



LEVEL 4

APPROVAL CRITERIA

# Professional Practice in Children's Care, Play, Learning and Development

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This is a **Regulatory Document** under **Condition B7** of the *Standard Conditions of Recognition (October 2018)*<sup>1</sup>: *Compliance with Regulatory Documents*.

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<sup>1</sup> <https://www.qualificationswales.org/english/publications/standard-conditions-of-recognition/>

## Introduction

This document sets out the approval criteria for the Level 4 Professional Practice in Children’s Care, Play, Learning and Development 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 4 Professional Practice in Children’s Care, Play, Learning and Development.

This qualification is primarily for those 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.

This qualification is designed to be delivered by work-based learning, further education and higher education learning providers, for learners who are 18 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 February 2020 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 Childcare<sup>2</sup> for teaching on publicly funded programmes of learning in Wales. This suite includes the Level 4 Professional Practice in Children’s Care, Play, Learning and Development 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 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*<sup>3</sup>. In developing qualifications to meet these requirements

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

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

awarding bodies must have regard to *Fair Access by Design*<sup>4</sup>. 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.

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 and design**

1. The Professional Practice in Level 4 Children's Care, Play, Learning and Development specification must offer learners the certification of a qualification with a Total Qualification Time (TQT) of 600 hours (60 credits) and will need to be defined in terms of Guided Learning Hours (GLH).
2. The Level 4 Professional Practice in Children's Care, Play, Learning and Development qualification comprises both mandatory content (Group A) and optional content (Group B) (see Appendix A).
3. The optional content (Group B) must be grouped into three endorsed pathways:
  - 3.1 Recognising and supporting children with Additional Learning Needs (ALN);
  - 3.2 Working with Children with Speech, Language and Communication Needs (SLCN); and
  - 3.3 Working with families and carers to develop parenting skills.
4. The qualification title appearing on certificates must be:

**Level 4 Professional Practice in Children's Care, Play, Learning and Development.**
5. The design of Level 4 Professional Practice in Children's Care, Play, Learning and Development 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;

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<sup>4</sup> <https://qualificationswales.org/media/4739/fair-access-by-design.pdf>

## Level 4 Professional Practice in Children's Care, Play, Learning and Development

- 5.2 it allows progression from Level 3 Children's Care, Play, Learning and Development qualifications.
- 6. The Level 4 Professional Practice in Children's Care, Play, Learning and Development specification must specify any rules of combination that apply within the qualification.

### **Subject aims and objectives**

- 7. Level 4 Professional Practice in Children's Care, Play, Learning and Development must enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within the context of their chosen pathway. In particular, learners should be able to demonstrate that they:
  - 7.1 develop and apply knowledge, understanding and skills in the chosen pathway;
  - 7.2 develop and apply knowledge and understanding of theories, models and approaches applicable to the chosen pathway;
  - 7.3 develop and apply knowledge and understanding of how to maintain and improve outcomes for children within the chosen pathway;
  - 7.4 develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds in the context of the chosen pathway;
  - 7.5 use an enquiring, critical approach to distinguish facts and opinions; to build arguments and make informed judgements in an area of specialism within children's care, play, learning and development;
  - 7.6 develop self-awareness in order to improve practice in the chosen pathway;
  - 7.7 use literacy, numeracy and digital competency skills as appropriate within their role.

### **Subject content**

8. The content of the Level 4 Professional Practice in Children's Care, Play, Learning and Development specification must reflect the subject aims and objectives.
9. The Level 4 Professional Practice in Children's Care, Play, Learning and Development specification must include the mandatory content (Group A) specified in Appendix A.
10. The Level 4 Professional Practice in Children's Care, Play, Learning and Development specification must include the following pathways:
  - 10.1 Recognising and supporting children with Additional Learning Needs (ALN);
  - 10.2 Working with Children with Speech, Language and Communication Needs (SLCN); and
  - 10.3 Working with families and carers to develop parenting skills.
11. The content for each pathway is specified in Appendix A (Group B).

### **Scheme of assessment**

12. Level 4 Professional Practice in Children's Care, Play, Learning and Development will be assessed through:
  - 12.1 a portfolio of evidence;
  - 12.2 a project; and
  - 12.3 a professional discussion.
13. Each assessment (detailed in paragraph 12) must cover a significant proportion of the content. For each pathway, all of the mandatory content described in Group A, and the content for that pathway described in Group B, must be covered across the assessments. On submitting the qualification for approval, the awarding body will be required to provide a rationale that explains its approach to determining which content is covered by which assessment component.
14. The specification must specify the type and amount of evidence to be collected for assessment purposes.

15. The qualification must be of comparable demand for all learners, irrespective of the units undertaken.
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. All learning outcomes for the mandatory and optional content undertaken must be evidenced through the assessments.
18. Marking criteria must indicate how each aspect of assessment relates to the learning outcomes.
19. Assessment opportunities for the Level 4 Professional Practice in Children's Care, Play, Learning and Development must be available throughout the year.
20. The Level 4 Professional Practice in Children's Care, Play, Learning and Development specification must include details of opportunities to resubmit.

### **Outcomes**

21. Learners who successfully complete all required assessments (meeting any rules of combination) will be certificated.
22. The qualification title appearing on certificates must include the name of the endorsed pathway in parentheses.

