



Level
4

APPROVAL CRITERIA

Professional Practice in Health and Social Care

Contents

	Page number
Introduction	1
Qualification structure	2
Subject aims and objectives	3
Subject content	4
Scheme of assessment	4
Outcomes	5
Submitting qualifications for approval	5
Rationale requirements	6
Operational requirements	7
Appendix A	9

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

¹ <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 Health and Social Care 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 Health and Social Care qualification.

This qualification is designed to be delivered by a range of learning providers, including work-based learning, further education and higher education, 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 January 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 Childcare² for teaching on publicly funded programmes of learning in Wales. This suite includes the Level 4 Professional Practice in Health and Social Care 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*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>

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 Level 4 Professional Practice in Health and Social Care specification must offer learners the certification of a qualification with a Total Qualification Time (TQT) of 620 hours (62 credits) and will need to be defined in terms of Guided Learning Hours (GLH).
2. The Level 4 Professional Practice in Health and Social Care 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 seven endorsed pathways:
 - 3.1 Leading support for reducing restrictive practices through positive approaches for behaviour;
 - 3.2 Leading practice with individuals living with mental ill-health;
 - 3.3 Leading practice with individuals living with dementia;
 - 3.4 Leading practice with individuals living with a learning disability/autism;
 - 3.5 Leading practice for disabled children and young people;
 - 3.6 Leading practice with children and young people who are looked after; and
 - 3.7 Leading practice with families and carers.
4. The qualification title appearing on certificates must be:

Level 4 Professional Practice in Health and Social Care

5. The design of Level 4 Professional Practice in Health and Social Care 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 3 Health and Social Care qualifications.
6. The Level 4 Professional Practice in Health and Social Care specification must specify any rules of combination that apply to the optional units.

Subject aims and objectives

7. Level 4 Professional Practice in Health and Social Care must enable learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within the context of their chosen specialism. 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 individuals 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 the context of the chosen pathway within health and social care settings/contexts;
 - 7.6 develop self-awareness in order to improve practice in the chosen pathway;
 - 7.7 develop knowledge and understanding of person/child-centred approaches within the chosen pathway;
 - 7.8 use literacy, numeracy and digital competency skills as appropriate within their role.

Subject content

8. The content of the Level 4 Professional Practice in Health and Social Care specification must reflect the subject aims and objectives.
9. The Level 4 Professional Practice in Health and Social Care specification must include the mandatory content (Group A) specified in Appendix A
10. The Level 4 Professional Practice in Health and Social Care specification must include the following pathways:
 - 10.1 Leading support for reducing restrictive practices through positive approaches for behaviour;
 - 10.2 Leading practice with individuals living with mental ill-health;
 - 10.3 Leading practice with individuals living with dementia;
 - 10.4 Leading practice with individuals living with a learning disability/autism;
 - 10.5 Leading practice for disabled children and young people;
 - 10.6 Leading practice with children and young people who are looked after; and
 - 10.7 Leading practice with families and carers.
11. The content for each pathway is specified in Appendix A (Group B).

Scheme of assessment

12. Level 4 Professional Practice in Health and Social Care 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 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 Health and Social Care must be available throughout the year.
20. The Level 4 Professional Practice in Health and Social Care 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. (See approval criteria 3.)

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 work⁵.

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 tasks 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.

⁵ <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 processed.

**Further
information**

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Appendix A – Level 4 Professional Practice in Health and Social Care

The Level 4 Professional Practice in Health and Social Care 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 Health and Social Care qualification.

Topic Areas	Learning Outcomes
1. Legislation, theories and models of person/child-centred practice	1.1. Understand the importance of respect for uniqueness, equality and diversity 1.2. Understand the use of a rights-based approach for the assessment of need and risk 1.3. Understand the role of inclusive assessments of individual need in health and social care 1.4. Understand citizen focused services 1.5. Understand person/child-centred communication 1.6. Understand sociological theories and their relationship to person/child-centred practice 1.7. Understand psychological theories and person/child-centred practice 1.8. Understand the biopsychosocial model as an approach to influence person/child-centred practice 1.9. Understand safeguarding and person/child-centred practice
2. Professional practice	2.1. Ensure that own continual professional development meets standards and requirements and reflects best practice 2.2. Support the practice development of others 2.3. Lead practice that meets requirements for presenting, recording, reporting and storing information

Group B: Pathway content

The following content will form the content for the pathways for the Level 4 Professional Practice in Health and Social Care qualification.

Topic Areas	Learning Outcomes
<p>3. Leading support for reducing restrictive practices through positive approaches for behaviour</p>	<p>3.1. Promote practice that supports multi agency working</p> <p>3.2. Lead practice that embeds legislation, national/local policies and guidance that underpin positive approaches to reduce restrictive practices and support positive behaviour</p> <p>3.3. Lead practice for person/child centred and rights-based approaches</p> <p>3.4. Lead practice for effective communication with individuals</p> <p>3.5. Understand models and frameworks that support ethical, values-based approaches for the use and reduction of restrictive practices and restrictive interventions</p> <p>3.6. Lead the development, implementation, monitoring, review and evaluation of plans that support the positive behaviour of individuals</p> <p>3.7. Lead practice for the safe use and reduction of restrictive interventions</p> <p>3.8. Lead support for individuals and other following incidences of challenging behaviour</p> <p>3.9. Lead practice that promotes safeguarding</p>
<p>4. Leading practice with individuals living with mental ill-health</p>	<p>4.1. Develop understanding of the context of mental ill-health and how it is experienced by individuals</p> <p>4.2. Develop understanding of power, stigma and discrimination</p> <p>4.3. Apply theories, models and approaches for the support and recovery of individuals living with mental ill-health</p>

