City & Guilds Level 2 Adult Social Care Certificate

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Portfolio pack – Guidance and recording forms

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1 Assessment overview

The **City & Guilds Level 2 Adult Social Care Certificate** will be assessed through a portfolio of evidence. The portfolio will be internally assessed, and subject to external quality assurance.

2 Portfolio evidence (Assessor guidance)

Overview

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to fully demonstrate the learning outcomes and assessment criteria for each unit within the qualification.

The evidence provided must be valid and attributable to the candidate, the portfolio of evidence must contain a declaration of authenticity completed by both candidate and assessor to attest to this (see Section 5).

Conditions for the portfolio

Due to the nature of this qualification, the majority of evidence is expected to be gathered through naturally occurring evidence in the workplace.

Due to the nature of the unit content, evidence within the Portfolio **must** contain,

- Direct assessor observation of practice
- Assessor-led/professional discussion

Simulation is **not** permitted for any of the units within this qualification.

Note that it may be helpful to consider a timetable of evidence generation for the course of the qualification – taking into account the delivery of the units and allowing for holistic evidence generation across units where possible.

Candidates are encouraged to collate the evidence for their individual portfolio. This motivates and engages the candidate to be active in their own learning journey – understanding what needs to happen and seeing the progress made.

Skills for Care and Development Assessment Principles

The qualification must be assessed in line with the Skills for Care and Development Assessment Principles including the Additional Assessment Principles guidance which are published on the Skills for Care website: Awarding organisations (skillsforcare.org.uk).

These principles underpin our assessment approach and should be used to inform decisions on the use of Witness Testimony, Expert Witness Testimony, diverse evidence and digital tools.

Initial assessment

Centres must carry out a robust initial assessment to ensure that the candidate has the opportunity to provide evidence against all the requirements of the qualification.

Use of Direct Assessor Observation of Practice

The primary form of evidence for skills-based learning outcomes within this qualification should be direct assessor observation of practice. This reflects that this is a competency based qualification and must be assessed in line with the Skills for Care and Development Assessment Principles, including the Additional Assessment Principles guidance which are published on the Skills for Care website: Awarding organisations (skillsforcare.org.uk).

There is **no** stipulation on a minimum number of direct observations that must be undertaken as part of this qualification. However, the expectation is that assessment decisions for the majority of skills-based learning outcomes must be made during the candidate's normal work activity by an occupationally qualified, competent and knowledgeable assessor.
Evidence should be naturally occurring and so minimise the impact on individuals who use care and support, their families and carers.

It is acknowledged there may still be situations where learners may **not** have the opportunity to demonstrate through direct observation some skills-based criteria. In this situation, other sufficient appropriate evidence to show that the learner would be able to do this is permissible, for instance, the use of assessor-led/professional discussion, or Expert Witness Testimony. Where such evidence is used, it must be planned and subject to quality assurance. Justification for this must be standardised and documented by the centre delivering the qualification.

Use of assessor-led/professional discussion

Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment, but the final assessment decision must show application of knowledge within the real work environment.

The assessment of knowledge-based learning outcomes must include assessor-led/professional discussion. There is **no** stipulation on a minimum number of assessor-led/professional discussions that must happen – centres may choose to use a number of smaller discussion (potentially more focused on single units) or may choose to use a holistic discussion (covering a wide range of units).

Expert Witness Testimony

The use of expert witnesses should be determined and agreed by the assessor.
An expert witness must:

- have a working knowledge of the units for which they are providing expert testimony
- be occupationally competent in the area for which they are providing expert testimony
- have **either** any qualification in assessment of workplace performance **or** a work role which involves evaluating the everyday practice of staff.

Where used, expert witness testimony must meet the requirements outlined within the Skills for Care and Development Assessment Principles. Noting, particularly that where used, the assessor remains responsible for supporting the expert witness through the process and making the final assessment decision.

Evidence selection

Centres should ensure that the evidence selected is sufficient – meeting the full requirements of the unit content (learning outcome/assessment criteria/range as appropriate) and meeting any evidence requirements that may be specified. When selecting appropriate evidence for the portfolio, the centre should consider where and how evidence may be generated or mapped holistically to cover multiple assessment criteria, learning outcomes or units.

