

Level
3

APPROVAL CRITERIA

Health and Social Care: Practice (Children and Young People)

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

Introduction

This document sets out the approval criteria for the Level 3 Health and Social Care: Practice (Children and Young People) 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 3 Health and Social Care: Practice (Children and Young People) qualification.

This qualification is designed to support progression onto and within employment and/or further and higher level study.

This qualification should be designed to be delivered by a range of learning providers for learners who are 16 or over.

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 will be reviewed in 2022.

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 3 Health and Social Care: Practice (Children and Young People) 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 and deliver 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 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*

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

³ <http://qualifications.wales/english/our-work/regulating-awarding-bodies/monitoring-awarding-bodies/>

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

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contract awarded during the qualification development, approval, implementation and delivery stages.

The subject content of this qualification must relate to the appropriate National Occupational Standards and the Level 2 Health and Social Care: Core (Children and Young People) qualification.

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 3 Health and Social Care: Practice (Children and Young People) specification must offer learners the certification of a qualification of 240 Guided Learning Hours (GLH) and will need to be defined in terms of Total Qualification Time (TQT) and credit.
2. The Level 3 Health and Social Care: Practice (Children and Young People) qualification comprises both mandatory and optional content (See Appendix A). The specification must clearly show what content is mandatory and what is optional.
3. The qualification title appearing on certificates must be:

Level 3 Health and Social Care: Practice (Children and Young People)

4. The design of Level 3 Health and Social Care: Practice (Children and Young People) must ensure that:
 - 4.1 the subject aims and objectives are reflected in the assessments to enable learners to demonstrate their knowledge, skills and understanding;
 - 4.2 it supports learners' progression from the Level 2 Health and Social Care: Practice qualification.
5. The Level 3 Health and Social Care: Practice (Children and Young People) specification must specify any rules of combination that apply to the optional units.
6. The Level 3 Health and Social Care: Practice (Children and Young People) specification must include the following statement:

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'The knowledge, understanding and skills a learner is required to achieve within this qualification build on the content of the Level 2 Health and Social Care: Core qualification. It is strongly recommended that a learner undertaking this qualification has completed or is currently undertaking the Level 2 Health and Social Care: Core (Children and Young People) qualification. Please note that it is a requirement of Social Care Wales that an individual working within the health and social care sector will need both the:

- *Level 2 Health and Social Care: Core qualification*

and

- *Level 3 Health and Social Care: Practice (Children and Young People) qualification*

to work within specific job roles. For more information on requirements to work within the health and social care sector, please refer to Social Care Wales' website.'

Subject aims and objectives

7. Level 3 Health and Social Care: Practice (Children and Young People) must enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a health and social care setting. In particular, learners should be able to demonstrate that they:
 - 7.1 understand, and apply in practice, the principles and values which underpin health and social care;
 - 7.2 understand, and apply in practice, child-centred approaches;
 - 7.3 promote and support effective practice within Health and Social Care;
 - 7.4 are aware of key policies within the sector and understand how these affect service development and delivery;
 - 7.5 work in partnership with children, their families/carers and a range of professionals;
 - 7.6 apply a range of problem solving techniques;
 - 7.7 reflect on practice to continuously improve;
 - 7.8 use literacy, numeracy and digital competency skills as appropriate within their role.

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Subject content

8. The content of the Level 3 Health and Social Care: Practice (Children and Young People) specification must reflect the subject aims and objectives.
9. The Level 3 Health and Social Care: Practice (Children and Young People) specification must include the content specified in Appendix A.

Scheme of assessment

10. Level 3 Health and Social Care: Practice (Children and Young People) will be assessed through 100% internal assessment. The assessment will:
 - 10.1 consist of a range of externally set and internally marked practice-based tasks, and a portfolio of evidence;
 - 10.2 be of comparable demand for all learners, irrespective of the assessment undertaken;
 - 10.3 specify the type and amount of evidence to be collected for assessment purposes.
11. All learning outcomes for the mandatory and optional content undertaken must be evidenced through the assessments.
12. The scheme of assessment must ensure that:
 - 12.1 the criteria and requirements for practice undertaken, and the assessment of this practice, are clearly detailed;
 - 12.2 any permitted conditions for assessment through simulation are clearly detailed, including what would constitute a realistic work environment.
13. Marking criteria must indicate how each aspect of the assessment relates to the learning outcomes.