### **Submitting qualifications for approval**

23. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide:
  - 23.1 a specification document;
  - 23.2 a representative range of sample assessment materials, which exemplify a range of comparable pathways;

- 23.3 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*<sup>5</sup>.

### **Rationale requirements**

24. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
25. The rationale document must include an explanation for:
- 25.1 the qualification structure, explaining the reasons for the way in which the content has been structured;
  - 25.2 the approach to how assessments are developed;
  - 25.3 the assessment structure, including where appropriate, the number, mark allocation and duration of assessments;
  - 25.4 the availability of assessment opportunities and the approach to ensuring those opportunities are available throughout the year;
  - 25.5 the interpretation of the learning outcomes and how they apply to the different components of assessment;
  - 25.6 the design of sample assessment materials and guidance, including the type and range of assessment tasks across the qualification and their relationship to the learning outcomes;
  - 25.7 the design and application of marking criteria;
  - 25.8 how the qualification reflects a Welsh context;
  - 25.9 the process used to award these qualifications consistently and to the appropriate level including the process for setting and maintaining standards;
  - 25.10 the process used to award the qualification, including a rationale for the proposed pass/fail boundary at assessment and qualification level.

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



**Operational requirements**

26. 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 appropriate for a qualification at this level.
27. The qualification specification must include explicit details of operational requirements, including:
  - 27.1 entries;
  - 27.2 quality assurance;
  - 27.3 external assessment processes.

**Further  
information**

Enquiries about this document should be directed to:

Enquiries  
Qualifications Wales  
Q2 Building  
Pencarn Lane  
Imperial Park  
Coedkernew  
Newport  
NP10 8AR

[Enquires@qualificationswales.org](mailto:Enquires@qualificationswales.org)

## **Appendix A – Level 4 Professional Practice in Children’s Care, Play, Learning and Development**

The Level 4 Professional Practice in Children’s Care, Play, Learning and Development specification must include the following content and learning outcomes. This makes 100% of the total content and learning outcomes of the qualification.

### **Group A: Mandatory content**

The following content will form the mandatory practice content of the Level 4 Professional Practice in Children’s Care, Play, Learning and Development qualification.

<b>Topic Areas</b>	<b>Learning Outcomes</b>
1. Leading child-centred practice	1.1. Understand the development of rights-based approaches and how these continuously evolve and influence child-centred practice 1.2. Understand how to promote equity, equality, diversity and inclusion 1.3. Understand the impact of Welsh Language and Culture on your workplace/setting 1.4. Understand prevention and early intervention 1.5. Understand the impact of safeguarding on your workplace/setting 1.6. Know how theories and models support the understanding of child development
2. Study skills	2.1. Understand tools and techniques to develop learning and study skills 2.2. Apply the use of study skills 2.3. Use research evidence from a review of published information

**Group B: Pathway content**

The following content will form the content for the pathways for the Level 4 Professional Practice in Children’s Care, Play, Learning and Development qualification.

Pathway	Outcomes
<p>3. Working with families and carers to develop parenting skills</p>	<p>3.1. Apply learning from research and evidence informed practice in own work with families/carers</p> <p>3.2. Implement interventions that can be used to engage with families/carers to achieve positive parenting outcomes</p> <p>3.3. Lead support for families/carers to recognise factors that have an impact on their parenting skills</p> <p>3.4. Lead support for families/carers to develop parenting skills through the implementation of agreed plans</p> <p>3.5. Promote the role and impact of multi-agency working on positive outcomes for families/carers</p> <p>3.6. Lead parenting support to develop positive parenting</p> <p>3.7. Apply information sharing protocols when working with families and carers</p>

Pathway	Outcomes
<p>4. Working with Children with Speech, Language and Communication Needs (SLCN)</p>	<p>4.1. Understand Speech, Language and Communication (SLC) development</p> <p>4.2. Evaluate the ways in which current theory and research has influenced policy and practice relating to Speech, Language and Communication (SLC)</p> <p>4.3. Understand the range of speech, language and communication needs (SLCN) children may experience and their implications for holistic development</p> <p>4.4. Lead practice that supports the identification, recognition and support of children with SLCN</p> <p>4.5. Lead on the development of a positive communication environment in your workplace/setting</p> <p>4.6. Contribute to the planning and evaluation of strategies and interventions that support children with SLCN within your workplace/setting</p> <p>4.7. The links between bilingualism/multilingualism and speech, language and communication skills development</p> <p>4.8. Lead on and promote the support of children learning the language of the workplace/setting, as an additional language</p> <p>4.9. The importance of adapting practice based on reflection when working with children with SLCN</p>

Pathway	Outcomes
<p>5. Recognising and Supporting Children with Additional Learning Needs (ALN)</p>	<p>5.1. Embed legislation, guidance and current practice in relation to Additional Learning Needs (ALN)</p> <p>5.2. Understand the responsibilities of settings to make reasonable adjustments for children with ALN</p> <p>5.3. Use recognition to support early intervention with children</p> <p>5.4. Work collaboratively to implement child-centred plans</p> <p>5.5. Support positive behaviour when working with children</p> <p>5.6. Use reflection to adapt practice when working with children with ALN</p>