

Introduction to the Level 4



Preparing for Leadership and Management
in Children's Care, Play, Learning and
Development qualification
– a learner/student guide



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Overview of the Framework

The Welsh Government's ambition to raise the standards and skills of the childcare, play and early years workforce is well articulated in the **Childcare, Play and Early Years Workforce Plan (2017)**, not least their desire to 'support managers of all settings to aspire to and reach level 5' (p. 16) with a commitment to '...support[ing] the sector by developing appropriate progression routes to achieve these qualifications and to access structured training and career paths' (p. 16).¹

Within the new framework of qualifications, the journey towards a leadership and management role must start with the completion of the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development**. The new framework of qualifications is outlined below.

From 2015-2016, Qualifications Wales conducted a review of all of the health and social care, and childcare qualifications that were fundable in Wales. Following the review, Qualifications Wales concluded that the vast number of qualifications available caused too much confusion for learners, parents and employers.

Because of these findings, Qualifications Wales commissioned City & Guilds and WJEC (**the Consortium**) to develop a minimum of 22 qualifications designed to meet the evolving needs of the health and social care, and childcare sector (see illustration on page 6). We have worked closely with Qualifications Wales, Social Care Wales, Health Education and Improvement Wales and other sector bodies, tutors, teachers and workplace assessors to ensure that the new qualifications are innovative, fit for purpose and of the highest quality.

¹ [Childcare, Play and Early Years Workforce Plan](#) (date accessed 26 March 2020)

City & Guilds and WJEC are recognised Awarding Bodies. This means that we are approved by Qualifications Wales, and other bodies across the UK, to design, develop, deliver and award qualifications in line with specific conditions and regulations.

You can find out more about Qualifications Wales' review here:

<https://qualificationswales.org/english/qualifications/vocational-qualifications/sector-reviews/health-social-care-and-childcare/>

Whether you are at school or sixth form college, in work or studying at college or with a work-based provider, the suite of new qualifications is designed to meet your needs. Available from Level 1 to Level 5, including a GCSE and GCE AS and A level, they provide opportunities for progression whether you are thinking about entering employment, seeking career progression or hoping to go to college or university.

The qualification resources are available in Welsh and English. Please speak to your tutor/teacher/assessor about completing your qualification in Welsh. Support materials are available online from Health and Care Learning Wales, and include:

- qualification handbook – including individual unit guidance
- assessment pack.

Complete Health and Social Care and Children's Care, Play, Learning and Development suite of qualifications 2020

This student guide focuses on the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification. You must be at least 18 years old to complete this qualification. How the qualification fits within the new suite of qualifications is highlighted on the framework below.



Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification

Who is the qualification for?

You are working towards the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification, which is designed for individuals employed within the Early Years and Childcare sector who intend to progress to a management role, whether now or in the future. It is primarily for those in paid or unpaid employment or who have access to a work placement in:

- regulated childcare settings with children under the age of 8 and their families
- NHS children's services for those working with children for 0-19 and their families.

What does the qualification cover?

This qualification is designed for learners to develop the key knowledge and understanding that underpins leadership and management in the Early Years and Childcare sector.

Learner entry requirements

The Consortium does not set entry requirements for this qualification; however, centres must ensure that you have the potential and opportunity to gain the qualification successfully. It may be beneficial for you to have completed the **Level 2 Children's Care, Play, Learning and Development: Core** qualification prior to the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification, but this is not essential.

Aims and objectives

The **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification will enable learners to develop and demonstrate their knowledge and understanding within a children's care, play, learning and development setting. In particular, learners should be able to demonstrate that they:

- understand a range of leadership and management concepts, theories and techniques
- understand different leadership and management styles and how these influence practice within services
- understand how to lead child-centred approaches in practice
- are able to work as effective and independent learners, and as critical and reflective thinkers to make informed judgements which includes using and interpreting data
- have an awareness of how to lead, manage and improve service within children's care, play, learning and development.

What progression opportunities are there?

By the end of your qualification, you will have gained the fundamental knowledge and understanding you need to support progression on to the **Level 5 Leadership and Management in Children's Care, Play, Learning and Development: Practice** qualification or employment within the Children and Early Years sector. However, progression is not automatic; you **MUST** be in a relevant job role before progressing.

