

Level
2

APPROVAL CRITERIA

Children's Care, Play, Learning and Development: Practice and Theory

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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 2 Children’s Care, Play, Learning and Development: Practice and Theory 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: Practice and Theory qualification.

This qualification should be designed to support progression onto employment and/or further study. This qualification should consolidate knowledge gained through attainment of the Level 2 Children’s Care, Play, Learning and Development: Core qualification. This qualification can be undertaken by those seeking to work, or working, 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 practice element of this qualification mirrors that of the Level 2 Children’s Care, Play, Learning and Development: Practice qualification.

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 playwork qualification identified by Skills Active.

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 April 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 2 Children’s Care, Play, Learning and Development: Practice and Theory qualification.

All of the qualifications in the suite will be restricted to just one form per qualification for a period of five years from either 1 September 2019 or 1 September 2020. 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

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

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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 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 Children’s Care, Play, Learning and Development: Core 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 2 Children’s Care, Play, Learning and Development: Practice and Theory specification must offer learners the certification of a qualification of 400 Guided Learning Hours (GLH) and will need to be defined in terms of Total Qualification Time (TQT) and credit.
2. The Level 2 Children’s Care, Play, Learning and Development: Practice and Theory specification must include all of the subject content and assessment requirements for Level 2 Children’s Care, Play, Learning and Development: Practice. Learners must also complete the mandatory knowledge content specified in Appendix B that totals 50 GLH. This content will consolidate and extend the knowledge learners gain in the practice component.
3. The title of the qualification on QiW must be:

Level 2 Children’s Care, Play, Learning and Development: Practice and Theory.

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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4. The design of Level 2 Children's Care, Play, Learning and Development: Practice and Theory must ensure that the subject aims and objectives are reflected in the assessments to enable learners to demonstrate their knowledge, skills and understanding.
5. Level 2 Children's Care, Play, Learning and Development: Practice and Theory will require learners to provide evidence of completion of 280 hours of experience within the workplace, either through work placement or in employment.
6. The Level 2 Children's Care, Play, Learning and Development: Practice and Theory specification must specify any rules of combination.
7. The Level 2 Children's Care, Play, Learning and Development: Practice and Theory specification must include the following statement:

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

- *Level 2 Children's Care, Play, Learning and Development: Core qualification*
- and**
- *Level 2 Children's Care, Learning, Development and Play: Practice and Theory qualification*

to work within specific job roles. For more information on requirements to work within the Children's Care, Play, Learning and Development sector, please refer to Social Care Wales' website.'

Subject aims and objectives

8. Level 2 Children's Care, Play, Learning and Development: Practice and Theory must enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a children's care, play, learning and development setting. In particular, learners should be able to demonstrate that they:
 - 8.1. understand, and apply in practice, the principles and values which underpin children's care, play, learning and development;
 - 8.2. understand, and apply in practice, child-centred approaches to care, play and learning;
 - 8.3. make a positive contribution to the children's care, play, learning and development sector through their own practice;
 - 8.4. reflect on practice to continuously improve;
 - 8.5. understand job roles and functions within the children's care, play, learning and development sector;
 - 8.6. can apply their knowledge in different contexts within children's care, play, learning and development;
 - 8.7. use literacy, numeracy and digital competency skills as appropriate within their role.

Subject content

9. The content of the Level 2 Children's Care, Play, Learning and Development: Practice and Theory specification must reflect the subject aims and objectives.
10. The Level 2 Children's Care, Play, Learning and Development: Practice and Theory specification must include:
 - the practice content specified in Appendix A; and
 - the mandatory knowledge content specified in Appendix B.

