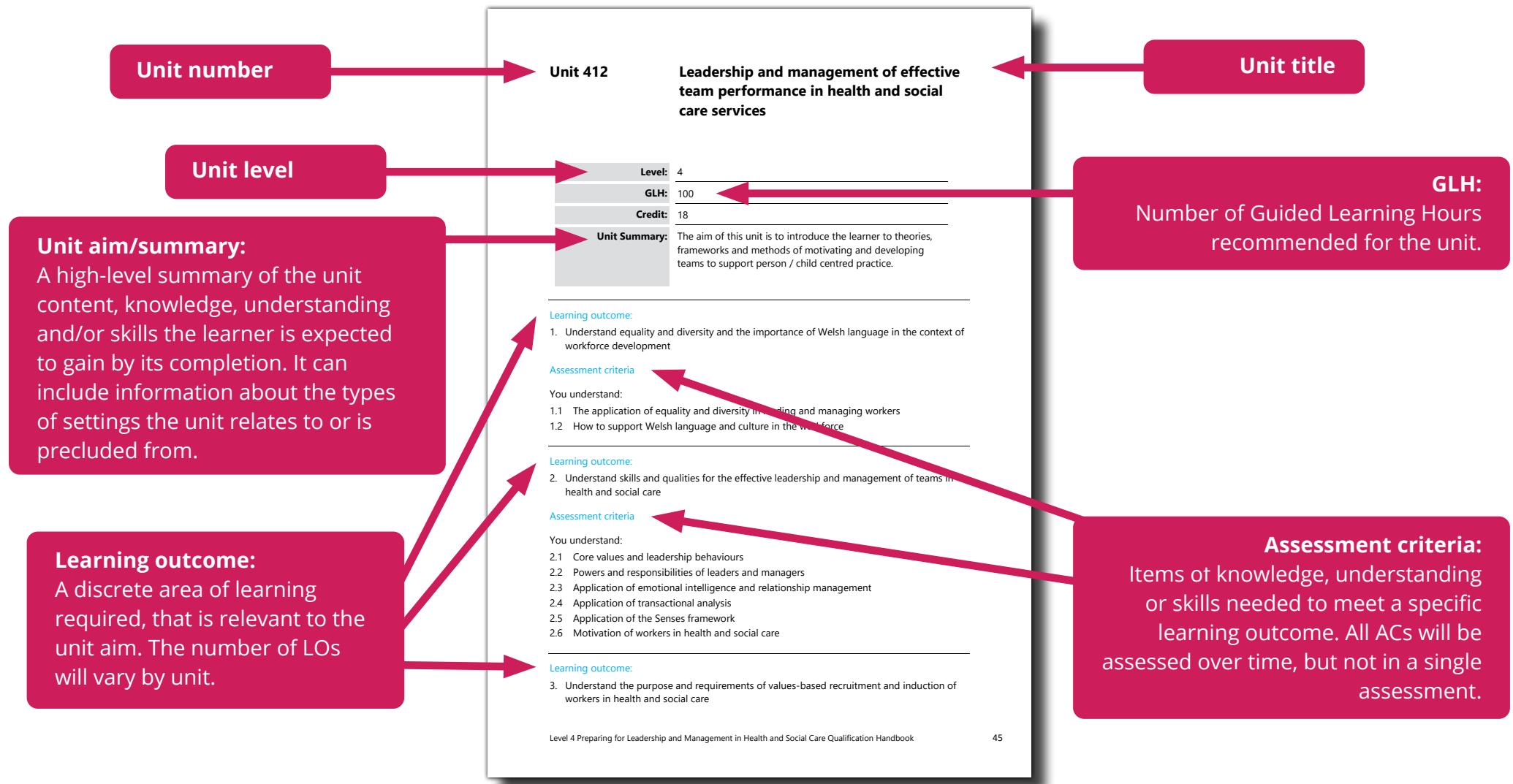
The main assessment methods within this qualification will be through a series of both externally and internally assessed structured tasks, including:

- written responses
- an oral assessment
- a report and presentation.

These assessment activities have been designed to allow for holistic evidence collection, supporting you to demonstrate your knowledge and skills across different units and learning outcomes within the same activity and reducing any repetition of assessment.

What is a unit?

All of the knowledge, understanding, behaviours, skills and practice required for this qualification is arranged in units – a bit like chapters in a book. The unit layout used in this qualification is illustrated below, and we have identified some key aspects and language that you will become more and more familiar with as you progress through your learning and assessment journey.



Some words and statements appear in bold – why is that?

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

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

Range:
identifies exactly what must be considered when addressing these words or statements in bold.

Unit 410 **Legislation, theories and models of person/child-centred practice**

Level: 4
GLH: 115
Credit: 22

Unit Summary: The aim of this unit is to introduce the learner to theories, models and legislative frameworks for person/child-centred practice.
In the context of this unit the term 'individuals' relates to adults and/or children and young people

Learning outcome:
1. Understand the importance of respect for uniqueness, equality and diversity

Assessment criteria

You understand:
1.1 Legislation and policy that support equality and diversity
1.2 The impact of stereotyping, prejudice, discrimination and hate crime on well-being

Learning outcome:
2. Understand the use of a rights-based approach for the assessment of need and risk

Assessment criteria

You understand:
2.1 How legislation, conventions and principles support person/child-centred practice in health and social care
2.2 How regard for **rights and liberty** can be balanced with risk

Range
Rights and liberty - a human rights approach (to promote person/child-centred practice and assessment of need and risk, including what matters to individuals)

Learning outcome:
3. Understand the role of inclusive assessments of individual need in health and social care

Words in bold

Where can I find more information about each unit?

At the end of every unit we have provided further guidance, and your tutor/trainer/assessor will refer to this to guide their delivery of teaching, learning and assessment. The 'Guidance for Delivery' for unit 411 is illustrated here. You may find it useful to look at the *Guidance for Delivery* of all of the units in this qualification. These can be found in the Qualification handbook.

Unit 411

Theoretical frameworks for leadership and management in health and social care

Supporting Information

Guidance for delivery

Content	Amplification
LO1	<p>Theme objectives:</p> <ul style="list-style-type: none">Introduction to theories, models and frameworks of leadership, management, change and innovation <p>Topics to cover:</p> <ul style="list-style-type: none">The meaning of the terms: leadership; management and innovation and changeLeadership theoriesLeadership stylesChange management theories <p>Code of Professional Practice for Social Care and the NMC Code of Conduct</p> <ul style="list-style-type: none">Practice Guidance for Social Care Managers registered with Social Care Wales <p>Resources: Power point presentation Unit 411 LO1 (pp 1) Theories and models should be used to provide learners with the underpinning knowledge needed for this unit</p>
1.1	<p>Topics to cover:</p> <ul style="list-style-type: none">Organisational culture and ethical leadership'Cultural traffic' in health and social careThe role of health and social care team leaders and managers for leading innovation and change <p>Resources: Power point presentation Unit 411 LO1 (pp2) Organisational culture and ethical leadership should be used to provide learners with the underpinning knowledge needed for this unit</p>
LO2	<p>Theme objectives:</p> <ul style="list-style-type: none">An understanding of why and how legislative and regulatory frameworks influence practice in health and social care services <p>Topics to cover:</p> <ul style="list-style-type: none">Definitions of: LawLegislationActsLegislative and regulatory frameworks
2.1	