The focus of the portfolio should be on generating evidence of sufficient quality, rather than any focus on quantity of evidence. A portfolio of evidence should contain sufficient evidence of the candidate meeting the requirements of the units, to the standard required – but does not need to contain multiple pieces of evidence that demonstrates or replicates the same competency standard or requirement. Evidence is therefore often best generated from towards the end of the period of study when the candidate is most able to demonstrate their knowledge and skills to the best of their ability.

Portfolio evidence will be sampled through external quality assurance, so it is important that the evidence is sufficiently clear to an external quality assurer as to how the evidence meets the standard of the qualification content. This means that portfolio evidence should be supported (where necessary) with appropriate assessor commentary or evidence of how the standard has been met – for example, through the detailed and qualitative notes taken during a practical observation that identify how the standard was observed or through the capture of additional evidence that demonstrate the required standard.

Guidance on typical evidence

Each unit provides guidance on the typical and recommended evidence that is considered best able to demonstrate the requirements of the unit content (see the **Assessment guidance** section under each unit). This recommended guidance and evidence intends to promote the most effective, valid and efficient ways to evidence the unit content. It also helps to support the standardisation of evidence across large cohorts of candidates. However, the evidence and guidance highlighted is a recommendation only – where needed (for example, where the recommended guidance cannot be met based on access arrangements or to support the local environment/context), then alternative types of evidence can be provided, assuming that they validly evidence the unit content.

Minimum evidence requirements

Where minimum evidence requirements have been outlined within the unit, these outline the minimum expectation of how criteria should be demonstrated within the Portfolio of evidence (for example, a criteria may need to be evidenced on a minimum of two occasions).

Note, in relation to access arrangements - approval is required before a scribe can be used to support any assessment evidence for the portfolio, however, there may be alternatives to access arrangements that can be used. If a candidate has difficulty writing, the centre should investigate different forms of evidence that can be used, for example video evidence or a professional discussion may be used as evidence in the portfolio.

Types of evidence

The following types of evidence may be considered for compiling portfolio evidence. Within each unit and learning outcome, recommended evidence types are provided to support candidates/providers identify the most appropriate evidence for the unit/learning outcome. **Note**, these recommendations are not mandated and other types from the list below may be used where they provide appropriate evidence against the learning outcome/ assessment criteria being evidenced.

Practical Observations: The primary source of evidence for skills-based learning outcomes within this qualification is observation of practice. Assessors must ensure the safeguarding of individuals and candidates remains paramount, and confidentiality and data protection are always followed. An observation record form is provided (Appendix 1).

Professional Discussion: This should be in the form of a structured assessor-led review of the candidate's practice with the outcomes captured by means of audio/digital recording or a written summary. These are particularly useful to provide evidence that the candidate knows and understands principles which support practice, policies, procedures and legislation, and that the candidate can critically evaluate their application. Professional discussion is highly recommended for assessing knowledge-focused units within this qualification (for example, units 228, 230 and 234).

Expert Witness Testimony: Expert witnesses may observe candidate practice and provide testimony for competence-based units in situations where an assessor is unable to observe practice in person. Where used, expert witness testimony must meet the requirements outlined within the Skills for Care and Development Assessment Principles. A recording form has been provided to support the use of expert witness testimony if used (Appendix 2).

Work Products: These are non-confidential records made, or contributed to by the candidate, eg incident records, simulated care or support plans and reports. They can be any relevant products of candidate's own work, or to which they have made a significant contribution, which demonstrate use and application within a specific area of work.

Confidential Records: These may be used as evidence but **must not be placed in the candidate's portfolio**. They must remain in their usual location and be referred to in the assessor records in the candidate's portfolio eg copies of risk assessments the candidate has contributed to. Video or audio recording should not be used where this compromises the privacy, dignity or confidentiality of any individual or family using services.

Questioning: Questions may be oral or written. In each case the question and the candidate's answer will need to be recorded eg what are your workplace procedures for dealing with risks which you are not able to handle yourself? Questions are asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and

understanding from observing a candidate's practice. They may ask questions to confirm understanding and/or cover any outstanding areas.