Scheme of assessment

11. Level 2 Children's Care, Play, Learning and Development: Practice and Theory will be assessed through 90% internal assessment and 10% external assessment.
12. The internal assessment will:
 - 12.1. assess the practice content specified in Appendix A;
 - 12.2. consist of a range of externally set and internally marked practice-based tasks, and a portfolio of evidence;
 - 12.3. be of comparable demand for all learners, irrespective of the assessment undertaken;
 - 12.4. specify the type and amount of evidence to be collected for assessment purposes.
13. The external assessment will:
 - 13.1. assess the mandatory knowledge content specified in Appendix B, using the assessment requirements outlined below;
 - 13.2. consist of an examination.
14. All learning outcomes for the mandatory and optional practice content undertaken must be evidenced through the internal assessment.
15. All knowledge content specified in Appendix B must be covered in the external assessment over the lifetime of the specification.
16. The scheme of assessment must ensure that:
 - 16.1. the criteria and requirements for practice undertaken, and the assessment of this practice, are clearly detailed;
 - 16.2. any permitted conditions for assessment through simulation are clearly detailed, including what would constitute a realistic work environment.
17. Question types, where appropriate, must provide learners with the opportunity to provide a mixture of short and extended responses.
18. Marking criteria must indicate how each assessment question or task relates to the learning outcomes or assessment requirements.

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19. The Level 2 Children's Care, Play, Learning and Development: Practice and Theory specification must include details of assessment opportunities, including re-sits.

Assessment requirements

20. The assessment of the knowledge, understanding and skills required in the specification must enable learners to:
 - a) Demonstrate knowledge and understanding of children's care, play, learning and development.
 - b) Apply knowledge and understanding of children's care, play, learning and development.
 - c) Analyse and reflect on aspects of children's care, play, learning and development.

Outcomes

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

Submitting qualifications for approval

22. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide:
 - 22.1. a specification document;
 - 22.2. a representative range of sample assessment materials;
 - 22.3. 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.

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

Rationale requirements

23. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
24. The rationale document must include an explanation for:
 - 24.1. the qualification structure, explaining the reasons for the way in which the content has been structured;
 - 24.2. the approach to how tasks are developed and refreshed over time;
 - 24.3. the assessment structure including, where appropriate, the number, mark allocation and duration of assessments;
 - 24.4. the interpretation of the assessment objectives or learning outcomes where relevant, and how the spread of assessment objectives or learning outcomes across and within the assessments was determined;
 - 24.5. the design of sample assessment materials, including the type and range of assessment tasks across the qualification, and their relationship to the assessment objectives or learning outcomes;
 - 24.6. the design and application of marking criteria;
 - 24.7. how the qualification reflects a Welsh context;
 - 24.8. the process for setting and maintaining standards in the qualification;
 - 24.9. the process used to award the qualification, including a rationale for the proposed pass boundary at assessment and qualification level.

Operational requirements

25. The specification and/or supporting information must specify the knowledge and competence requirements (both subject and assessment/quality assurance) for assessors, internal quality assurers and external quality assurers.
26. The qualification specification must include explicit details of operational requirements, including:
 - 26.1. entries;
 - 26.2. quality assurance;
 - 26.3. external assessment processes.

**Further
information**

Enquiries about this document should be directed to:

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Appendix A – Level 2 Children’s Care, Play, Learning and Development: Practice and Theory

The Level 2 Children’s Care, Play, Learning and Development: Practice and Theory specification must include the following content and learning outcomes. This makes 100% of the total content and learning outcomes of the qualification.

Group A: Practice content

The following content will form the mandatory and optional practice content of the Level 2 Children’s Care, Play, Learning and Development: Practice and Theory qualification.

1. Supporting core practice in children’s care, play, learning and development

Topic area	Sub-topic area
<p>1.1 Principles and values</p>	<ul style="list-style-type: none"> - Legislation, national policies, guidance and frameworks - Rights based approaches - Equality, diversity and inclusion - Child-centred approaches - Allowing children to take risks - Well-being - Positive relationships and professional boundaries - Communication - Welsh language and culture - Positive approaches to positive behaviour support
<p>1.2 Health, well-being, learning and development</p>	<ul style="list-style-type: none"> - Factors that impact upon health, well-being, play, learning and development - Positive environments for the health, well-being and learning, development and play of children - Speech, language and communication - Additional support needs - Physical care of children - Nutrition and hydration