- Regulatory services in health and social care
- Codes of Practice and Statutory Guidance
- Fitness to Practice

- Section 6 (pp. 15 -16) of the Code of Professional Practice for Social Care
- NMC Code of Conduct
- Introduction and section 11 of The Practice Guidance for Social Care Managers registered with Social Care Wales

Resources:

- Home page of the Health and Care Professions Council (HCPC) website
- Health and Care Standards Framework 2015 http://www.wales.nhs.uk/sitesplus/documents/1064/24729_Health%20Standards%20Framework_2015_E1.pdf
- The Regulation and Inspection of Social Care (Wales) Act 2016 Statutory Guidance <https://gov.wales/docs/dhss/publications/180201statutory-guidanceen.pdf>

Power point presentation Unit 411 LO2 (pp3) Legislative and Regulatory Frameworks should be used to provide learners with the underpinning knowledge needed for this unit

Topics to cover:

- Interdependence between individuals, and legislative and regulatory frameworks
- How legislative and regulatory frameworks influence practice and services
- Health and Care Standards Framework 2015
- The Regulation and Inspection of Social Care (Wales) Act 2016, associated Regulations and Statutory Guidance

Resources:

- Health and Care Standards Framework 2015 http://www.wales.nhs.uk/sitesplus/documents/1064/24729_Health%20Standards%20Framework_2015_E1.pdf
- The Regulation and Inspection of Social Care (Wales) Act 2016 Statutory Guidance
- Values and Standards of Behaviour Framework NHS Wales <http://www.wales.nhs.uk/governance-emanual/values-and-standards-of-behaviour-framework>

Power point presentation Unit 411 LO2 (pp3) Legislative and Regulatory Frameworks should be used to provide learners with the underpinning knowledge needed for this unit

LO3

Theme objectives:

- How outcomes are measured and used as a tool to support,
- Person/child-centred practice

What subject areas will I learn about?

Each of the units in the qualification include areas of learning that link to each unit title. As illustrated above, these are presented in Learning Outcomes and Assessment Criteria. An overview of each group of the units in the **Level 4 Leadership and Management in Health and Social Care** qualification is provided below:

MANDATORY UNITS	
Unit	Unit Summary
Unit 410: Legislation, theories and models of person/child-centred practice	<p>The aim of this unit is to introduce the learner to theories, models and legislative frameworks for person/child-centred practice.</p> <p>In the context of this unit, the term 'individuals' relates to adults and/or children and young people.</p> <p>It includes topics of learning such as equality, diversity and discrimination; codes of conduct and professional practice; human rights; citizenship; communication; sociological and psychological theories; and safeguarding.</p>
Unit 411: Theoretical frameworks for leadership and management in health and social care	<p>The aim of this unit is to introduce the learner to theoretical and regulatory frameworks and how these support person/child-centred practice.</p> <p>In the context of this unit, the term 'individuals' relates to adults and/or children and young people.</p> <p>It includes topics of learning such as leadership theories and styles; change management theories; regulatory frameworks; organisational culture; methods for measuring outcomes; and coaching, mentoring and motivational interviewing.</p>
Unit 412: Leadership and management of effective team performance in health and social care services	<p>The aim of this unit is to introduce the learner to theories, frameworks and methods of motivating and developing teams to support person/child-centred practice.</p> <p>It includes topics of learning such as equality, diversity and inclusion; the importance of the Welsh language; emotional intelligence; relationship management; the Senses Framework; recruitment and induction; delegation; conflict; and continuous development.</p>

What do I have to do to achieve this qualification?

In order to achieve the **Level 4 Leadership and Management in Health and Social Care** qualification, you will need to:

- work closely with your **tutor/teacher/assessor/employer**
- be prepared to learn about and experience new things related to working within health and social care
- prepare for and complete assessments – there is more information about assessment on page 23.

Throughout the **Level 4 Leadership and Management in Health and Social Care** qualification, you will come into contact with and be supported by people in various different roles:

ROLES	SCOPE AND FUNCTION
Tutor	Provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment.
Internal assessor	A qualified assessor – they will be responsible for determining the outcome of tasks from Section 1 and Section 3 using externally set pass criteria.
Internal Quality Assurer	Ensures that the assessment of evidence is of a consistent and appropriate quality.
External Quality Assurer	Is responsible for confirming that the planning, delivery and assessment of the internally assessed tasks has been carried out in accordance with City & Guilds policies and procedures.
City & Guilds External Assessor*	A qualified assessor who is responsible for making the final assessment judgement of Section 2 of the assessment tasks, covering unit 411.
City & Guilds Lead Assessor*	Will be responsible for sampling and standardising the assessment judgement determined by external assessors.

* These roles are appointed by City & Guilds – you may meet these people towards the end of your qualification.

Focus on leadership

Throughout the **Level 4 Leadership and Management in Health and Social Care** qualification, there is a focus on developing your understanding of leadership and management skills, so that you can demonstrate how you ‘understand’ and ‘know how to...’ lead and manage a team within the health and social care sector.

Most of the units focus on knowledge and understanding of how to lead and manage, rather than support and promote.

- e.g. Unit 411 – Theoretical frameworks for leadership and management in health and social care.
- Unit 412 – Leadership and management of effective team performance in health and social care services.

As a result, many of the learning outcomes throughout the qualification require you to understand your role at a higher level of responsibility.

- e.g. Unit 411, Learning outcome 5 – Understand managing innovation and change.
- Unit 412, Learning outcome 2 – Understand skills and qualities for the effective leadership and management of teams in health and social care.

This is also demonstrated in many assessment criteria.

- e.g. Unit 411, assessment criteria 6.1 – You understand how to use coaching, mentoring and motivational interviewing to support change.
- Unit 412, assessment criteria 1.1 – You understand the application of equality and diversity in leading and managing workers.