How can I be confident that this qualification is up-to-date and will be recognised by employers?

The content of the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the Children and Early Years sector.

It is likely that your school, college or work-based provider will be working closely with Early Years and Childcare employers in your area and they will have developed a programme of study to ensure that all of the qualification requirements are fully met. Your learning may occur in a very structured environment, e.g. in a traditional classroom, or by a more blended approach that involves both classroom and online learning. Alternatively, you may be supported to learn 'on-the-job' and to undertake some self-directed study. Whatever approach to learning is taken, we have provided some supportive resources that will help you along the way.

Whether you are at school, college or being supported by a work-based provider it is likely that you will need to learn information that is new to you. How you learn can be influenced by a number of different factors, including what motivates you and what type of environment you need. Your tutor/teacher/assessor will want to work with you to find out how they can support you to learn effectively – this is often referred to as your '**preferred**' **learning style** (see page 39 for more information about 'preferred' learning styles).

Qualification structure

The **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification consists of three mandatory units:

- Unit 405: Leading child-centred practice
- Unit 406: Theoretical frameworks for leadership and management
- Unit 407: Understand how to lead and manage effective team performance.

Minimum guided learning hours	335 hours	This is the amount of supervised learning and assessment that is required to deliver the qualification and can be used for planning purposes.
Total qualification time	600 hours	This is the total amount of time expected to be spent by a learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and undertaking some formative assessment activities.

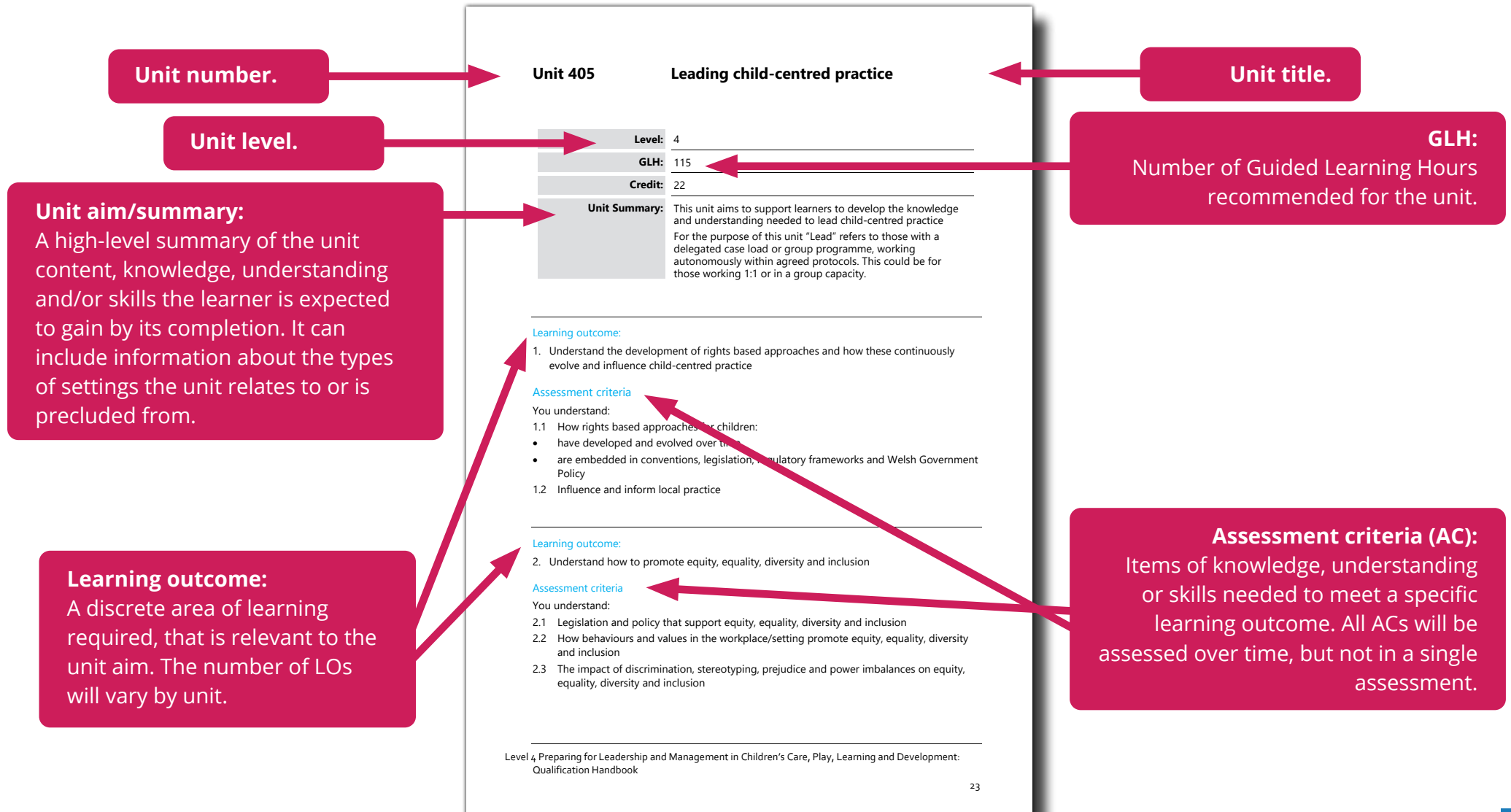
The main assessment methods within this qualification will be through a series of both externally and internally assessed structured tasks, including

