Assessor Guidance

Health and Social Care

To include Health, Health and Social Care and Children and Young People's Workforce (CYPW)

The purpose of this document is to provide a set of guiding principles by which the Health and Social Care/CYPW qualifications offered by City & Guilds are assessed.

While the majority of Health and Social Care/CYPW assessments will conform to the principles set out here, some qualifications may contain variations. In such cases, this will be clearly stated within the qualification's specific assessment documents.

If you have any questions about this guidance document, please contact your Qualification Consultant/External Verifier or Health and Social Care/CYPW National Portfolio Advisor.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in the *Centre Manual – Supporting Customer Excellence*, and 'Our Quality Assurance Requirements' which can be found on the centre support pages **www.cityandguilds.com/centredoclibrary**. This document also explains the tasks, activities and responsibilities of quality assurance staff.

Additional Conditions of Use (Assessment Materials)

City & Guilds Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of summative assessment.

The following conditions, which apply to City & Guilds Assessment Materials, are additional to **the Standard Copying Conditions** which can be found at **http://www.cityandguilds.com/142.html**; and (where the City & Guilds Assessment Materials are dated examinations), the JCQ Instructions for Conducting Examinations.

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The Approved Centre must:

- only use the City & Guilds Assessment Materials in formal, summative assessment leading to the award of unit credit / a qualification and **not** for **any** other purpose (including, but not restricted to, teaching, revision, as practice assessments or for commercial purposes);
- handle and store securely the City & Guilds Assessment Materials in accordance with the following conditions

    - City & Guilds Assessment Material must be accessible to candidates only during formal assessment as governed by the assessment conditions specified for the qualification;
    - Candidate portfolios may contain assessment results referenced to the assessment taken but should not contain the City & Guilds Assessment Materials (such as assessment tasks or questions or candidates' marked scripts if the tests may be reused (unless otherwise stated));
    - the Approved Centre must not make public **in any format** the contents of any City & Guilds Assessment Materials either in part or in full;
    - City & Guilds Assessment Materials must be securely handled and under no circumstances shared with third party organisations or individuals

- seek permission from City & Guilds via their /Qualification Consultant/External Verifier if they want to convert City & Guilds Assessment Material for storage, retrieval and delivery in electronic form (ie using some form of e-assessment or e-learning system)
- provide access, on request, to City & Guilds to the system(s) on which the Assessment Materials appear.

Assessments

Health and Social Care/CYPW qualifications are assessed in a number of ways to provide a clear indication of a candidate's knowledge and abilities. The types of assessments include:

- knowledge and understanding tasks
- internally marked questions
- research and report tasks/reflective accounts
- practical tasks
- work based tasks / evidence from the workplace

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are then marked and/or graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

Unless specified, assessments can be completed in any order. Centres will be expected to organise the assessments in a logical order according to the requirements of the candidates and the qualification.

Tutors/assessors should teach to the full breadth of the Learning Outcomes of the unit and not limit teaching to the assessment tasks. Candidates should only be assessed when it is evident that they are ready to undertake the assessments. Candidates should be aware of what they are to be assessed on and what is required of them in order to pass, or where the assessment is graded, to achieve a merit or distinction.

The assessments set for Health and Social Care/CYPW qualifications should be fully accessible by all eligible candidates. For example, if asked to produce a presentation, a candidate should only be required to present it to an audience where this itself is directly relevant to the learning outcomes of the unit. If a task is still thought to unfairly prevent access due to the type of evidence requested, advice should be sought from the Qualification Consultant/External Verifier on adapting the assessment. Note, however, that any changes to the assessments must be agreed with the Qualification Consultant/External Verifier prior to being made available to candidates. Any changes must still ensure the full coverage of the learning outcomes and assessment criteria and that the marking/ grading criteria can still be applied.

Knowledge and understanding tasks

In some cases, these can be completed away from the centre in the candidates' own time. This is only appropriate when:

- original thought on the part of the candidate is required, and marking criteria require demonstration of understanding, interpretation or evaluation of information. Here it can be expected that each candidate's evidence will be in their own words, and therefore identifiable as their own work, ie not straight recall of facts.
- where the tutor/assessor is confident that they will be able to accurately authenticate the candidates' evidence as their own, and detect any plagiarism.