Topic Areas	Learning Outcomes
	<p>4.4. Lead practice that applies legislation, policy and guidance that supports the rights of individuals living with mental ill-health</p> <p>4.5. Support individuals living with mental ill-health to achieve positive outcomes through the planning process</p> <p>4.6. Support rehabilitation, reablement and ongoing support for individuals</p> <p>4.7. Support individuals with changes and transitions</p> <p>4.8. Develop understanding and take account of co-occurring factors</p> <p>4.9. Develop effective partnership working</p> <p>4.10. Lead practice that promotes the balancing of rights, responsibilities and risks when working with individuals living with mental ill-health</p> <p>4.11. Provide support to manage and minimise the risk of crisis situations</p> <p>4.12. Promote safeguarding for individuals living with mental ill-health</p>

Topic Areas	Learning Outcomes
<p>5. Leading practice with individuals living with dementia</p>	<p>5.1. Develop understanding of legislation, national policy and guidance that supports the rights of individuals living with dementia</p> <p>5.2. Lead support for the health and well-being of individuals</p> <p>5.3. Lead support for effective communication with individuals living with dementia</p> <p>5.4. Lead support for families for individuals and their families/carers to adapt to a diagnosis of, and living with dementia</p> <p>5.5. Lead support for individuals living with dementia to achieve positive outcomes</p> <p>5.6. Support planning for palliative and end of life care</p> <p>5.7. Lead practice that develops positive approaches to reduce the use of restrictive practices and restrictive interventions</p> <p>5.8. Promote the safeguarding of individuals</p>
<p>6. Leading practice with individuals living with a learning disability and/or autism</p>	<p>6.1. Develop understanding of perceptions and perspectives of learning disability and autism</p> <p>6.2. Lead practice for person-centred and rights-based approaches, well-being, positive relationships and community participation</p> <p>6.3. The range of communication methods and approaches and how they can be used to support individuals</p> <p>6.4. Lead the use of person-centred planning and Active Support</p> <p>6.5. Understand the importance of sexuality, sexual expression and sexual health</p> <p>6.6. Support health promotion, prevention and early intervention to reduce the risk of ill health</p> <p>6.7. Understand Positive Behavioural Support</p> <p>6.8. Lead practice that supports safeguarding</p>

Topic Areas	Learning Outcomes
<p>7. Leading practice for disabled children and young people</p>	<p>7.1. Develop understanding of perceptions, perspectives and nature of disability</p> <p>7.2. Lead practice that actively involves families/carers in the support of disabled children</p> <p>7.3. Apply learning from research and use evidence informed practice in work with disabled children</p> <p>7.4. Lead practice that applies understanding of child development</p> <p>7.5. Lead practice that supports children to develop a positive sense of self</p> <p>7.6. Lead practice that supports children during change and transition</p> <p>7.7. Lead support for effective communication with disabled children</p> <p>7.8. Lead practice that promotes safeguarding and safer care</p> <p>7.9. Understand the importance of supporting children’s education</p> <p>7.10. Lead practice to support children to live in the digital world</p> <p>7.11. Lead practice that supports nutrition and hydration of disabled children</p> <p>7.12. Understand support for healthcare for disabled children</p> <p>7.13. Lead practice that uses early intervention and prevention to minimise the risk of crises</p>

Topic Areas	Learning Outcomes
<p>8. Leading practice with children and young people who are looked after</p>	<p>8.1. The role of services, arrangements and specialist placements for children and young people who are looked after</p> <p>8.2. Apply learning from research and use evidence informed practice in work with children and young people</p> <p>8.3. Lead practice that applies understanding of child development</p> <p>8.4. Promote consistent approaches to develop and maintain nurturing and stable relationships</p> <p>8.5. Lead practice that supports children and young people’s development and educational achievement</p> <p>8.6. Lead practice that supports children to develop a positive sense of self</p> <p>8.7. Lead practice that supports meaningful involvement of children and young people in the assessment, planning, implementation and review of their care</p> <p>8.8. Lead practice that supports children and young people before, during and after change and moves</p> <p>8.9. Lead practice that supports positive relationships of children and young people who are looked after</p> <p>8.10. Support children to live in the digital world</p> <p>8.11. Lead practice that promotes safeguarding and safer care</p> <p>8.12. Lead practice that uses early intervention and prevention to minimise the risk of crises</p> <p>8.13. Promote support for the health and well-being of children</p>

Topic Areas	Learning Outcomes
<p>9. Leading practice with families and carers</p>	<p>9.1. Apply learning from research and evidence informed practice in own work with families/carers including support for rights and entitlements</p> <p>9.2. Understand why families/carers may need to access support and services</p> <p>9.3. Lead the use approaches that support the development of positive professional relationships and the engagement of families/carers</p> <p>9.4. Lead support for families/carers that helps them to recognise and take actions to mitigate factors that may have a negative impact on the way that they function</p> <p>9.5. Lead practice that promotes outcomes focused assessment, planning, implementation and review of plans for families/carers</p> <p>9.6. Apply information sharing protocols when working with families/carers</p> <p>9.7. Lead practice that supports families/carers to build and maintain positive relationships and networks</p> <p>9.8. Lead practice that applies understanding of child development</p> <p>9.9. Lead practice that supports families/carers in children and young people’s educational achievement</p> <p>9.10. Lead practice that supports nutrition and hydration of children</p> <p>9.11. Lead practice that supports families/carers to understand the importance of good healthcare for children</p> <p>9.12. Support families/carers to live safely in the digital world</p> <p>9.13. Promote safeguarding</p> <p>9.14. support families/carers to develop the skills needed to manage crisis situations</p>