- evaluation and project plan
- written responses
- oral assessment.

These assessment activities have been designed to allow for holistic evidence collection. They will support you to demonstrate your knowledge and skills across different units and learning outcomes within the same activity. This will reduce any repetition of assessment.

What is a unit?

All of the knowledge, understanding, behaviours, skills and practice required for this qualification is arranged in units – a bit like chapters in a book. The unit layout used in this qualification is illustrated below and we have identified some key aspects and language that you will become more and more familiar with as you progress through your learning and assessment journey.



Where can I find more information about each unit?

At the end of every unit we have provided further guidance, and your tutor/trainer/assessor will refer to this to guide their delivery of teaching, learning and assessment. The 'Guidance for Delivery' for unit 406 is illustrated here. You may find it useful to look at the *Guidance for Delivery* of all of the units in this qualification. These can be found in the Qualification handbook.

Unit 406 Theoretical frameworks for leadership and management

Supporting Information

Guidance for delivery

Learners are encouraged to reflect on and make reference to their own workplace/ setting during the delivery of this unit content.

Content	Amplification
LO1	Theme objectives <ul style="list-style-type: none"> Introduction to theories, models and frameworks of leadership, management, change and innovation
1.1	Topics to cover: <ul style="list-style-type: none"> The meaning of the terms: leadership; management and innovation and change management Leadership theories Leadership styles Change management theories and tools - to include innovation Programme and project management models
	Guidance for delivery Theories and models should be used to provide learners with the underpinning knowledge needed for this unit.
1.2	Topics to cover: <ul style="list-style-type: none"> Organisational culture and ethical leadership The role of leaders and managers for leading innovation and change
LO2	Theme objectives: <ul style="list-style-type: none"> You understand the continuous process of service improvement and how feedback should influence this
2.1	Topics to cover: <ul style="list-style-type: none"> Self-assessment cycle - The importance of continually identifying and recognising ongoing daily practice to improve outcomes for children
	Guidance for delivery Valuing and using a range of evidence
2.2	Topics to cover: <ul style="list-style-type: none"> CIW, Estyn and HIW, guidance for self-assessment

2.5	Guidance for delivery Concerns should cover a range of concerns applicable to children's care settings, for example: Analysis of accidents, incidents, information received
LO3	Theme objectives: <ul style="list-style-type: none"> How to manage innovation and change Why staff / families/ carers may resist innovation and change Theoretical and practical approaches to leading and managing innovation and change Application of partnership working to managing innovation and change How project management approaches can be used to manage change.
3.1	Topics to cover: <ul style="list-style-type: none"> Theories on resistance to change Step change models 'Five whys' for change processes
	Resources: Acas: How to manage change http://www.acas.org.uk/media/pdf/q/q/Acas-How-to-manage-change-advisory-booklet.pdf Academi Wales Learning Resources https://academiwales.gov.wales/Repository/tree?sort=recommendation&language=en&tags=Change%20and%20continuous%20improvement&nodeId=d77a1344-9047-40d2-90b3-1f5da37cd358

