

Level
2

APPROVAL CRITERIA

Children's Care, Play, Learning and Development: Core

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This is a **Regulatory Document** under **Condition B7** of the *Standard Conditions of Recognition (March 2017)*¹: *Compliance with Regulatory Documents*.

¹ <http://qualificationswales.org/english/publications/standard-conditions-of-recognition/>

Introduction

This document sets out the approval criteria for the Level 2 Children's Care, Play, Learning and Development: Core qualification. These have been developed through stakeholder engagement, which included focus groups and online surveys. These approval criteria include the requirements that an awarding body must meet when developing the specification and assessment materials for the Level 2 Children's Care, Play, Learning and Development: Core qualification.

This qualification is designed to be delivered by a range of learning providers including work-based learning, further education and schools. This includes child health settings. This qualification is primarily for those working, or seeking to work, in regulated childcare settings with families and children under the age of 8 and NHS children's services for those working with families and children 0 – 19. The content reflects a range of different roles and ages. Those working in regulated childcare settings with children aged 8 – 12 years will also need to complete an additional play work qualification identified by Skills Active to meet regulatory requirements.

Where appropriate, this qualification should allow learners to develop transferable skills, including communication, literacy, digital competence and numeracy.

The approval criteria in this document will come into effect from March 2019 and have been designed in partnership with Social Care Wales and Health Education and Improvement Wales.

In March 2017, Qualifications Wales published a determination to restrict a new suite of qualifications in Health and Social Care and Childcare² for teaching on publicly-funded programmes of learning in Wales. This suite includes the Level 2 Children's Care, Play, Learning and Development: Core qualification.

All of the qualifications in the suite will be restricted to just one form per qualification for a period of five years from 1 September 2019. This means that only one awarding body may award each qualification. Following a fair and transparent procurement process that took place between January 2017 and August 2017, Qualifications Wales has contracted with a consortium of City & Guilds of London Institute and WJEC to jointly develop all of the qualifications in the suite.

Qualifications Wales will only approve a qualification that meets all of the requirements set out in this document together with those set out in the *Standard*

² <http://qualificationswales.org/media/2535/230517-determination-to-restrict-hsc-final-e.pdf>

Level 2 Children’s Care, Play, Learning and Development: Core

*Conditions of Recognition*³. In developing qualifications to meet these requirements awarding bodies must have regard to *Fair Access by Design*⁴. The commissioned awarding body must also meet all of the requirements set out in the *concession contract awarded* during the qualification development, approval, implementation and delivery stages.

The subject content of this qualification must relate to the *All Wales Induction Framework for Early Years and Childcare*⁵.

Where the requirements of the Subject Approval Criteria set out in this document differ from those prescribed in the *Standard Conditions of Recognition*, the requirements in this document will take precedence.

Qualification structure

1. The Level 2 Children’s Care, Play, Learning and Development: Core specification must offer learners the certification of a qualification of 300 Guided Learning Hours (GLH) and will need to be defined in terms of Total Qualification Time (TQT) and credit.
2. The title of the qualification on QiW must be:
 - 2.1. Level 2 Children’s Care, Play, Learning and Development: Core.
3. The design of Level 2 Children’s Care, Play, Learning and Development: Core must ensure that:
 - 3.1. the outcome attained reflects the knowledge and understanding demonstrated in the assessments;
 - 3.2. it is comparable to qualifications at the same level across the UK.

³ <http://qualificationswales.org/english/publications/standard-conditions-of-recognition/>

⁴ <http://gov.wales/docs/dcells/publications/150727-fair-access-by-design-en.pdf>

⁵ <https://socialcare.wales/learning-and-development/all-wales-induction-framework-for-health-and-social-care>

Subject aims and objectives

4. The Level 2 Children's Care, Play, Learning and Development: Core specification must enable learners to:
 - 4.1. develop their knowledge and understanding of the core principles and values which underpin Children's Care, Play, Learning and Development practice;
 - 4.2. develop their knowledge and understanding of ways of working in the Children's Care, Play, Learning and Development sectors;
 - 4.3. develop knowledge and understanding which informs effective practice within Children's Care, Play, Learning and Development;
 - 4.4. have the core knowledge and understanding to support progression on to further study or employment within Children's Care, Play, Learning and Development.

Subject content

5. The content of the Level 2 Children's Care, Play, Learning and Development: Core specification must reflect the subject aims and objectives.
6. The Level 2 Children's Care, Play, Learning and Development: Core specification must include the mandatory content specified in *The Level 2 Children's Care, Play Learning and Development: Core Content (Appendix A)*. This content will comprise 100% of the content of the qualification.

Assessment requirements

7. The assessment of the knowledge and understanding required in the specifications must enable learners to:
 - a) Demonstrate knowledge and understanding of Children's Care, Play, Learning and Development key concepts, values and issues.
 - b) Apply knowledge and understanding of Children's Care, Play, Learning and Development key concepts, values and issues in relevant contexts.

