



LEVEL 3

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 (October 2018)*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 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 3 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 3 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.

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 September 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 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. For this qualification, the period commences on 1 September 2020. This means that only one awarding body may award each qualification. Following a fair and transparent procurement process that took place

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

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 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 3 Children's Care, Play, Learning and Development: Practice and Theory specification must offer learners the certification of a qualification of 720 Guided Learning Hours (GLH) and will need to be defined in terms of Total Qualification Time (TQT) and credit.
2. The Level 3 Children's Care, Play, Learning and Development: Practice and Theory qualification must include all of the subject content and assessment requirements for Level 3 Children's Care, Play, Learning and Development: Practice.
3. Learners must also complete the mandatory knowledge content specified in Group B that totals 220 GLH. This content will consolidate and extend the knowledge learners gain in the practice component.

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

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

4. The title of the qualification on QiW must be:

Level 3 Children's Care, Play, Learning and Development: Practice and Theory.

5. The design of Level 3 Children's Care, Play, Learning and Development: Practice and Theory must ensure that:
- 5.1 the subject aims and objectives are reflected in the assessments to enable learners to demonstrate their knowledge, skills and understanding;
- 5.2 it supports learners' progression from Level 2 Children's Care, Play, Learning and Development qualifications.
6. Level 3 Children's Care, Play, Learning and Development: Practice and Theory will require learners to provide evidence of completion of 700 hours of experience within the workplace, either through work placement or in employment.
7. The Level 3 Children's Care, Play, Learning and Development: Practice and Theory specification must specify any rules of combination.
8. The Level 3 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 3 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

9. Level 3 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:
 - 9.1 understand, and apply in practice, the principles and values which underpin children's care, play, learning and development;
 - 9.2 understand, and apply in practice, child-centred approaches to care, play and learning;
 - 9.3 promote and support child development through their own practice;
 - 9.4 evaluate research and theories to support practice;
 - 9.5 are aware of key policies within the sector and understand how these affect service development and delivery;
 - 9.6 work in partnership with children, their families, carers and a range of professionals;
 - 9.7 reflect on practice to continuously improve;
 - 9.8 apply a range of problem-solving techniques;
 - 9.9 use literacy, numeracy and digital competency skills as appropriate within their role.

Subject content

10. The content of the Level 3 Children's Care, Play, Learning and Development: Practice and Theory specification must reflect the subject aims and objectives.
11. The Level 3 Children's Care, Play, Learning and Development: Practice and Theory specification must include:
 - the practice content specified in Group A; and
 - the mandatory knowledge content specified in Group B.

Scheme of assessment

12. Learning outcomes must be used to assess the mandatory and optional practice content (Group A) and assessment objectives must be used to assess the knowledge content (Group B). The specification must indicate which content is mandatory.
13. Level 3 Children's Care, Play, Learning and Development: Practice and Theory will be assessed through 70% internal assessment and 30% external assessment.
14. The internal assessment will:
 - 14.1 assess mandatory and optional practice content (Group A);
 - 14.2 consist of a range of externally set and internally marked practice-based tasks, and a portfolio of evidence;
 - 14.3 be of comparable demand for all learners, irrespective of the assessment undertaken;
 - 14.4 specify the type and amount of evidence to be collected for assessment purposes.
15. The external assessment will:
 - 15.1 assess the mandatory knowledge content (Group B), using the assessment objectives and weightings outlined below;
 - 15.2 consist of an examination and a research task.
16. All learning outcomes for the mandatory and optional practice content undertaken (Group A) must be evidenced through the internal assessment.
17. All mandatory knowledge content (Group B) must be covered in the external assessment over the lifetime of the specification.
18. The scheme of assessment must ensure:
 - 18.1 the criteria and requirements for practice undertaken, and the assessment of this practice, are clearly detailed;
 - 18.2 any permitted conditions for assessment through simulation are clearly detailed, including what would constitute a realistic work environment.

19. Question types, where appropriate, must provide learners with the opportunity to provide a mixture of short and extended responses.
20. Marking criteria must indicate how each assessment question or task relates to the assessment objectives or learning outcomes.
21. The Level 3 Children’s Care, Play, Learning and Development: Practice and Theory specification must include details of assessment opportunities, including re-sits.