Outcomes

14. Learners who successfully complete all required assessments (meeting any rules of combination) will be certificated.

Submitting qualifications for approval

15. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide:
 - 15.1 a specification document;
 - 15.2 an explanatory document (rationale document) outlining the rationale for the key design features of the proposed qualification and their alignment to findings of *The Sector Review of Qualifications and the Qualification System in Health and Social Care, including childcare and play work*⁵.

Rationale requirements

16. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
17. The rationale document must include an explanation for:
 - 17.1 the qualification structure, explaining the reasons for the way in which the content has been structured;
 - 17.2 the approach to how tasks are developed and refreshed over time;
 - 17.3 the assessment structure including, where appropriate, the number, mark allocation and duration of assessments;
 - 17.4 the interpretation of the learning outcomes, and how the spread of learning outcomes across and within the assessments was determined;
 - 17.5 the design of sample assessment materials, including the type and range of assessment tasks across the qualification, and their relationship to the learning outcomes;
 - 17.6 the design and application of marking criteria;
 - 17.7 how the qualification reflects a Welsh context;
 - 17.8 the process used to award the qualification.

⁵ <http://qualifications.wales/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

Operational requirements

18. The specification must specify the knowledge and competence requirements (both subject and assessment/quality assurance) for assessors, internal quality assurers and external quality assurers.
19. The qualification specification must include explicit details of operational requirements, including:
 - 19.1 entries;
 - 19.2 quality assurance;
 - 19.3 external assessment processes.

**Further
information**

Enquiries about this document should be directed to:

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Pencarn Lane
Imperial Park
Coedkernew
Newport
NP10 8AR

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Appendix A

The Level 3 Health and Social Care: Practice (Children and Young People) specification must include the following content with learning outcomes associated with each. This makes 100% of the total content of the qualification.

1. Promoting core practice in Health and Social Care (Children and Young People)

Topic area	Sub-topic area
<p>1.1 Principles and values of health and social care</p>	<ul style="list-style-type: none"> - Legislation, national policies and Codes of Conduct and Practice - Rights based approaches - Child-centred approaches - Equality, diversity and inclusion - Positive risk taking - Positive relationships and professional boundaries - Communication - Welsh language and culture - Positive approaches to reduce restrictive practices in health and social care - Reflection
<p>1.2 Health and Well-being</p>	<ul style="list-style-type: none"> - Well-being - Factors that impact upon health and well-being - Positive environments for the health, well-being and development of children and young people - Play - Speech, language and communication - Personal Care - Nutrition and hydration

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Topic area	Sub-topic area
1.3 Professional Practice as a health and social care worker	<ul style="list-style-type: none">- Roles and responsibilities of the health and social care worker- Partnership working- Team working- Handling information- Personal conduct of health and social care workers- Continuing professional development
1.4 Safeguarding children and young people	<ul style="list-style-type: none">- Legislative frameworks for Safeguarding- Safeguarding children and young people from harm, abuse and neglect- Factors, situations and actions that could lead or contribute to harm, abuse or neglect
1.5 Health and safety in health and social care	<ul style="list-style-type: none">- Health and safety in the workplace- Risk assessments for health and safety- Fire safety- Infection prevention and control- Food safety- Hazardous substances- Security in the work setting- Managing stress

2. Using assessments for the development of personal plans

Learning outcomes

1. Assessment and care and support planning
2. Use assessment information and care and support plans to develop personal plans

3. Co-ordinating care and support for individuals living in their own homes

Learning outcomes

1. Support the delivery of services that support individuals to live in their own home
2. Promote good relationships with individuals and their families/carers

4. Supporting families to develop parenting skills

Learning outcomes

1. Rights and responsibilities related to working with families
2. Positive parenting provision and support services for families and their children
3. Factors that influence and have a negative impact on families' parenting skills
4. Support families to identify parenting skills that need to be developed
5. Support families to develop parenting skills

5. Providing care and support for disabled children and young people

Learning outcomes

1. Perceptions, perspectives and nature of disability
2. Neurological and brain development in relation to disabled children and young people
3. Support bonding and attachment
4. Support disabled children and young people during change and transition
5. Support disabled children and young people to achieve positive outcomes
6. Work with disabled children and young people to support effective communication
7. Safeguarding and safer care
8. Promote nutrition and hydration of disabled children and young people
9. Support for health care