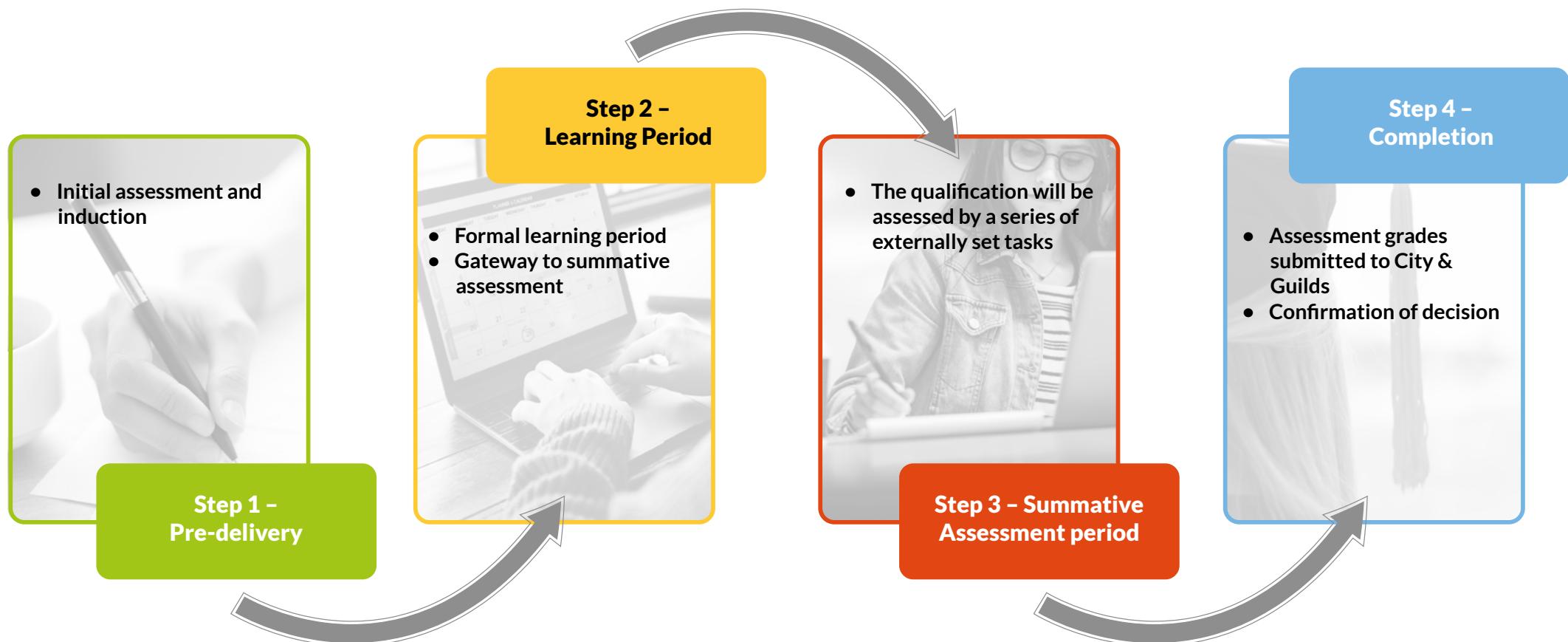
Employer engagement

In order to achieve the **Level 4 Leadership and Management in Health and Social Care** qualification, it is not necessary to be employed. However, if you are currently employed within the health and social care sector, either in a paid or unpaid capacity, this qualification provides opportunity for your employer to be very involved in your learning, development and progress throughout your qualification, and this is something that should be strongly encouraged and supported.

What is a workplace mentor?

A workplace mentor may be assigned to you by your employer. They are not a mandatory requirement for this qualification, but some employers and providers recognised that they have an important role in workplace learning and assessment. A workplace mentor will help you to make connections between what you may learn in the classroom and how this applies in the world of work. They may also help you to identify and make the best use of any opportunities for learning that occur when you are 'on-the-job'. Your internal assessor may also be able to support you as a mentor.

What might my journey through the qualification look like?



*Steps 2 and 3 are repeated for each unit of the qualification

Step 1 - Pre-delivery

Initial assessment and induction

You will complete an initial assessment before you start your programme to identify:

- whether you have any specific training needs
- support and guidance you may need when working towards your qualification
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme, so that you fully understand the requirements of the qualification, your responsibilities as a learner, and the responsibilities of the centre. This information may be recorded on a learning contract. It is really beneficial for your manager to participate in or contribute to this discussion.

It would also be helpful to discuss with your tutor/assessor what you hope to achieve from this qualification, and there would be value in completing a personal statement at the start of the programme, where you consider your own goals for what you hope to achieve from completion of the programme, and remain focused on these throughout the delivery.

Your school, college or work-based provider may require you to engage in additional learning focused on the wider range of skills that you may require in order to complete this qualification, e.g. an introduction to research and study skills. An introduction to these skills will be highly advantageous to support you through the delivery process, assessment tasks, and to embed an enriched learning experience.

Which units will I complete?

To achieve the **Level 4 Leadership and Management in Health and Social Care** qualification you must complete the three mandatory units. These units equate to 60 credits in total.

What are credits?

We have awarded a credit value to each unit. The credits award to a unit reflect the level and volume of knowledge, understanding, behaviours, skills and practice which will be achieved through completion of the unit. To achieve the qualification, you **must** achieve a **minimum** of 60 credits in total.

Legislation, theories and models of person/child-centred practice

Unit 410

115 GLH/22 credits

9 Learning outcomes

Unit aim:

The aim of this unit is to introduce the learner to theories, models and legislative frameworks for person/child-centred practice.

In the context of this unit, the term 'individuals' relates to adults and/or children and young people.

Theoretical frameworks for leadership and management in health and social care

Unit 411

120 GLH/20 credits

6 Learning outcomes

Unit aim:

The aim of this unit is to introduce the learner to theoretical and regulatory frameworks and how these support person/child-centred practice.

In the context of this unit, the term 'individuals' relates to adults and/or children and young people.

Leadership and management of effective team performance in health and social care services

Unit 412

100 GLH/18 credits

7 Learning outcomes

Unit aim:

The aim of this unit is to introduce the learner to theories, frameworks and methods of motivating and developing teams to support person/child-centred practice.