<p>1.3 Professional practice in early years and childcare</p>	<ul style="list-style-type: none"> - Roles and responsibilities of the early years and childcare worker - Partnership working - Team working - Handling information - Personal conduct of early years and childcare workers - Continuing professional development
<p>1.4 Safeguarding children</p>	<ul style="list-style-type: none"> - Safeguarding children from harm, abuse or neglect - Recording and reporting in relation to safeguarding
<p>1.5 Health and safety</p>	<ul style="list-style-type: none"> - Health and safety in the organisation/setting - Risk assessments for health and safety - Fire safety - Infection prevention and control - Food safety - Hazardous substances - Security in the organisation/setting - Managing stress

2. Supporting play, learning, growth and development

Learning outcomes

1. Support holistic learning, growth and development
2. The core role of play in the holistic learning, growth and development of children

3. Supporting nutrition and hydration in early years

Learning outcome

Support nutrition and hydration for children

4. Responding to signs of potential illness and infestation/infection

Learning outcome

Respond to signs of potential illness and reactions to immunisation in children

5. Supporting the care of 0-2 year olds

Learning outcomes

1. The role and benefits of childcare provision and support services for 0-2 year olds
2. Support bonding and attachment for 0-2 year olds
3. Provide care for physical routines of 0-2 year olds

6. Supporting the care of 2-3 year olds

Learning outcomes

1. The role and benefits of childcare provision and support services for 2-3 year olds
2. Support bonding and attached for 2-3 year olds
3. Provide care for safe physical care routines of 2-3 year olds

7. Working with 3-7 year olds

Learning outcomes

1. The role and benefits of childcare provision and support services for 3-7 year olds
2. Support attachment and resilience for 3-7 year olds
3. Provide care for physical care routines of 3-7 year olds
4. Support holistic learning and development through the areas of the Early Years Curriculum

8. Supporting the acquisition of a new language through immersion

Learning outcomes

1. Language immersion in childcare settings
2. Support children to acquire the new language through immersion

9. 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. Supporting 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

10. Responding to anaphylactic reactions

Learning outcome

Respond safely to an anaphylactic reaction

11. 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

12. 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

13. Supporting individuals with moving and positioning

Learning outcome

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

14. Introduction to physiological measurements in children

Learning outcomes

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

15. Undertaking point of care testing

Learning outcomes

1. Guidance, policies and protocols related to point of care testing
2. Conduct point of care testing

16. Undertaking collection of specimens

Learning outcomes

1. Guidance, policies and protocols related to specimen collection
2. Undertake collection of specimens

17. Positive approaches to behavior support in early years

Learning outcomes

1. Principles of supporting the development of positive behaviour in children
2. Support the development of positive behaviour with children appropriate to their age and stage of development
3. Work with others to support behaviour

18. 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

19. Undertaking capillary blood glucose monitoring

Learning outcomes

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

20. 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

Appendix B: Mandatory theory content: Understanding Children’s Care, Play, Learning, and Development

The following content will form the mandatory knowledge content of the Level 2 Children’s Care, Play, Learning and Development: Practice and Theory qualification.

Topic Areas	
<p>LO1 Stages and general patterns of physical, intellectual (cognitive) language, emotional and social development in children from conception to 19 years</p>	<p>1.1: Stages and general patterns of physical growth and development</p> <p>1.2: Stages and general patterns of intellectual (cognitive) development</p> <p>1.3: Stages and general patterns of language development</p> <p>1.4: Stages and general patterns of emotional development</p> <p>1.5: Stages and general patterns of social development</p> <p>1.6: The holistic nature of development 0-19 years</p>
<p>LO2 How learning environments can assist and support children’s health, well-being, development and needs</p>	<p>2.1: How environments and resources can assist children’s holistic development</p> <p>2.2: Factors to be considered when planning activities for children at different stages of development, in different childcare settings</p> <p>2.3: The influence different education and childcare settings may have on a child’s development</p>
<p>LO3 The value and impact of legislation, regulations, policies and current government initiatives in Wales</p>	<p>3.1: The value and impact of legislation, regulations, policies and current government initiatives in Wales</p>

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Topic Areas	
LO4 The role and value of the social care, education and health services available in Wales to support with children's care, health, well-being and development needs	4.1: The role and benefit of statutory, voluntary and third party services that are accessed by children and their families/carers to support health and well-being 4.2: How children (and their family/carers) living with a range of conditions and / or additional needs, can be supported by key stakeholders