Assessment objectives

22. The assessment of the knowledge, understanding and skills required in the specification must target the following assessment objectives⁵ in line with the indicated weightings:

Objective	Requirements	Weightings
AO1	Demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to children’s care, play, learning and development settings and contexts.	Minimum 20%
AO2	Apply knowledge and understanding to analyse evidence-based practices (your own, or those of others) within children’s care, play, learning and development.	Minimum 25%
AO3	Research and evaluate theories and practice that relate to children’s care, play, learning and development and reflect on how they can influence practice.	Minimum 35%

Rationale required: on submitting the specification for approval, the awarding body will be required to provide a rationale as to how the final weightings of the assessment objectives have been determined, including whether they will be fixed across the lifetime of the qualification or vary by series

⁵ Assessment objectives will assess content within Group B only.

Outcomes

23. Learners who successfully complete all required assessments (meeting any rules of combination) will be certificated. Learners' attainment will be differentiated through Pass, Merit, Distinction, Distinction*

Submitting qualifications for approval

24. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide:
 - 24.1 a specification document;
 - 24.2 a representative range of sample assessment materials;
 - 24.3 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*⁶.

Rationale requirements

25. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
26. The rationale document must include an explanation for:
 - 26.1 the qualification structure, explaining the reasons for the way in which the content has been structured;
 - 26.2 the approach to how tasks are developed and refreshed over time;
 - 26.3 the assessment structure including, where appropriate, the number, mark allocation and duration of assessments;
 - 26.4 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;

⁶ <http://qualifications.wales/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

- 26.5 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;
- 26.6 the design and application of marking criteria;
- 26.7 how the qualification reflects a Welsh context;
- 26.8 the process for setting and maintaining standards in the qualification;
- 26.9 the process used to award the qualification, including a rationale for the proposed grade boundaries at assessment and qualification level.

Operational requirements

- 27. 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.
- 28. The qualification specification must include explicit details of operational requirements, including:
 - 28.1 entries;
 - 28.2 quality assurance;
 - 28.3 external assessment processes.

**Further
information**

Enquiries about this document should be directed to:

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Appendix A – Level 3 Children’s Care, Play, Learning and Development: Practice and Theory

The Level 3 Children’s Care, Play, Learning and Development: Practice and Theory specification must include the following content and learning outcomes. This makes up 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 3 Children’s Care, Play, Learning and Development: Practice and Theory qualification.

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

Topic area	Sub-topic area
1.1 Principles and values	<ul style="list-style-type: none"> - Legislation, national policies, guidance and frameworks - Rights based approaches - Child-centred approaches - Allowing children to take risks - Well-being - Positive relationships and professional boundaries - Communication - Welsh language and culture - Positive approaches for positive behaviour support - Reflection
1.2 Health, well-being, learning and development in children’s care, play, learning and development	<ul style="list-style-type: none"> - Factors that impact upon health, well-being, 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 - Administration of medicine

<p>1.3 Professional practice as a children's care, play, learning and development worker</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 the 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 - Reporting and recording in relation to safeguarding
<p>1.5 Health and safety in children's care, play, learning and development</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. Promoting play, learning, growth and development

Learning outcomes

1. Theoretical frameworks that underpin play, learning, growth and development
2. Promote and support holistic learning, growth and development
3. The intrinsic role of play in the holistic learning, growth and development of children

3. Promoting nutrition and hydration in early years

Learning outcome

Support nutrition and hydration for children

4. Responding to childhood illness, infestation/infection, disease and immunisation

Learning outcome

Illness, infestation/infection and reactions to immunisation

5. Promoting the care of 0-2 year olds

Learning outcomes

1. Childcare provision and support services for 0-2 year olds
2. Promote and support bonding and attachment for 0-2 year olds
3. Promote the safe physical routines of 0-2 year olds

6. Promoting the care of 2-3 year olds

Learning outcomes

1. Childcare provision and support services for 2-3 year olds
2. Promote and support bonding and attachment for 2-3 year olds
3. Promote the support of safe physical care routines of 2-3 year olds

7. Promoting work with 3-7 year olds

Learning outcomes

1. Childcare provision and support services for 3-7 year olds
2. Support attachment and resilience for 3-7 year olds
3. Promote the support of safe physical care routines of 3-7 year olds
4. Theoretical frameworks and evidence-based practice that underpin the care, play, learning and development of 3-7 year olds

8. Promoting 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 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

10. 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

11. Positive approaches to behaviour 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

12. Supporting children with additional needs

Learning outcomes

1. Perceptions and perspectives of additional needs
2. Support the holistic learning, growth and development of children with additional needs
3. Support children with additional needs to develop resilience during change and transition
4. Work with children with additional needs and their families/carers to support effective communication transition
5. Safer care
6. Reflect on care and support provided to children with additional needs