6. Providing care and support for children and young people who are looked after

Learning outcomes

1. The role of care home/alternative services for children and young people who are looked after
2. Support the process of assessment, planning, implementation and review of children and young people's care
3. Neurological and brain development
4. Support bonding and attachment
5. Support children and young people during change and transition
6. Therapeutic approaches to caring
7. Support children and young people to achieve positive outcomes
8. Safeguarding and safer care
9. Promote nutrition and hydration of children and young people
10. Support for health promotion and health care

7. Providing care and support for babies and younger children

Learning outcomes

1. The role of care and support services/arrangements for children
2. Other support services for children
3. Support the process of assessment, planning, implementation and review of children's care
4. Neurological and brain development
5. Support bonding and attachment
6. Support children during change and transition
7. Therapeutic approaches to caring
8. Support children to achieve positive outcomes
9. Promote and support holistic growth, learning and development

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10. Safeguarding and safer care
11. Promote nutrition and hydration of children
12. Promote the support of safe physical care routines of children
13. Support for health promotion and health care

8. Providing care and support for children and young people living with their families/carers

Learning outcomes

1. Care and support at home for children and young people living with their families/carers
2. Promote support for rights based approaches and positive outcomes for children/young people living with their families/carers
3. Safe practice when supporting children and young people accessing care and support at home

9. Supporting young people to develop independence skills and prepare for adulthood

Learning outcomes

1. Support provision available for young people leaving care
2. Practical and emotional skills needed for independence and the transition into adulthood

10. Supporting individuals with the use of electronic assistive technology

Learning outcomes

1. Confidence in the use of electronic assistive technology
2. Rights, values and electronic assistive technology
3. Support assessment for and review of electronic assistive technology
4. Remote or virtual monitoring and response systems

11. Supporting individuals who misuse substances

Learning outcomes

1. Substance use and misuse
2. Supply and exchange injecting equipment
3. Interventions for supporting individuals experiencing substance misuse to achieve positive outcomes
4. Perceptions and perspectives of individuals who misuse substances
5. Co-occurring mental health and substance misuse issues
6. Managing risky situations

12. Promoting positive approaches for behaviour support

Learning outcomes

1. How legislation, national policies, codes of conduct and practice underpin positive approaches to reduce restrictive practices and support positive behaviour
2. Factors that can influence behaviour
3. The importance of individuals having a voice in, and control over, achieving outcomes that support their well-being
4. How prevention and early intervention can reduce the need for restrictive interventions and support positive behaviour
5. Support individuals to develop positive behaviour
6. Promote multi-agency collaboration and partnership working
7. Support individuals and others following incidents of behaviours that challenge
8. Review positive approaches and the use of restrictive practices and interventions

13. Promoting and supporting speech, language and communication skills

Learning outcomes

1. Guidance and frameworks which support speech language and communication
2. How speech, language, communication and literacy is developed
3. Support speech, language and communication needs
4. Work with others to support children who have speech language and communication needs

14. Contributing to the support of individuals who misuse substances

Learning outcomes

1. Substance use and misuse
2. Contribute to interventions for supporting individuals experiencing substance misuse to achieve positive outcomes
3. Co-occurring mental health and substance misuse issues
4. Perceptions and perspectives of individuals who misuse substances
5. Managing risky situations

15. Supporting children living with epilepsy

Learning outcomes

1. Epilepsy and its effects
2. Treatments for epilepsy
3. Understand the care provided for children with epilepsy in accordance with the agreed plan of care
4. Support and care for children with epilepsy

16. Undertaking capillary blood glucose monitoring

Learning outcomes

1. Legislation and policies relevant to supporting capillary blood glucose monitoring
2. Undertake capillary blood glucose monitoring

17. Supporting children to undertake glucose monitoring

Learning outcomes

1. Legislation and policies relevant to supporting glucose monitoring
2. Promote independence and safety when supporting children to undertake glucose monitoring
3. Support children to carry out glucose monitoring