Scheme of assessment

8. All subject content must be covered in the assessments over the lifetime of the specification.
9. Level 2 Children's Care, Play, Learning and Development: Core will be assessed through internal and external assessment.
10. The specification must outline what content is to be covered through internal and/or external assessment. The size of each assessment element must be reasonably proportionate to the content being assessed.
11. The external assessment:
 - 11.1. will consist of a multiple-choice examination;
 - 11.2. will assess content from all units;
 - 11.3. will be supported by a test specification which specifies what content is to be covered over time and what content must be covered in every examination.
12. The internal assessment:
 - 12.1. will consist of 3 written tasks, each with a pre-released scenario;
 - 12.2. will assess content from units 2, 3 and 4 (1 task each), with content from unit 1 embedded across all tasks;
 - 12.3. will be taken under conditions outlined by the awarding body and externally quality assured on completion of all tasks;
 - 12.4. will not assess unit 5 content;
 - 12.5. will specify the type and amount of evidence to be collected for assessment purposes.
13. Question types across the assessments must provide learners with the opportunity to provide a mixture of short and extended responses.
14. Assessment mark schemes must indicate how the marks available for each assessment question or task relate to the learning outcomes.
15. Assessment opportunities for the Level 2 Children's Care, Play, Learning and Development: Core must be available on an on-demand basis.
16. The Level 2 Children's Care, Play, Learning and Development: Core specification does not have a maximum number of re-sit opportunities.

Outcomes

17. Learners who successfully complete all required assessments within *Level 2 Children's Care, Play, Learning and Development: Core* will be certificated.

Submitting qualifications for approval

18. When submitting a qualification to Qualifications Wales for approval, an awarding body must provide a specification document, sample assessment materials for each unit/component, and an explanatory document explaining the rationale for the key design features of the proposed qualification (rationale document).

Rationale requirements

19. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
20. The rationale document must include an explanation for:
- 20.1. the qualification structure, explaining the reasons for the way in which the content has been structured;
 - 20.2. approach to content coverage over time for internal and external assessments (including the external assessment test specification);
 - 20.3. the assessment structure, including the number, weighting, mark allocation and duration of assessment units/components;
 - 20.4. the design and application of mark schemes;
 - 20.5. how the external assessment will be delivered on an on-demand basis;
 - 20.6. how the conditions set for internal assessments lead to reliable outcomes, and are appropriate for all settings;
 - 20.7. how the requirement to include a Welsh perspective has been met and how the approach taken is appropriate to the subject;
 - 20.8. the processes utilised to set and maintain standards in the assessments;
 - 20.9. the design processes used to award the qualification, including a rationale for the proposed boundaries for each component and for the qualification overall.

Operational requirements

21. The specification must specify the knowledge and competence requirements for assessors, internal quality assurers and external quality assurers.
22. The qualification specification must include explicit details of operational requirements, including:
 - 22.1. entries;
 - 22.2. quality assurance;
 - 22.3. assessment processes.

Further information

Enquiries about this document should be directed to:

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Appendix A

Learning outcomes

Unit 1. Principles and values of children's care, play, learning and development (0-19 years of age)

- 1.1 Understand how legislation, national policies and guidance and frameworks support children's care, play, learning and development.
- 1.2 Understand how rights-based approaches relate to children's care, play, learning and development.
- 1.3 Understand how to promote equality, diversity and inclusion.
- 1.4 Understand how to use child-centred approaches.
- 1.5 Understand how positive risk-taking supports positive outcomes for children.
- 1.6 Understand well-being in the context of children's care, play, learning and development.
- 1.7 Understand how to develop positive relationships in the context of 'professional boundaries'.
- 1.8 Understand the importance of effective communication in children's care, play, learning and development.
- 1.9 Understand the importance of Welsh language and culture for children's care, play, learning and development.
- 1.10 Know how positive approaches are used to support positive behaviour of children.
- 1.11 Understand how change and transitions impact upon children
- 1.12 Understand how own beliefs, values and life experiences can affect attitude and behaviour towards children and their families.

Unit 2. Health well-being, learning and development

- 2.1 Understand factors that impact upon the health well-being, play, learning and development of children.
- 2.2 Know the value of arranging and using environments to support the health, well-being, play, learning and development of children.
- 2.3 Understand the role of play in supporting the health, well-being, learning and development of children.
- 2.4 Know how to support speech, language and communication development.
- 2.5 Know how to support the health, well-being and development of children with additional support needs.
- 2.6 Know how to support children with their physical care.
- 2.7 Understand the importance of nutrition and hydration for the health and well-being of children.
- 2.8 Understand the roles and responsibilities related to the administration of medication in early years and childcare settings.

Unit 3. Professional practice as an early years and childcare worker

- 3.1 Understand the role, responsibilities and accountabilities of an early years and childcare worker.
- 3.2 Know how to develop and maintain effective partnership working with others in early years, childcare, play and health and social care.
- 3.3 Know how effective team working supports good practice early years and childcare.
- 3.4 Know how to handle information in early years and childcare.
- 3.5 Understand the importance of upholding the profession of early years and childcare workers.
- 3.6 Know how continuing professional development contributes to professional practice.

Unit 4. Safeguarding children

- 4.1 Understand the purpose of legislation, national policies and codes of conduct and professional practice in relation to the safeguarding of children.
- 4.2 Understand how to work in ways that safeguard children from harm, abuse and neglect.
- 4.3 Understand the factors, situations and actions that could lead or contribute to harm, abuse or neglect
- 4.4 Understand how to respond, record and report concerns, disclosures or allegations related to safeguarding.

Unit 5. Health and safety in children's care, play, learning and development

- 5.1 Know how to meet legislative requirements for health and safety in the workplace.
- 5.2 Know how risk assessments are used to support health and safety in the workplace.
- 5.3 Know how to promote fire safety in work settings.
- 5.4 Know the key principles of moving and handling and, moving and positioning.
- 5.5 Know the main routes to infection and how to prevent the spread of infections in the workplace.
- 5.6 Know how to implement food safety measures.
- 5.7 Know how to store, use and dispose of hazardous substances safely.
- 5.8 Know how to maintain security in the work setting.
- 5.9 Know how to manage stress.