Methods to support authentication of candidate work may include final write-ups to take place under controlled conditions.

For evidence produced outside controlled conditions tutor/assessors should:

- require candidates to sign a declaration that the work is their own
- require the candidates to reference all sources
- supplement (oral) questioning to gauge familiarity with the topic
- look out for any changes to the candidates usual writing style, unusual sources/examples or the use of US spellings or phrases that might indicate cutting and pasting from the internet
- require access to evidence of steps in the process eg drafts, notes, planning etc

For further information on authenticating candidate work, see: **www.ofqual.gov.uk/plagiarism-teachers**

Candidates may refer to their tutors/assessors for guidance on understanding the task/s.

A knowledge and understanding task should only be provided to the candidates once it is evident that they are ready to undertake the summative assessment. A realistic timeframe should be set for completion of the task. The submission schedule should be worked out by the centre, governed by the overall assessment plan for the qualification. The handing out of tasks and the deadlines for their return are matters for agreement between the tutor/assessor and the candidates locally. Candidates should be able to negotiate deadlines where they have a good reason for the request, but reliability and punctuality are watchwords of employment and centres will refer to their own centre policy when dealing with late submissions where no good reason is provided.

Submission of assessment work

All Health and Social Care/CYPW assessments are summative and for this reason candidates may not submit drafts of their written work in order to gain feedback. Completed, written work must be submitted at the end of the learning/assessment period when a candidate is deemed 'ready'.

The tasks candidates have been set for the qualification should not prevent access unfairly. If a task is thought to prevent unfair access due to the type of evidence required, advice should be sought from the Qualification Consultant/External Verifier on providing the evidence in a different format. For example if a task requires the candidate to provide information as a poster, then unless the design of the poster is being assessed, an alternative format such as an information sheet or report may be acceptable. Note however, that the requirements of the task must still be met in full and the marking/grading criteria applied without change.

Short answer questions

The questions should be taken under controlled conditions as closed-book tests, unless specified otherwise. These can be conducted in the normal learning environment with the tutor/assessor acting as the invigilator. Alternatively, tutors/assessors may prefer to ask candidates the questions orally and record candidates' responses; this is something which can be conducted in the candidate's own working environment. Unless specified, there is no time limit set by City & Guilds and centres should base their timings on the time it takes a prepared candidate to complete the questions comfortably.

The marking guide attempts to be comprehensive, however, where this is not possible the tutor/assessor should use their professional judgement.

Research and report tasks/ reflective accounts

Research and report activities within these assessments are not closed book tests and research may be completed away from the centre, in the candidates' own time and at their own pace. This also applies to reflection and preparation for a reflective account. However, it is expected that the production of the final evidence is completed in conditions that allow the centre to be confident of the authenticity of the work and within the time constraints set by the centre.

Candidates are required to submit evidence by using reports, information sheets, leaflets etc. This is only a guide, however, and candidates should not be penalised for providing evidence in another suitable form, eg a poster instead of an information sheet.

Practical tasks

These tasks will require candidates to demonstrate their practical skills. Most practical tasks will be assessed by observation of the candidate carrying out the tasks and/or an assessment of the final outcome/product. Details of how to mark and grade any practical observation are contained within each assignment.

Where artefacts are produced under un-supervised conditions, the tutor/assessor will need to take precautions to ensure the work is the candidate's own, (eg through questioning about techniques used etc)

and where design is part of the task, that the candidate can explain the development of their idea. These tasks should only be provided to the candidates once it is evident that they are ready to undertake the summative assessment.

The practical tasks set out in a number of assessments are required to assess candidates' practical skills. Where candidates are currently working/ volunteering in a Health and Social Care/CYPW setting, they should, where possible, be observed in that situation. Where this is not possible, observation should be undertaken within a simulated but realistic scenario (subject to the qualification assessment strategy requirements). In this context, the tutor/assessor should take the role of the candidate's supervisor where this is called for.

