

LEVEL 5

APPROVAL CRITERIA

Leadership and Management of Children's Care, Play, Learning and Development: Practice

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

Introduction

This document sets out the approval criteria for the Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice 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 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice qualification.

This qualification is for those working in a management role within a regulated childcare setting.

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.

The content reflects a range of different roles and ages.

This qualification is designed to be delivered by a range of learning providers including work-based and further education learning providers, for learners who are 18 or over. This qualification builds upon knowledge gained through the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

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 November 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 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice 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.

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 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice specification must offer learners the certification of a qualification with a Total Qualification Time (TQT) of 1200 hours (120 credits) and will need to be defined in terms of Guided Learning Hours (GLH).
2. The Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice qualification comprises both mandatory units (Group A) and optional units (Group B) (see Appendix A).
3. The qualification title appearing on certificates must be:

Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice.

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 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice 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 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.
5. The Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice specification must specify any rules of combination that apply to the optional content.

Subject aims and objectives

6. Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice 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:
 - 6.1 understand and apply in practice a range of leadership and management concepts, theories and techniques;
 - 6.2 reflect on their own and others' leadership and management styles and understand how these impact on those they work with, both within and outside of their setting;
 - 6.3 lead and manage performance improvement in children's care, play, learning and development settings;
 - 6.4 lead and manage child-centred approaches in practice;
 - 6.5 lead and manage the improvement of service within children's care, play, learning and development;
 - 6.6 work as effective and independent learners, and as critical and reflective thinkers to make informed judgements which includes using and interpreting data;

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- 6.7 use communication, numeracy and digital competency skills as appropriate within their role.

Subject content

7. The content of the Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice specification must reflect the subject aims and objectives.
8. The Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice specification must include:
 - 8.1 the mandatory content (Group A) specified in Appendix A; and
 - 8.2 the optional content (Group B) specified in Appendix A.

Scheme of assessment

9. The assessment for Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice will be externally set, externally assessed and externally quality assured. The assessment will consist of:
 - 9.1 a portfolio of evidence which includes records of observed practice;
 - 9.2 a business project; and
 - 9.3 a professional discussion.
10. The assessment must specify the type and amount of evidence to be collected for assessment purposes.
11. The qualification must be of comparable demand for all learners, irrespective of the units undertaken.
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. All learning outcomes for the mandatory and optional content undertaken must be evidenced through the assessments.

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14. Marking criteria must indicate how each aspect of assessment relates to the learning outcomes.
15. Assessment opportunities for Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice must be available throughout the year.
16. The Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice specification must include details of opportunities to resubmit assessments.

Outcomes

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

Submitting qualifications for approval

18. When submitting a qualification to Qualifications Wales for approval, the awarding body must provide:
 - 18.1 a specification document;
 - 18.2 a representative range of sample assessment materials;
 - 18.3 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.

Rationale requirements

19. The purpose of the rationale document is to support the qualification review and approval process and is not intended for publication.
20. The rationale document must include an explanation for:

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

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- 20.1 the qualification structure, explaining the reasons for the way in which the content has been structured and demonstrating how comparability between different options has been achieved;
- 20.2 the approach to how assessments are developed and refreshed over time;
- 20.3 the assessment structure, including where appropriate, the number, mark allocation and duration of assessments;
- 20.4 the availability of assessment opportunities and the approach to ensuring those opportunities are available throughout the year;
- 20.5 the interpretation of the learning outcomes and how they apply to the different components of assessment;
- 20.6 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;
- 20.7 the design and application of marking criteria;
- 20.8 how the qualification reflects a Welsh context;
- 20.9 the process used to award these qualifications consistently and to the appropriate level, including the process for setting and maintaining standards;
- 20.10 the process used to award the qualification, including a rationale for the proposed pass/fail boundary at assessment and qualification level.

Operational requirements

21. The specification and/or supporting information must specify the knowledge and competence requirements (both subject and assessment/quality assurance) for assessors and quality assurers.
22. The qualification specification must include explicit details of operational requirements, including:
 - 22.1 entries;
 - 22.2 quality assurance;
 - 22.3 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
Enquiries@qualificationswales.org

Appendix A – Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice

The Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice 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 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice qualification.

Topic Areas	Learning Outcomes
1. Lead and manage child-centred practice	1.1. Lead the use of research and evidence informed practice for the holistic development and well-being of children 1.2. Lead and manage practice which promotes children’s rights and the voice of the child 1.3. Lead and manage settings that apply an understanding of child development theories 1.4. Lead and manage practice that promotes and supports holistic learning, growth and development 1.5. Lead and manage the use of play to support the holistic learning, growth and development of children 1.6. Lead and manage the planning process for children 1.7. Lead and manage support for change and transitions

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Topic Areas	Learning Outcomes
2. Lead and manage effective team performance	2.1. Lead the development of a positive culture that is motivational and inspiring 2.2. Manage effective values-based recruitment and selection processes 2.3. Manage effective values-based induction of workers 2.4. Manage the continuing professional development of workers through supervision and performance reviews 2.5. Manage poor performance 2.6. Manage conflict within teams 2.7. Manage the delegation of tasks 2.8. Lead and manage innovation and change
3. Lead and manage the quality of workplace/settings	3.1. Understand theories, methods and models that can be used to support the workplace/setting to meet requirements for quality standards 3.2. Manage the implementation of systems, procedures and practice to monitor, measure and improve performance of the workplace/setting 3.3. Use analysis of incidents, compliments, concerns and complaints to improve the workplace/setting
4. Professional practice	4.1. Understand the role, responsibilities and accountabilities of a manager 4.2. Develop leadership skills and ethical practice that recognises and values equity, equality and diversity 4.3. Lead and manage effective partnership working 4.4. Lead and manage information requirements for presenting, recording, reporting and storing information 4.5. Ensure that own continuing professional development meets legislative requirements, standards and Codes of Conduct and Professional Practice