Related NOS

- SCDLMC A1:** Manage and develop yourself and your workforce
- SCDLMC A2:** Lead and manage change within care services
- SCDLMC A3:** Actively engage in the safe selection and recruitment of workers and their retention in care services
- SCDLMC A5:** Manage the allocation, progression and equality of work in care service provision
- SCDLMC E2:** Lead the performance management of care service provision
- SCDLMC E10:** Manage the conduct and performance of workers in care services

Related legislation

- Social Services and Well Being (Wales) Act 2014
- National Minimum Standards for Regulated Childcare for children up to the age of 12 years
- www.nice.org.uk/guidance
- Welsh Language Act 1993 and Welsh Language Standards Regulations 2015
- Lone Workers Policy & Guidelines 2010

What subject areas will I learn about?

Each of the units in the qualification includes areas of learning that link to each unit title. As illustrated on the previous pages, these are presented in Learning Outcomes and Assessment Criteria. An overview of each unit in the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification is provided below:

MANDATORY UNITS	
Unit	Unit Summary
Unit 405: Leading child-centred practice	<p>This unit aims to support learners to develop the knowledge and understanding needed to lead child-centred practice.</p> <p>For the purpose of this unit 'Lead' refers to those with a delegated case load or group programme, working autonomously within agreed protocols. This could be for those working 1:1 or in a group capacity.</p>
Unit 406: Theoretical frameworks for leadership and management	<p>This unit aims to introduce learners to a range of theoretical frameworks, and to understand how these frameworks can be used to support innovation, change and quality improvement within the leadership and management of children's care settings.</p> <p>It includes topics of learning such as theoretical approaches, self-assessment of service and evaluation, managing innovation and change.</p>
Unit 407: Understand how to lead and manage effective team performance	<p>This unit aims to provide learners with an introduction to leading and managing effective team performance; including the importance of values-based recruitment and induction.</p> <p>It includes topics of learning such as equality, diversity and inclusion, the importance of Welsh language, the importance of values-based recruitment and how to manage team conflict and poor performance.</p>

What do I have to do to achieve this qualification?

In order to achieve the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification you will need to:

- work closely with your **tutor/teacher/assessor/workplace mentor/employer**
- be prepared to learn about and experience new things related to working with children
- prepare for and complete assessments – there is more information about assessment on page 24-27.

Throughout the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification you will come into contact with and be supported by people in various different roles:

ROLES	SCOPE AND FUNCTION
Tutor	provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment.
Internal assessor	a qualified assessor – they will be responsible for determining the outcome of tasks from Section 1 and Section 3 using externally set pass criteria.
Internal Quality Assurer	ensures that the assessment of evidence is of a consistent and appropriate quality.
External Quality Assurer	is responsible for confirming that the planning, delivery and assessment of the internally assessed tasks has been carried out in accordance with City & Guilds policies and procedures.
City & Guilds External Assessor*	a qualified assessor who is responsible for making the final assessment judgement of Section 2 of the assessment tasks, covering unit 405.
City & Guilds Lead Assessor*	will be responsible for sampling and standardising the assessment judgement determined by external assessors.

* These roles are appointed by City & Guilds – you may meet these people towards the end of your qualification.

Focus on leadership

Throughout the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification there is a focus on developing your understanding of leadership and management skills, so that you can demonstrate how you 'understand' and 'know how to...' lead and manage a team within the Children and Early Years sector.

Most of the units focus on knowledge and understanding of how to lead and manage, rather than support and promote.

e.g. Unit 405 Leading child-centred practice.

Unit 406 Theoretical frameworks for leadership and management.

As a result, many of the learning outcomes throughout the qualification require you to understand your role at a higher level of responsibility.

e.g. Unit 406 Learning outcome 3 – Understand managing innovation and change.

Unit 407 Learning outcome 3 – Understand approaches, skills and qualities for the effective leadership and management of teams.

This is also demonstrated in many assessment criteria.

e.g. Unit 405 Assessment criteria 5.7 – You understand how to lead an environment that promotes safeguarding.

Unit 407 Assessment criteria 1.1 – You understand the application of approaches to support equality, diversity and inclusion in leading and managing workers.