18. Taking venous blood samples from children

Learning outcomes

1. Take venous blood samples from children
2. Prepare blood samples taken from children for processing

19. Providing care for children living with cancer

Learning outcomes

1. The development and symptoms of cancer
2. Care and support available for children diagnosed with cancer
3. The care and support available for children experiencing cancer, their families/carers
4. Care and support to children surviving cancer, their families/carers

20. Palliative and end of life care for children and young people

Learning outcomes

1. Policies and processes that underpin the provision of palliative and end of life care for children
2. Child-centred approaches relating to palliative/end of life care
3. The importance of effective communication with children, their families/carers in developing positive relationships during palliative/end of life care
4. The meaning of well-being in the context of palliative and end of life care for children
5. Provide palliative/end of life care and ongoing support to children living with life limiting conditions

21. Undertaking stoma care

Learning outcomes

1. Stoma care
2. How to maintain an individual's dignity when providing stoma care
3. Factors impacting on stoma care provision
4. Provide stoma care to individuals
5. Use person-centred care practices to support individuals/families/carers in caring for their stomas

22. Undertaking non-complex wound care

Learning outcomes

1. Understand legislation and agreed ways of working when undertaking non-complex wound care
2. Wound healing and contamination
3. The procedures and techniques to treat and dress lesions and non-complex wounds
4. Prepare to dress non-complex lesions and wounds

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5. Carry out dressing treatments for non-complex wounds

23. Administering adrenaline auto-injections

Learning outcome

Support the safe administration of auto-injection adrenalin devices

24. Facilitate group learning

Learning outcomes

1. Plan and prepare training sessions
2. Facilitate training sessions
3. Review and evaluate training sessions

25. Health promotion

Learning outcomes

1. Public health priorities and health promotion in Wales
2. Support individuals and/or their families/carers to make lifestyle changes that promote their health

26. Working as a personal assistant with children and young people

Learning outcomes

1. The role of direct payments
2. The role of personal assistants

27. Supporting children and young people to access advocacy

Learning outcomes

1. Legislative frameworks and key principles relating to advocacy
2. The role of independent advocates
3. How independent advocacy can support children and young people

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4. Support children and young people to access independent advocacy services

28. Supporting the use of medication in social care settings

Learning outcomes

1. Common types of medication and their use
2. Receive, store and dispose of medication supplies safely
3. Support the use of medication

29. Undertaking physiological measurements in children

Learning outcomes

1. Agreed ways for undertaking physiological measurements
2. Undertake physiological measurements

30. Supporting children living with diabetes mellitus

Learning outcomes

1. Causes and treatments of diabetes
2. The importance of child-centred approaches when supporting children living with diabetes
3. Support children and their families/carers to manage their diabetes
4. The importance of nutrition to children living with diabetes
5. Use child-centred approaches to support children and the management of their diabetes in accordance with their age and stage of development

31. Responding to anaphylactic reactions

Learning outcome

Respond safely to an anaphylactic reaction

32. Introduction to breathlessness and asthma in children

Learning outcomes

1. Causes and impacts of breathlessness
2. Causes and impacts of asthma
3. How asthma can be managed
4. The support needed by children in managing acute asthma episodes
5. Support children and their families/carers to manage breathlessness and asthma

33. Supporting continence care in children

Learning outcomes

1. Support children to manage their continence
2. Support children with urinary incontinence
3. Support children with faecal incontinence

34. Supporting individuals with moving and positioning

Learning outcomes

1. Anatomy and physiology related to manual handling and moving and positioning
2. Preparation for assisting individuals with moving and positioning
3. Assist individuals with moving and positioning

35. Supporting individuals to maintain mobility and minimise the risk of falls

Learning outcomes

1. The importance of an individual maintaining their mobility
2. Reduce the risk of falls
3. Support individuals with mobility activities in line with their personal plan

36. Supporting food safety practice in health and social care settings

Learning outcome

Maintain food safety requirements when handling food and drink

37. Supporting individuals to manage pain and discomfort

Learning outcome

Assist in minimising pain and discomfort

38. Undertaking peak expiratory flow rate (PEFR) readings

Learning outcomes

1. Current guidelines for undertaking Peak Expiratory Flow Rate (PEFR) procedures
2. Undertake PEFR procedures

39. Supporting individuals with enteral feeding

Learning outcomes

1. Current guidelines, policies and protocols related to enteral feeding
2. Undertake enteral tube feeding techniques