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Topic Areas	Learning Outcomes
<p>5. Lead and manage practice that promotes the safeguarding of children</p>	<p>5.1. Lead and manage compliance with legislative, regulatory and organisational requirements for the safeguarding of children</p> <p>5.2. Develop and maintain knowledge and understanding of safeguarding of children</p> <p>5.3. Lead and manage practice that safeguards children from harm and abuse</p> <p>5.4. Lead and manage practice that supports rights, choice, well-being and positive relationships to promote safeguarding</p> <p>5.5. Lead and manage practice that supports children to be kept safe</p>
<p>6. Lead and manage health, safety and security in the workplace/setting</p>	<p>6.1. Understand legislative and regulatory requirements for health, safety and security in the workplace/setting</p> <p>6.2. Monitor and maintain compliance with health, safety and security requirements</p> <p>6.3. Lead and manage health and safety risk assessments for children</p> <p>6.4. Manage the risk of work-related ill-health</p>

Group B: Optional content

The following content will form optional practice content units within the Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice qualification.

Topic areas	Learning outcomes
7. Lead and manage health, well-being and creative learning within childcare provision	7.1. Lead and manage implementation of contemporary practice, policy and procedures within an early years and childcare workforce 7.2. Lead and manage environments that promote innovation, creativity and creative learning 7.3. Lead and manage practice to support positive behaviour when working with children 7.4. Lead and manage the promotion and support of safe physical care routines for children 7.5. Lead and manage provision of balanced nutrition and hydration for children
8. Lead and manage the acquisition of a new language through immersion	8.1. Lead and manage language immersion in the workplace/settings 8.2. Lead and manage practice to support children to acquire a new language through immersion
9. Lead and manage support for families to develop parenting skills	9.1. Lead the use of research and evidence informed practice to support work with families/carers 9.2. Support the application and understanding of child development 9.3. Lead support for workers to establish with families/carers approaches to develop positive parenting 9.4. Lead and manage appropriate support for families to recognise factors that have an impact on their parenting skills 9.5. Lead and manage support for families/carers to reflect on and develop their parenting skills 9.6. Lead partnership work for the support of families/carers

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Topic areas	Learning outcomes
	9.7. Lead and manage the delivery of parenting programmes
10. Lead and manage speech, language and communication skills	10.1. Lead and manage practice that reflect guidance and frameworks which support speech, language and communication 10.2. Lead and manage practice that supports the development of speech, language, communication and literacy 10.3. Lead and manage practice to reflect theoretical frameworks that underpin speech, language and communication development 10.4. Lead and manage practice that supports speech, language and communication needs 10.5. Lead and manage the development of a positive communication environment in your setting 10.6. Lead and manage inclusive practice to support children who have speech, language and communication needs 10.7. Lead and manage the planning and evaluation of strategies and interventions to support the development of children with SLCN within your workplace/setting
11. Lead and manage services for children with additional needs	11.1. Lead and manage practice to reflect current research, legislation and guidance in relation to additional needs 11.2. Lead and manage practice to support early identification of additional needs 11.3. Lead and manage the planning and support for children with additional needs 11.4. Lead and manage the promotion of inclusive practice within your workplace/setting 11.5. Lead and manage practice to support positive behaviour when working with children

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Topic areas	Learning outcomes
12. Lead and manage continuous improvement through the regulatory processes	12.1. Lead and manage settings to ensure they meet and embed standards and regulatory requirements 12.2. Lead and manage the response to requirements and recommendations
13. Lead and manage child health services	13.1. Lead and manage practice that complies to specific legislative and regulatory requirements, national policy guidance and standards for child health services 13.2. Lead and manage practice that embeds organisational values in child health services 13.3. Lead and manage ongoing support to meet the physical care needs of children 13.4. Lead and manage holistic discharge planning 13.5. Lead and manage the care of the deteriorating child 13.6. Lead and manage the workload and resources of the child health service. 13.7. Lead and manage practice that supports the holistic view of children’s well-being including respect for LGBTQ+ preferences 13.8. Lead and manage practice that supports the holistic view of children’s health including those with mental health conditions 13.9. Lead and manage practice that supports the holistic view of children’s health including those living with learning disability and autism 13.10. Lead and manage practice that supports the holistic view of a child’s health including those living with a disability 13.11. Lead and manage the planning of support for children with life limiting conditions 13.12. Lead and manage support for the medicine management agenda in the clinical area 13.13. Lead and manage support for the Welsh language in the child health service 13.14. Lead and manage meetings

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Topic areas	Learning outcomes
14. Lead and manage inter-professional working arrangements	14.1. Understand the purpose and principles of inter-professional working arrangements 14.2. Lead and manage effective service delivery through inter-professional working arrangements 14.3. Lead and manage the delivery of agreed plans 14.4. Critically evaluate the effectiveness of inter-professional teamworking
15. Lead work with volunteers	15.1. Understand the role of volunteering for service provision 15.2. Prepare for the use of volunteers in the service provision 15.3. Lead and manage the recruitment and selection of volunteers 15.4. Lead and manage support for volunteers
16. Lead and manage business planning and processes	16.1. Apply the principles of business planning 16.2. Develop, implement, review and evaluate strategic and operational plans for the service provision
17. Study skills	17.1. Understand tools and techniques to develop learning and study skills 17.2. Apply the use of study skills 17.3. Understand how to use research skills