Work based tasks / evidence from the workplace

These tasks will require candidates to undertake a project/assignment or gather evidence within the context of their own organisation or working environment. Where this is not possible a candidate may agree with their tutor/assessor (subject to the qualification assessment strategy requirements) to undertake a simulated scenario which should be as realistic as possible.

The evidence can include a variety of forms (eg observation, products of a candidate's work, reflective accounts, professional discussion, case studies, expert witness testimonies, oral/written questions). Performance evidence is usually assessed by means of **observation**, either over time or on specified occasions.

Appraisal of a product of a candidate's work is suitable where there is sufficient evidence of process skill or the process is less significant than the product.

An **expert witness** is someone other than the tutor/assessor who could if asked regularly and systematically observe and report on candidate performance. They must however meet the requirements where appropriate to be an expert witness as outlined by the respective Sector Skills Council (SSC). An expert witness testimony should therefore contain appropriate evidence for assessment by the tutor/assessor. Supplementary questions and/or a professional discussion are used to support observation, appraisal of a product and expert witness testimonies to confirm a candidate understands the principles that support the practice and to authenticate practice that has not been observed by the tutor/assessor.
Testimony from non-expert witnesses is not sufficient as evidence for any whole task, but may provide supporting evidence where the opinion of a third party is relevant (eg customer satisfaction).

Further information on these forms of evidence can be found in the *Centre Manual – Supporting Customer Excellence*, which can be found on the centre support pages of **www.cityandguilds.com**.

When making judgements on the evidence the tutor/assessor must ensure all decision satisfy VACS – that the evidence is Valid, Authentic, Current and Sufficient. The tutor/assessor must be satisfied that the evidence is relevant to the assessment criteria being assessed (validity), that the evidence submitted/observed is genuinely the work of the candidate (authenticity), the evidence is sufficiently recent (currency) and there is enough evidence to give confidence that the full requirements of the assessment criteria have been met (sufficiency).

Introducing the assessments to candidates

Tutors/assessors should introduce each assessment, ensuring that the candidates fully understand the task(s) involved. Candidates should have an opportunity to familiarise themselves with the way the tasks are graded and know what is expected of them in order to achieve the requirements of the assessment(s).

It is important that candidates are not disadvantaged if they have poor literacy skills, as assessing these skills is not the purpose of these assessments.

Should tutors/assessors wish to prepare candidates in advance, they may devise their own formative assessments internally and provide feedback on these.

Opportunities to repeat tasks

City & Guilds tasks are summative assessments and, other than to gain a Pass, candidates may not retake tasks to improve grades. It is therefore essential that the tasks are not used for formative purposes and the candidates only attempt them when they are judged to be fully ready. It is at the centre's discretion whether to allow a candidate to repeat a task, unless otherwise specified in the assessment guidance. A candidate should not be allowed to repeat until it is evident that they are ready to undertake the task.

Candidates can reuse any research that they have previously carried out and supplement their evidence when repeating a task.

Feedback

A feedback sheet has been provided for each summative assessment. Although some feedback may be given verbally, this is often forgotten by the candidate after the assessment, and so, tutor/assessors should provide clear and concise written feedback on the sheet provided for each candidate. This will also serve as an action plan for candidates who are unsuccessful in a task and need to do further work before taking the task again.

Notes on using the grading criteria and marking schemes

Only the knowledge and skills required by the unit(s) may be considered for marking and grading. Any additional skills displayed but which are not required for the unit (eg high levels of presentation of materials, IT, communication etc) should not influence the marking or grading.

The tasks must be marked by the centre using the marking and grading criteria provided by City & Guilds. This must be held securely by centres and not made available to candidates. Tutors/assessors must use the marking and grading criteria provided for the assessments to award marks or grades, as appropriate.

Guidance for individual assessments

Individual assessments will, where necessary, contain their own guidance which provides additional, specific direction on how that assessment should be delivered. Tutors/assessors should refer to this in advance of conducting any assessments.