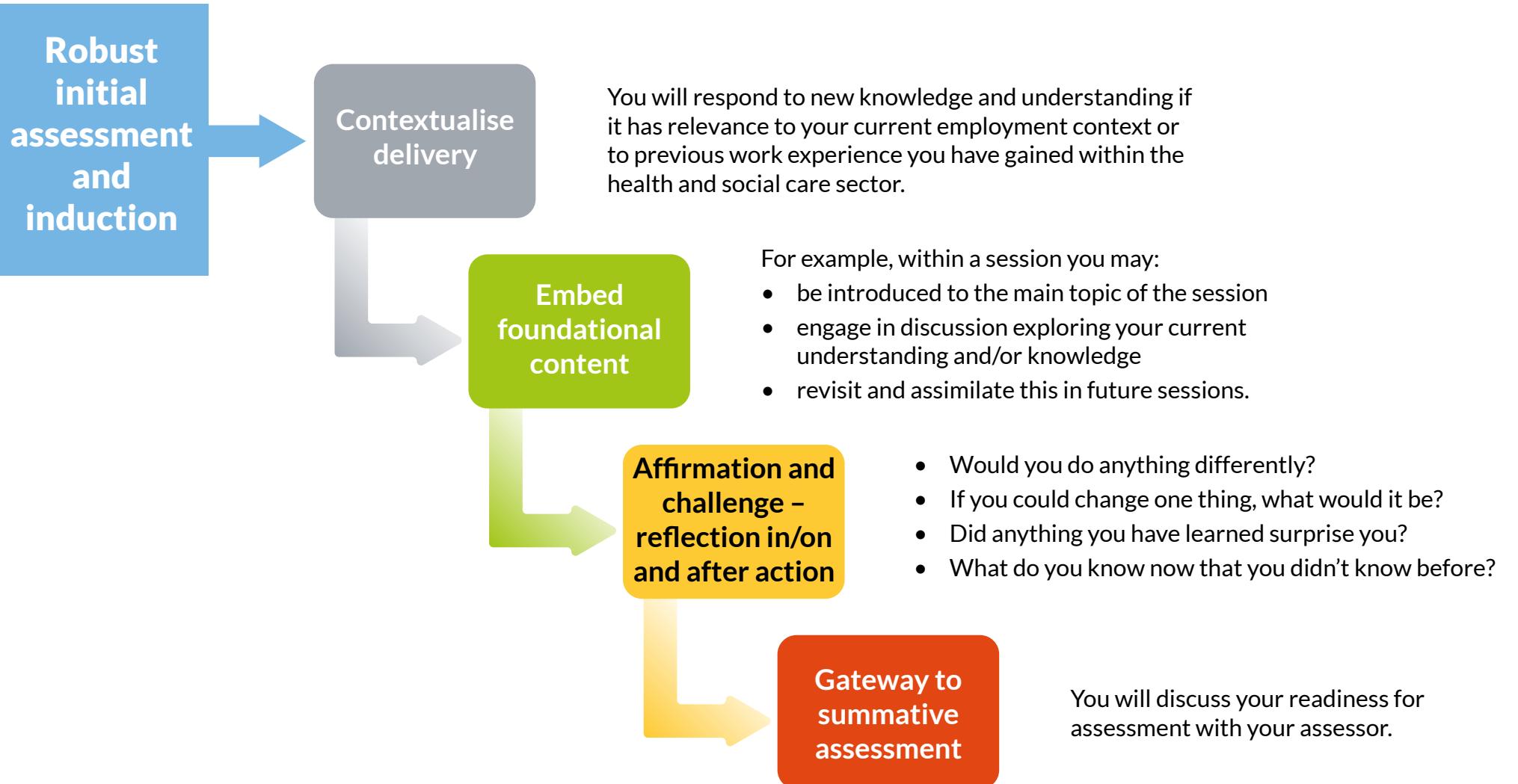
Step 2 – Learning period

- **Formal learning period**

This could include independent study, classroom-based activities and/or learning 'on-the-job'

- **Gateway to summative assessment**

Following learning, you will discuss and agree with your assessor your readiness for assessment



Each unit should be taught sequentially and followed by summative assessment. This process is repeated until all three units have been taught and assessed.

Your tutor will support and guide you and will help you to learn about all of the important things that you need to know in order to lead and manage within health and social care. Your tutor/teacher will use learning resources and teaching techniques that are designed to help you to prepare for assessment.

Readiness for assessment – demonstrating competence

It is important that you are only put forward for assessment purposes when there is confidence from both your tutor/internal assessor that you are sufficiently competent to be able to successfully complete the assessment. Your tutor/internal assessor will release individual tasks to you at a suitable point following the delivery of the content, and at a time when your tutor/internal assessor is confident that you are secure in your knowledge and understanding to complete the assessment task.

Task release

Once you have been deemed ready for assessment, your tutor/internal assessor will release the assessment task to you. The tutor/internal assessor must **not** release all of the assessment tasks in one go.

Your tutor/internal assessor should discuss and agree a completion timetable for the tasks with you, considering their delivery programme and your ability to successfully undertake each of the tasks within the assessment period. Submission dates for assessment tasks should be set so that they do **not** overlap, i.e. you should have a defined period to respond to each task.

You are required to plan your work and activities; your plans must be confirmed by a tutor/internal assessor for appropriateness. Following this discussion and agreement, the tutor/internal assessor must provide you with a planned timetable of completion for each of the tasks, with clear submission dates. **You will submit the task as your final work.**

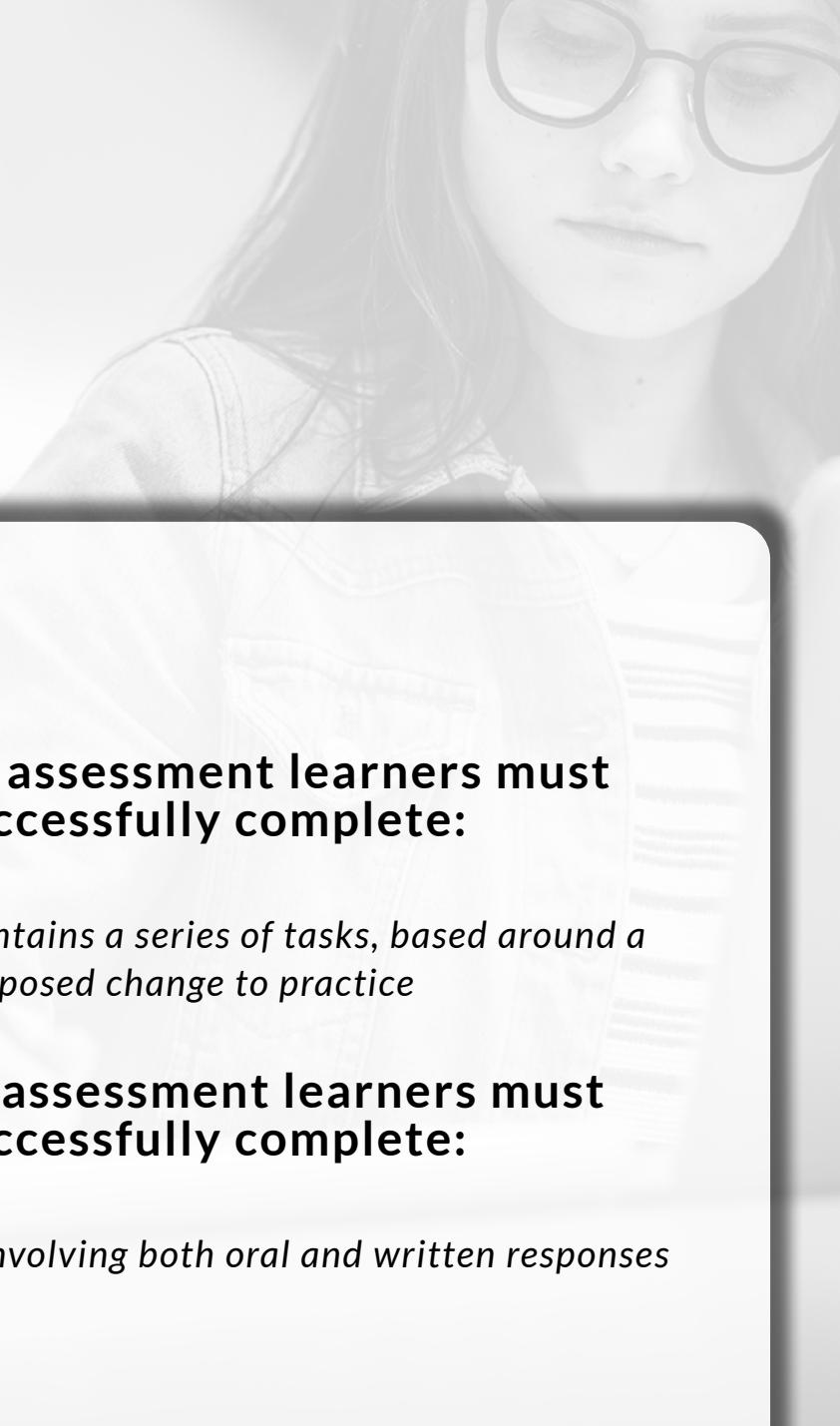
Step 3 - Summative Assessment Period

- External assessment learners must successfully complete:

A project that contains a series of tasks, based around a proposed change to practice

- Internal assessment learners must successfully complete:

A series of tasks, involving both oral and written responses



How will my qualification be assessed?