13. 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

14. Supporting children's health promotion

Learning outcomes

1. Communicate health promotion information to children and families/carers
2. Work with children and families/carers to promote behaviour change

15. Undertaking capillary blood glucose monitoring

Learning outcomes

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

16. 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

17. Taking venous blood samples from children

Learning outcomes

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

18. Providing care for children living with cancer

Learning outcomes

1. The development and symptoms of cancer in children
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

19. 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

20. Administering nasal vaccinations for influenza

Learning outcomes

1. Standards and procedures for administering nasal spray flu vaccines
2. Promotion and administration of nasal spray vaccines

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
5. Carry out dressing treatments for non-complex wounds

23. Undertaking vision screening

Learning outcomes

1. Principles and policy context relating to vision screening
2. Provide vision screening of children aged 4 to 5 years in school

24. Undertaking hearing screening in school age children

Learning outcomes

1. Principles and policy context relating to hearing screening
2. Provide hearing screening services for children

25. Administering adrenaline auto-injections

Learning outcome

Support the safe administration of auto-injection adrenalin devices

26. Supporting new and expectant parents

Learning outcomes

1. Health and well-being in relation to contraception and ante natal care
2. Guidance relating to advice and information for parents on health and well-being of new-born babies
3. Requirements for the health and well-being of new-born babies and their parents
4. Provide advice to parents on meeting the health and well-being needs of new-born babies

27. Introduction to homebased childcare

Learning outcome

1. Legislation, national policies, guidance and regulatory frameworks requirements for homebased childcare
2. Working in partnership with families/ carers in homebased childcare
3. Health and well-being in homebased childcare
4. Routines, changes and transitions in homebased childcare
5. Holistic development of children in homebased childcare
6. Welsh language and culture
7. Professional practice in homebased childcare

28. Preparing for childminding practice

Learning outcomes

1. Registering as a childminder in Wales
2. Professional practice in childminding
3. Health and well-being in a childminding setting
4. Effective business planning for a childminding service

29. Facilitate group learning

Learning outcomes

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

30. Supporting individuals with enteral feeding

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

31. Supporting children living with diabetes mellitus

Learning outcomes

1. Causes and treatments of diabetes
2. The importance of child-centered 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

32. Responding to anaphylactic reactions

Learning outcomes

Respond safely to an anaphylactic reaction

33. 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

34. 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

35. 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

36. Introduction to physiological measurements in children

Learning outcomes

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

37. Undertaking point of care testing

Learning outcomes

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

38. Undertaking collection of specimens

Learning outcomes

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

Group B

Mandatory theory content: principles and theories that influence children's care, play, learning, and development in the 21st century in Wales and across the UK

The following content will form the mandatory knowledge content of the Level 3 Children’s Care, Play, Learning and Development: Practice and Theory qualification.

Topic Areas	
<p>LO1 Supporting holistic development from 0-19 years</p>	<p>1.1: Development 0-19 years and how areas interrelate as part of holistic development</p> <p>1.2: Promoting health, well-being and holistic development from conception to age 19 years</p> <p>1.3: Current and contemporary factors and their effect on health and well-being</p>
<p>LO2 Positive behaviour approaches to support holistic development</p>	<p>2.1: Factors affecting behaviour</p> <p>2.2: Supporting Positive behaviour</p>
<p>LO3 Healthcare provision available in Wales from conception to 19 years how it supports health and well-being</p>	<p>3.1: Routine screening, monitoring and testing of children from conception to 19 years</p> <p>3.2: The impact of non-routine screening, monitoring and testing of children from conception to 19 years</p> <p>3.3: The roles of healthcare professionals within all areas of the sector</p>

Topic Areas	
<p>LO4 Principles to ensure inclusive learning for all children 0-19 years</p>	<p>4.1: Promoting learning 0-19 years</p> <p>4.2: Supporting and challenging children to work towards goals and targets</p> <p>4.3: Early intervention to promote learning and health and well-being</p> <p>4.4: How outcomes for children in different childcare settings can be improved through differentiation and reflection</p>
<p>LO5 The impact of traditional and contemporary thinking on children's holistic development</p>	<p>5.1: How theoretical perspectives and approaches inform practice</p> <p>5.2: How the statutory curriculum frameworks in Wales underpin practice.</p> <p>5.3: The impact of research and evidenced based practice on current legislation and government initiatives</p> <p>5.4: Legislation, regulations, policies, approaches and current government initiatives that impact on children's care, play, learning and development</p>