Original Certificates: Certificates of training and records of attendance must be authentic, current and valid. The candidate's assessor will also want to check the content of such training so that this can be matched to the standards and check that the candidate has retained and can apply learning to practice eg CPR/AED. It is advised that copies of certificates be used, and centres should authenticate the originals. Certificates can be used as supporting evidence but will not be taken as a replacement for evidence derived by the assessor.

Projects/Assignments: These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of the candidate's qualification and occasionally because an event happens rarely or may be difficult to observe. Evidence from previous training courses and/or learning programmes which they have completed, and which demonstrate their professional development, may also be used following the agreed Recognition of Prior Learning process.

Reflective Accounts: describe candidates' actions in particular situations and/or to reflect on the reasons for practising in the ways selected. The candidate may be able to use a reflective account to provide some of the performance evidence for a unit eg an account of an occasion when you reported on a high-risk hazard. Reflective accounts also provide evidence that candidates are able to evaluate their knowledge and practice across the activities embedded in this qualification.

Case Studies: must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding. NB Confidential records must **not** be included in candidates' portfolios but must be referred to in the assessment records.

Development and submission of evidence

Candidates are permitted to rework any evidence or develop additional evidence at any part of the development of the Portfolio prior to its submission for assessment. The assessor can support the candidate during the assessment period to understand the requirements of the Portfolio or of any activity/task set to support evidence collation, but should not provide any direct feedback on the quality of work that has been produced.

Following submission and review of the Portfolio, the candidate should be advised of any assessment criteria that have not been met. Feedback to the candidate should focus on confirming where any assessment criteria have not been met. The centre should not provide the candidate with any feedback on the quality of the work produced or suggest any remedial actions.

The candidate is able to rework any evidence or provide additional evidence to meet any assessment criteria that have not been met as part of the initial submission.

Authenticity of evidence

The evidence provided must be valid and attributable to the candidate, the portfolio of evidence must contain a declaration of authenticity completed by both candidate and assessor to attest to this (see Section 5). Centres and candidates should be aware of City & Guilds guidance on both plagiarism and the use of Artificial intelligence as indicated here.

Plagiarism

Plagiarism is the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidates own. Plagiarism is not allowed in this assessment. This is an assessment of a candidate's abilities, so the work submitted must be their own and carried out under the conditions stated. The candidate will be asked to sign a declaration to confirm that the work of the candidate is authentically their own.

Use of Artificial Intelligence (AI)

Candidates should be reminded that the purpose of evidence generated for the portfolio is to reflect their own abilities at responding to and generating evidence against the assessment criteria. AI misuse constitutes malpractice which may result in malpractice sanctions for the candidate involved. Centres should ensure candidates are aware of the guidance on the use/misuse of AI.

- **What is permitted**

  AI may be used by a candidate as a source where use of the Internet is allowed for a research task or where production of evidence is allowed outside of controlled/supervised conditions. The candidate must be able to demonstrate that the work is their own. Where candidates use AI, they must acknowledge its use and show clearly how they have used it. How candidates have decided to use it could impact on the overall grade they are allocated.

- **What is not permitted**

  AI misuse is where a candidate uses an AI tool in an assessment or fails to appropriately reference it in an assessment where internet use is permitted. Examples include the following:

  - Copying sections of AI-generated content so that the work is no longer the candidate's own will be treated as plagiarism.
  - Copying whole responses of AI-generated content will be treated as plagiarism.
  - Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.
  - Failing to reference use of AI tools when they have been used as a source of information.
  - Incomplete or poor referencing of AI tools.
  - Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures (**https://www.jcq.org.uk/exams-office/malpractice/**).

We encourage providers to read and reference this guidance. The malpractice sanctions available for the offences of ‘making a false declaration of authenticity’ and ‘plagiarism’ include disqualification.

Furthermore, providers should be aware of City & Guilds **Position statement on AI**.

3 Recording evidence

Candidates and centres may decide to use a paper-based or electronic method to record evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at **www.cityandguilds.com/eportfolios**.

City & Guilds has developed a set of **evidence matrices** to support centres to capture the required level of evidence.