The **Level 4 Leadership and Management in Health and Social Care** qualification will be assessed by a series of externally set tasks. All assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved.

UNIT	TITLE	TASK	ACTIVITY	ASSESSMENT
Unit 410	Legislation, theories and models of person/child-centred practice	Task A Task B Task C	Written response* Written response* Oral assessment (60 mins independently + 30 mins discussion)	Internally assessed/externally moderated
Unit 411	Theoretical frameworks for leadership and management in health and social care	Task D Part (i) Part (ii)	Report on a change to practice Presentation of report on a change to practice (15 mins), and a discussion (5-10 mins)	Externally assessed In setting or remote assessment considered (p. 18)
Unit 412	Leadership and management of effective team performance in health and social care services	Task E Task F Task G	Written response* Oral assessment (60 mins independently + 30 mins discussion) Written response*	Internally assessed/externally moderated

Tasks should be released sequentially, NOT all at once, with a defined period agreed to respond to each task

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

*Written responses should be provided as electronic, typed responses. Candidates should ensure that work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.

What will I have to do?

The assessments for this qualification have been designed to present you with the opportunity to demonstrate the knowledge and understanding of leadership and management within the context of real-life work situations in health and social care. The tasks require you to consider how you would behave in a leadership and management role, and you should approach the tasks from this perspective, applying the knowledge and understanding you have gained from your learning programme to respond to the tasks.

Where possible, you are encouraged to use your own experience and reflections of previous experience in the health and social care sector to support your responses.

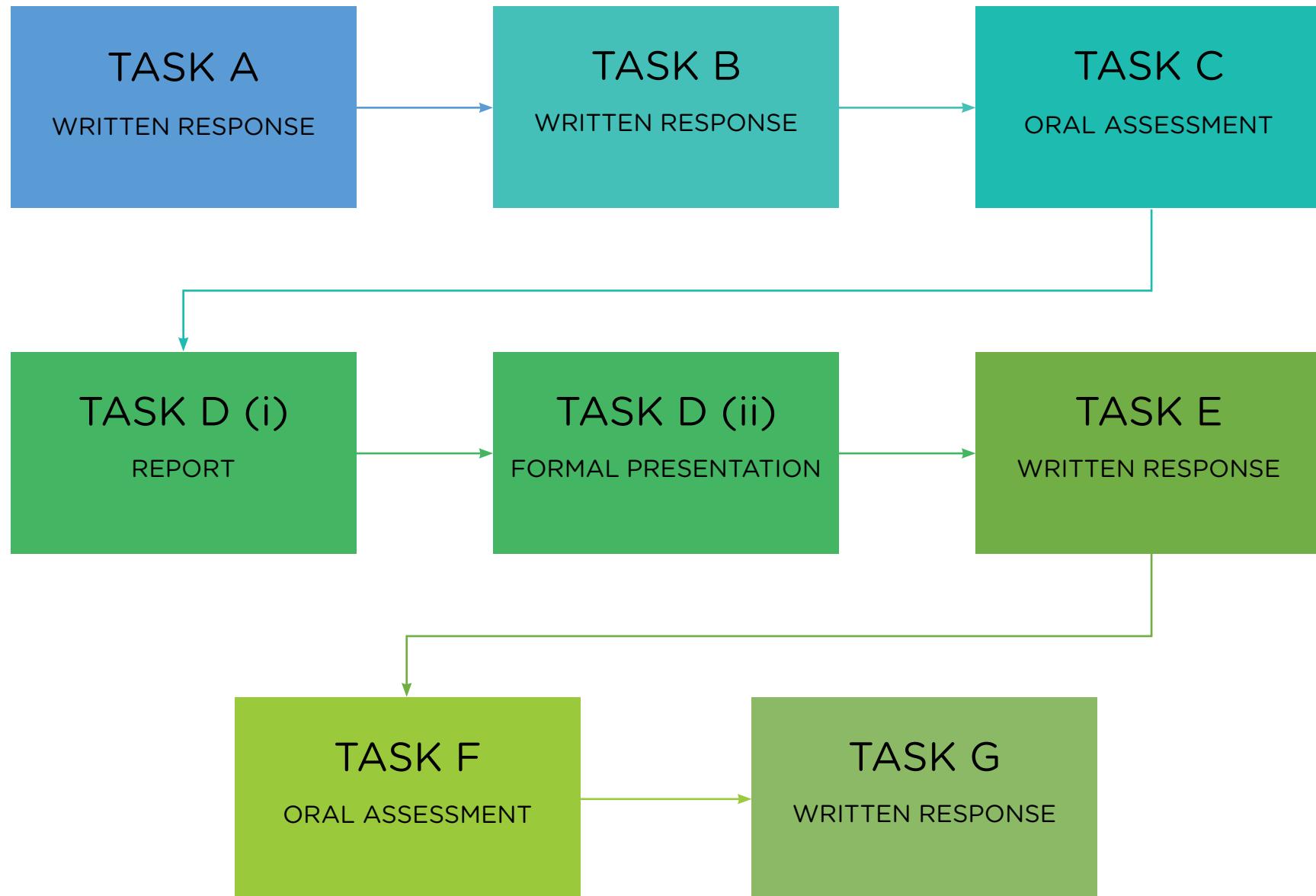
If you do refer to any current or past experiences that relate to work with individuals or others, you must ensure that any references to the identity of these individuals or organisations/settings are kept fully anonymised within all your assessment tasks. This should include taking care not to use specific references or information that may, by default, identify an organisation/setting, individual supported or other individual.

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved.

Support and feedback

Tutors/internal assessors may guide you on the evidence that needs to be produced by supporting access to the tasks. You should be sure that you understand what you need to do and by when, and that you need to add explanations showing understanding during your written work. Your tutor/internal assessor should not lead or tell you what to do in a way that prevents you from being able to show your own independent decision-making and application of your knowledge and understanding.

Summary of assessment for Level 4 Leadership and Management in Health and Social Care qualification



What is an oral assessment?

You will complete two oral assessments with your internal assessor. On both occasions, your assessor will provide you with a scenario that you will need to read and review. You will then need to draft your responses to various questions and give your answers verbally to your assessor.

During the oral assessment

Your assessor will make notes to capture your responses. The discussion should feel as natural as possible, utilising open questions to allow you to dominate the conversation. It is expected that the assessor will use a number of techniques to ensure the assessment remains focused and effective. These may include:

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

Timings

Following release of the task, you have up to **60 minutes** of preparation time to respond to the scenario and draft your responses to the questions.

You will then have up to **30 minutes** with your assessor to discuss your responses verbally.

Retention of evidence

It is permitted for the assessor to digitally record the discussion to support the assessment process, e.g. to use as a post-review tool, or to support the capturing of notes that may be difficult to fully take during the discussion. If the assessor plans to record the discussion digitally, this must be discussed and agreed with you prior to the discussion starting.

What is task D and why does it have two parts?

Task D (i) requires you to **write a report** that outlines a change to practice. You will use this report as the basis for Task D (ii), during which you are required to deliver a **formal presentation of your report** to your external assessor, outlining its content and the rational for your proposed change to practice. Following this, you should be prepared to have a **discussion with the external assessor on your report and presentation**.

During the presentation and discussion

During the presentation, the external assessor will capture evidence. It is recommended they also record the presentation and discussion and will gain permission from you before doing so.

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

These may include:

- using follow up questions where necessary to probe for more information or to clarify points, questions such as:
 - ‘How did you know that?’
 - ‘What method did you use to arrive at that conclusion?’
 - ‘Why did you select that approach?’
- providing summaries of points covered to ensure they have understood and recorded your evidence accurately.

Upon completion of the discussion, the external assessor should share the notes that they have taken from the assessment with you, talking through what they have observed. Both you and the external assessor should sign the external assessment recording form to confirm the accuracy of the evidence collected. This step is not for providing formal feedback or a grading outcome.

Timings

Your presentation will last for approximately **15** minutes.

Following the presentation, the external assessor will hold a **5-10** minute discussion with you.

Supporting the assessment process

Resources

For the assessment tasks that require written responses, you are expected to have access to IT equipment and the internet, as appropriate for completion of the tasks. You are expected to produce typed responses for your written work.

- Evidence must have a header on each page containing your name and signature/e-signature, together with the date the evidence was produced.
- Each piece of evidence must be referenced to the task it is being submitted against either on an evidence reference form or within the header.
- Each piece of evidence must be presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.
- Where relevant, you are permitted to use and make reference to external resources throughout the assessment tasks. However, you must clearly detail and reference any external sources that you have referred to or used as part of your responses. The '**What must be produced for assessment**' section of each task clearly states where a reference list must be provided, if you have used any external resources as part of your task response.

For Task D (ii), the centre is responsible for providing an appropriate environment and facilities that will allow you to deliver a boardroom style or PowerPoint presentation.

(A boardroom style format is described as a situation where the assessor would be sat at a table whilst you present from the front of the room, next to display equipment.)



Support and feedback

- Tutors/internal assessors may guide you on the evidence that needs to be produced by supporting access to the tasks.
- The tutor/assessor should be sure that you understand what you need to do and by when, and that you need to add explanations showing understanding during your written work.
- They should, however, ensure that you are **not led or told what to do in a way that prevents you from being able to show your own independent decision-making and application of your knowledge and understanding.**

Step 4 – Completion

- Assessment grades submitted to City & Guilds

- Confirmation of decision

*You are informed of the assessment outcome.
If the assessment has not been achieved, the reasons for this outcome are outlined – and feedback given on what needs to be done next.*

Awarding of the qualification

The qualification will be assessed by a series of externally set tasks.

Section 1 (Tasks A – C) will be assessed internally. A pass grade will be awarded for the unit on successful completion of all tasks.

Section 2 (Task D) will be assessed by an external assessor. A pass grade will be awarded for the unit on successful completion of all tasks.

Section 3 (Tasks E – G) will be assessed internally. A pass grade will be awarded for the unit on successful completion of all tasks.

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved.

Resubmission

If you fail to meet the criteria required to achieve a pass in any assessment task, you are permitted to retake the task. Where you are required to retake the task, your assessor will provide you with feedback which may direct you to remedial activity to support the development of any deficits in your knowledge and understanding. Guidance should also be given to you on how your re-attempt should differ from your original response.

In most cases, you will be asked to look at the task from a different perspective, either referring to a different scenario or example, in order to show your developed knowledge and understanding. For externally assessed tasks, high-level feedback will be provided by the external assessor to your tutor/internal assessor that should be used to support any additional activity required to assist the development of your learning prior to retaking the task(s).

How do I get my certificate?

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved. Once all of the tasks have been completed to meet the requirements of the qualification, the Awarding Body will perform a number of their own checks to ensure quality. Your evidence will be internally verified by an Internal Quality Assurer (IQA), identified by your school, college or work-based provider, and will be available for external verification by an External Quality Assurer (EQA) allocated by the Awarding Body. If everyone agrees with your assessors' decision, then your certificate will be issued.



What support is available to me?

You may be able to apply for extra support during your period of study and assessment. You will need to meet certain criteria and the process can take some time to organise, so make sure you speak with your tutor/teacher/trainer or assessor as soon as you can so that they can make arrangements. Not every application for additional support is successful and you may be asked for specific evidence to help make the right decision.

REMEMBER – Before taking an assessment it is important to be confident that you are ready and your tutor/teacher/assessor will help you to recognise when you have reached this point. Through the learning period you should have opportunities to practice working with individuals within the health and social care sector. Check out the learning resources on the following websites:

Health and Care Learning Wales:

<https://www.healthandcarelearning.wales/resources/>

Social Care Wales:

<https://socialcare.wales/resources-guidance>

<https://socialcare.wales/resources>

<https://socialcare.wales/hub/home>



How can I prepare for my assessments?

You should start preparing for your assessments as soon as you start your qualification. The sooner you start a good studying routine, the less stressful you will find it. Successful studying requires good organisational and time management skills, but you also need to be realistic. If you are working as well as attending school or college, or you are completing a work-based programme such as an apprenticeship, you will need to plan in study time. Be proud that you are studying and let your friends and family know that you will need and expect their support.

Some people find it easier and more effective to study first thing in the morning, others prefer later in the day, but regardless of the time of day, studying is much easier and more successful if you have a quiet and comfortable space that is bright and airy, and includes somewhere to write and read.

There are lots of resources available on the following websites, which will help you to study:

SOCIAL CARE WALES RESOURCES

www.socialcare.wales/resources/documents

DIGITAL LEARNING RESOURCES

www.healthandcarelearning.wales/resources

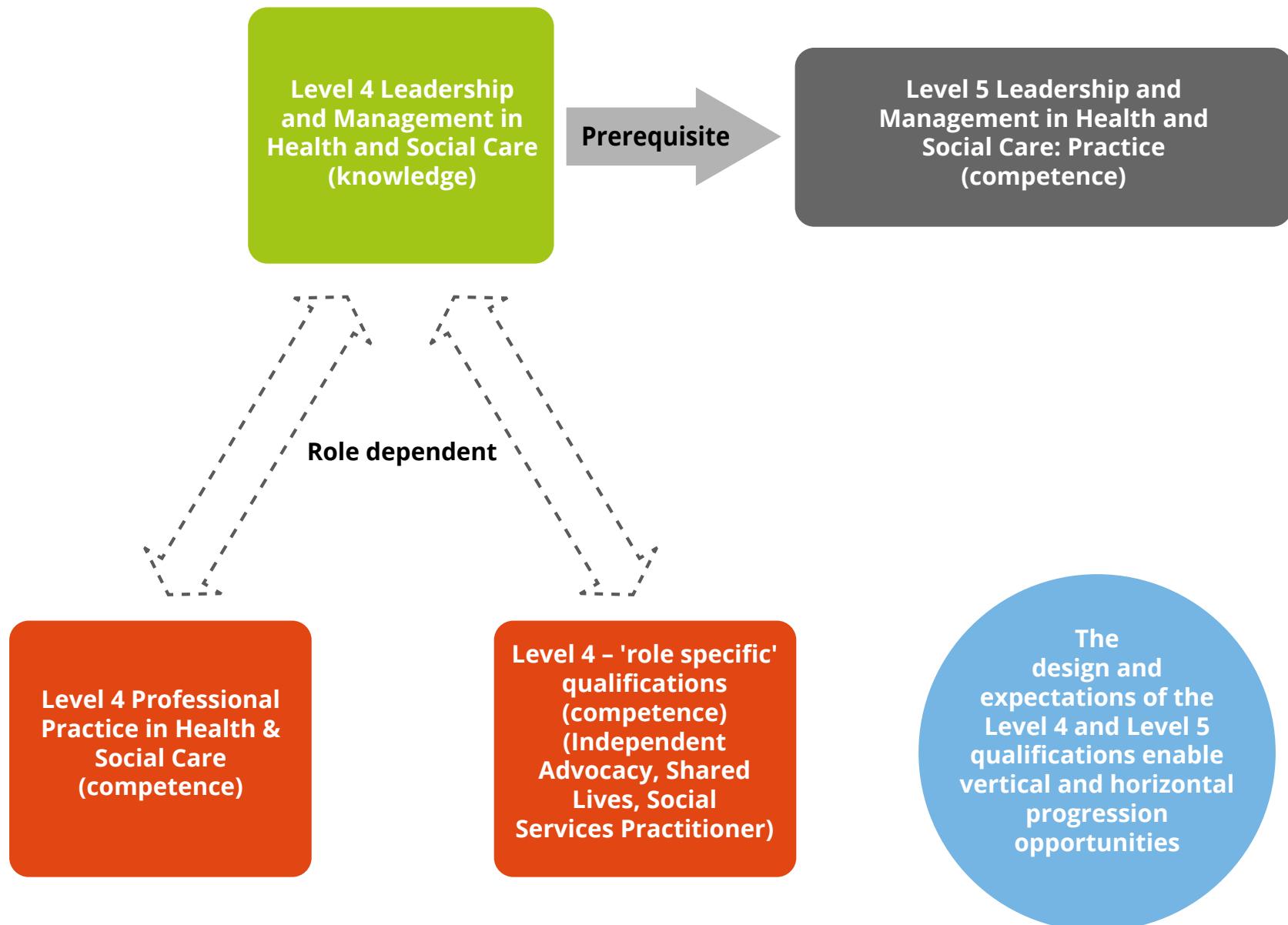
www.socialcare.wales/hub/home

There are many tools and props that can help you to study.

- Writing with colourful pens can help you to spot key words or phrases when you are revising.
- Summarising your notes can help you to organise your learning and reduce repetition.
- Working with others in small groups – sharing knowledge and understanding and testing each other is really worthwhile.
- Taking regular breaks – fresh air and exercise can give you an energy boost and help to keep your mind focused.
- Having a break from social media – put your phone on silent or better yet turn it off.

REMEMBER that you cannot study well if you are tired, too stressed or in a rush. Planning and determination is the key!

Progression – what could the qualification lead to?



Progression in Employment

Once in work, there may be further opportunities to progress to Level 4 roles or, once you gain more experience and confidence, to develop your leadership and management potential. The **Level 5 Leadership and Management of Health and Social Care** qualification is designed to build on the knowledge, understanding and skills you will have developed at Level 4. These will help you to progress in your career and have been designed to support the development knowledge, understanding and skills needed to *lead and manage services*.

In order to progress to the **Level 5 Leadership and Management of Health and Social Care** qualification, which is required to manage services in some parts of the health and social care sector, you must first have completed the **Level 4 Leadership and Management of Health and Social Care** (available September 2020).

Level 5 Leadership and Management of Health and Social Care: Practice (available September 2020)

This qualification will build on what you learnt at Level 4 and provides the opportunity for your knowledge, understanding and skills to be assessed. In order to successfully complete the qualification, you must be working at Level 5 and able to show that you have become a competent leader and manager. In some parts of the health and social care sector, it is a requirement to hold a recognised Level 5 qualification.

The Level 5 Leadership and Management of Health and Social Care: Practice is a recognised qualification.

If you are not able to secure a position at Level 5, the new suite of qualifications will enable you to continue your development (known as horizontal progression) at Level 4. The suite includes a **group of additional** Level 4 qualifications including:

- **Level 4 Leadership and Management in Health and Social Care**
- **Level 4 Professional Practice in Health and Social Care**
- **Level 4 Independent Advocacy**
- **Level 4 Adult Placement/Shared Lives**
- **Level 4 Social Services Practitioner.**

Visit the Health and Care Learning Wales website for further information: <https://www.healthandcarelearning.wales/qualifications/>

Progression across the wider sector

The **Level 4 Leadership and Management in Health and Social Care** qualification is part of a larger suite of qualifications that have been designed to enable progression in the wider health and social care sector, to other roles in the children and early years sector and to further study or professional training.

Once you have completed the **Level 4 Leadership and Management in Health and Social Care** qualification, you may decide that you would like to work in childcare, or to continue studying. The following qualifications will help you to develop the knowledge, understanding and skills needed to work in other parts of the wider sector and, whilst not essential, may assist with progression to further or higher study.

- Level 3 Certificate and Diploma in Health and Social Care: Principles and Contexts (Adults, Children & Young People)
- Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare
- Level 3 Health and Social Care: Practice (Children and Young People)
- Level 3 Children's Care, Play, Learning and Development: Practice and Theory*
- Level 3 Children's Care, Play, Learning and Development: Practice*
- Level 4 Leadership and Management in Children's Care, Play, Learning and Development
- Level 4 Professional Practice in Children's Care, Play, Learning and Development
- Level 5 Leadership and Management in Children's Care, Play, Learning and Development.

Will employers outside of Wales recognise my qualification?

The content of this qualification represents the fundamental Level 4 knowledge and understanding essential for working in a leadership and management role within health and social care. It is expected that learners will complete this qualification prior to the:

- Level 5 Leadership and Management of Health and Social Care: Practice.

All of the new qualifications within the suite are linked to key aspects of the National Occupational Standards for Health and Social Care, which are recognised by workforce regulators and sector organisations in England, Scotland and Northern Ireland as representative of the knowledge, understanding and skills needed to work within health and social care across the UK.

Funding

All of the qualifications referred to in this document are fundable in Wales, including Apprenticeships. Speak with your school, college or work-based provider about funding opportunities that may suit your needs.

How do I like to learn – What is my ‘preferred’ learning style?