- As a minimum, City & Guilds will require completion of the **High-level evidence matrix** (see Section 4) this should detail:
  - clearly how each unit has been evidenced within the portfolio of evidence
  - that the evidence has been checked and confirmed as meeting the standard by an assessor
  - that the portfolio has undergone appropriate internal quality assurance within the centre.

This high-level evidence matrix should be retained within the centre and made available with the portfolio evidence as requested as part of City & Guilds external quality assurance sampling.

Although new centres are expected to use these forms as they are, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4 High-level evidence matrix

This evidence matrix should record how each unit has been evidenced within the portfolio of evidence. Note, the same evidence may be referenced to multiple units where a holistic approach to assessment has been taken – however, each piece of evidence should clearly show the units/learning outcomes/assessment criteria that it has been mapped to, and how the standard has been demonstrated.

Qualification									
Candidate name					**Candidate number**				
	Provider evidence							**External use only**	
Unit	**Actual evidence type(s)**	**Actual evidence reference(s)**	**Learning outcomes/Assessment criteria mapped**	**Assessor review date**	**Assessor comments**	**IQA review date**	**IQA comments**	**EQA sampling date**	**EQA comments**
220									
221									
222									
223									
224									
225									
226									
227									

228									
229									
230									
231									
232									
233									
234									

Assessor name, date and signature			
IQA name, date and signature			
EQA name, date and signature			

5 Declaration of authenticity

Candidate name	Candidate number
Centre name	Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature	Date

Assessor

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Assessor signature	Date

Note:

Where the candidate and/or assessor is unable to or does not confirm authenticity through signing this declaration form, the work will not be accepted. If any question of authenticity arises, the assessor may be contacted for justification of authentication.

Appendix 1 Assessor observation record form

Unit(s) Learning outcome(s)	Qualification number
Candidate name	**Candidate number**
Centre name	**Evidence Number**

Complete the tables below referring to the relevant assessment criteria within the unit(s), found in the qualification handbook.

Assessor observation	Notes – *capture notes which identify how the evidence meets the requirements of the assessment criteria. Also capture any other information relevant to the assessment of the unit(s) eg any support/feedback/warnings provided.*

Assessor signature	Date

Appendix 2 Expert Witness Testimony (EWT) Form

Name of Expert Witness			
Job role/Title			
Relationship to learner			
Name of learner		**Enrolment number**	
Testimony completed by			

At the discretion of the Assessor/Trainer:

- The number of practice examples could be specified and over a specific period of time if/where required

Qualification title	Level 2 Adult Social Care Certificate	**Qualification number**	
Unit title		**Unit number**	
Assessment Criteria	**Testimony:** to include examples of learner practice to demonstrate consistency		
Expert Witness signature		**Date**	DD/MM/YY
Candidate signature		**Date**	DD/MM/YY

I agree as the Expert Witness that the above statement, written by the named candidate, is a true reflection of the events in respect of their practice.

Further comments by the Expert Witness:

Expert Witness signature		**Date**	DD/MM/YY
IQA signature (if sampled)		**Date**	DD/MM/YY

Appendix 3 Witness Testimony Form

Name of Witness			
Job role/Title			
Relationship to learner			
Name of learner		**Enrolment number**	
Testimony completed by			

At the discretion of the Assessor/Trainer:

- The number of practice examples could be specified and over a specific period of time if/where required

Qualification title	Level 2 Adult Social Care Certificate	**Qualification number**	
Unit title		**Unit number**	
Assessment Criteria	**Testimony:** to include examples of learner practice to demonstrate consistency		
Witness signature		**Date**	DD/MM/YY
Candidate signature		**Date**	DD/MM/YY

I agree as the Witness that the above statement, written by the named candidate, is a true reflection of the events in respect of their practice.
Further comments by the Witness

Witness signature		**Date**	DD/MM/YY
IQA signature (if sampled)		**Date**	DD/MM/YY

Appendix 3 Feedback form

Qualification title – Level 2 Adult Social Care Certificate

Candidate name		Enrolment number	
Assessor name		Date of submission	

Feedback (including any actions)	**Target date for completion of action(s)**

Candidate signature:		Date	
Confirmation of assessor signature		Date	
IQA signature (if sampled)		Date	

Appendix 4 Sources of general information

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

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