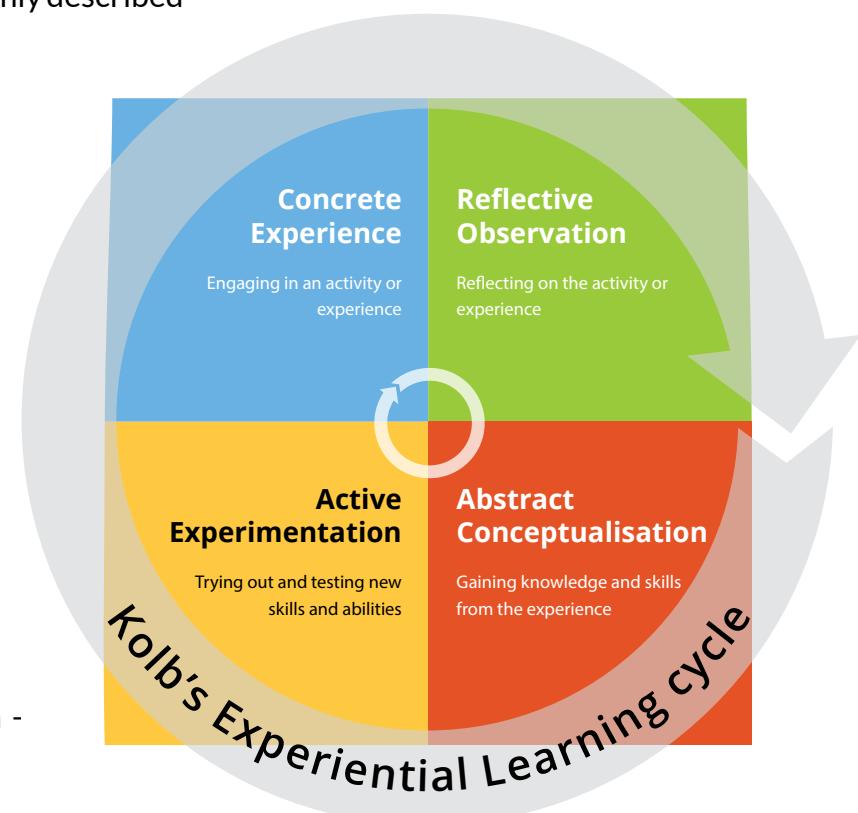
Learning is a very individual process, and so it is important that you focus on how you can learn, process information effectively and how this can support your success and progression. It is important that you learn effectively so that you can recall your new knowledge easily when needed. This is not only about performing well in your assessments – it is equally important that you can recall your knowledge when you are working directly with children and others. This qualification will enable you to develop and demonstrate your knowledge, understanding, behaviours, skills and practice within a health and social care setting.

Research suggests that most people have a preferred way of learning, which can be roughly described in one or two of the following:

1. Doing
2. Thinking
3. Feeling
4. Watching

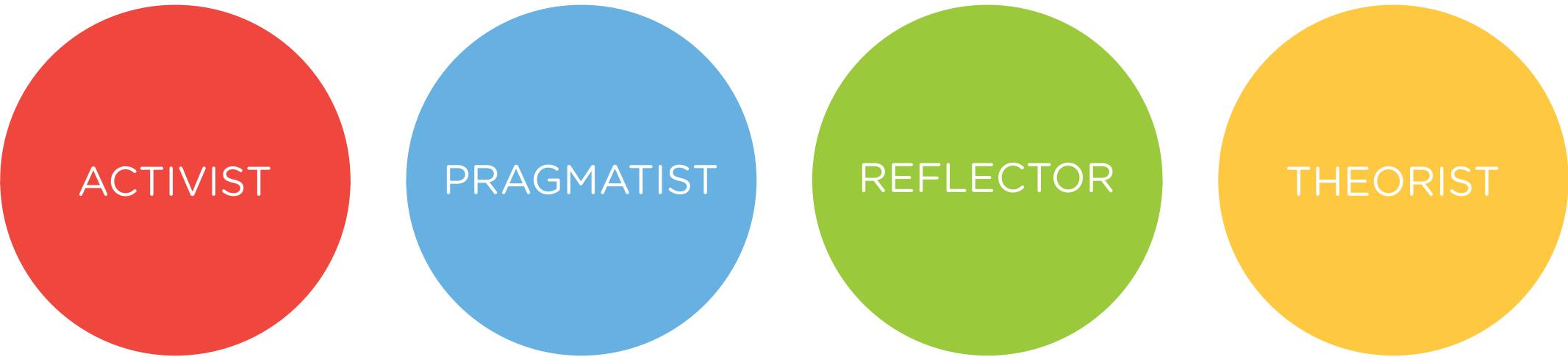
Over the years, quite a few models or theories have been developed to try to help us to recognise how we learn and what kinds of things different individuals may need to make learning easier and more successful. Two of the most popular, or commonly used, models are Kolb’s (1984) experiential learning theory and Honey & Mumford’s (1983) theory on learning styles.

Kolb’s model suggests that effective learning happens in a cycle, that ‘experiences’ are central to the process and that most people learn using a one or two types of action - feeling, thinking, watching, doing.



Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

Honey & Mumford built on Kolb's theory, suggesting that there are four types of learning styles and that an individual's approach to learning will be heavily influenced by only one or two of these.



ACTIVIST

PRAGMATIST

REFLECTOR

THEORIST

When the topic of 'preferred' learning styles was first introduced as a way to support effective learning, many believed that individuals only learned in a particular way and that this was relatively unchanging. Modern thinking about a 'preferred' learning style recognises that how you approach learning should not be thought of as something that is unchanging. Thinking about how you prefer to learn is a useful tool to help you to consider how you respond differently to information depending on things like how you are feeling, your motivation and confidence, the type of environment you are in, etc.

If you think about the last time you had to learn something, you may see that your preferred approach fits into one, or perhaps two, of the following categories:

LEARNING STYLE	THIS MAY BE YOUR PREFERRED LEARNING STYLE IF:	YOU ARE:	TYPES OF LEARNING METHODS THAT APPEAL
ACTIVIST	you may like to learn by doing	enthusiastic; tend to act first, consider later; are in the here and now	brain-storming, practical experimentation, role plays, group discussion and problem-solving.
PRAGMATIST	you like to know how things work or may work in the real world	tend to stand back; consider all angles; tendency to be over cautious	case studies and time to think about the practical applications of what you are learning
REFLECTOR	you like to think about what you're learning	like to try things out; will act quickly and confidently; can be impatient; effective problem solvers	spending time reading around a subject, and watching others try things out
THEORIST	you like to understand how the new learning fits into your 'working model' or 'framework' and into previous theories	are good at adapting; like to analyse to think deeply about things; are logical thinkers	models and theories, with plenty of background information

If you think about some other learning experiences that you have had, you may notice that you used a different approach because, for example, (1) you had access to different resources, (2) you were feeling confident, (3) you were able to take your time. This is because the environment, how you are feeling emotionally and your past experiences of learning can all impact how you may approach learning today.

Talk to your tutor/teacher/assessor/workplace mentor/employer about what makes learning easier for you and what, if any, concerns you may have about starting a new qualification or programme of study. Your tutor/teacher/assessor/workplace mentor/employer may also be able to support you to access additional support and advice, including how to recognise and better understand what different approaches to learning work best for you.