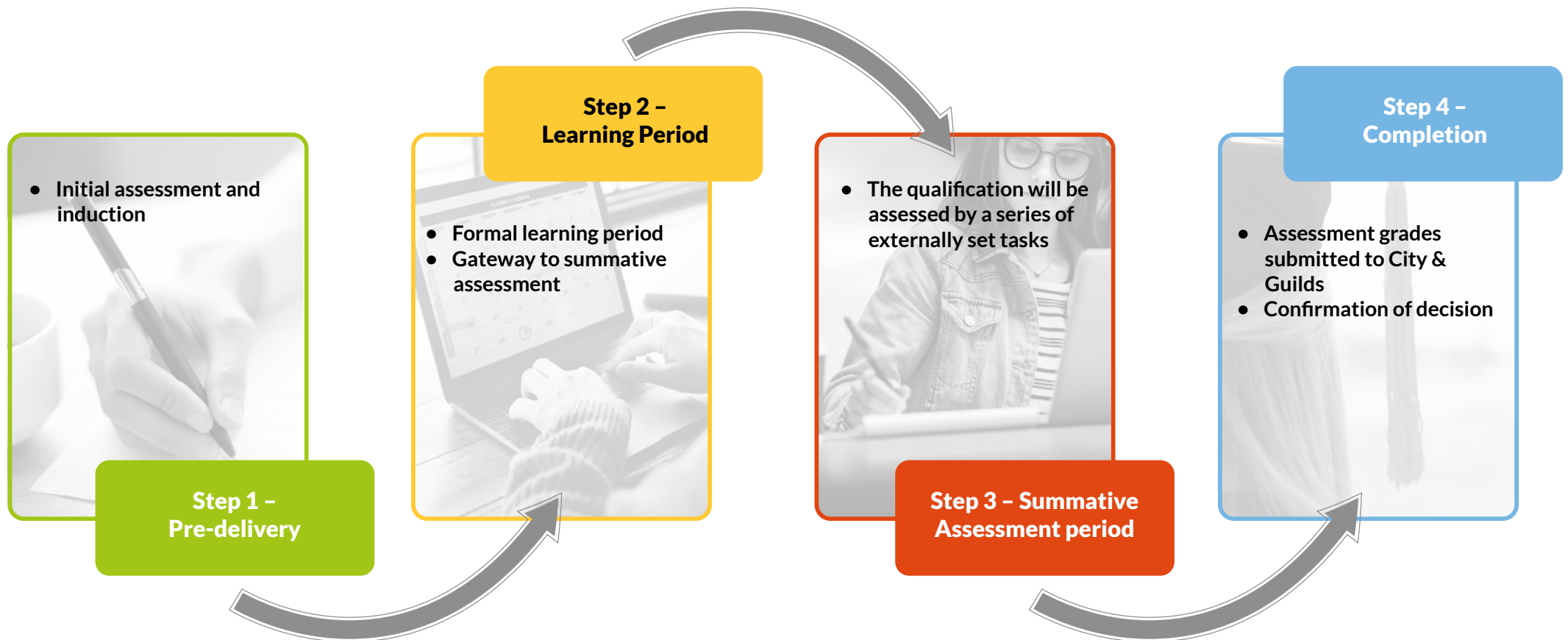
Employer engagement

In order to achieve the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification it is **not** necessary to be currently employed within the Children and Early Years sector, either in a paid or unpaid capacity. However, if you are employed, the qualification provides opportunity for your employer to be very involved in your learning, development and progress throughout your qualification and this is something that should be strongly encouraged and supported.

What is a workplace mentor?

A workplace mentor may be assigned to you by your employer. They are not a mandatory requirement for this qualification, but some employers and providers recognise that they have an important role in workplace learning and assessment. A workplace mentor will help you to make connections between what you may learn in the classroom and how this applies in the world of work. They may also help you to identify and make the best use of any opportunities for learning that occur when you are 'on-the-job'. Your internal assessor may also be able to work as your mentor.

What might my journey through the qualification look like?



*Steps 2 and 3 are repeated for each unit of the qualification.

Step 1 – Pre-delivery

- Initial assessment and induction



You will complete an initial assessment before you start your programme to identify:

- whether you have any specific training needs
- any support and guidance you may need when working towards your qualification
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme, so that you fully understand the requirements of the qualification, your responsibilities as a learner, and the responsibilities of the centre. This information may be recorded on a learning contract. It is really beneficial for your manager to participate in, or contribute to, this discussion.

It would also be helpful to discuss with your tutor/assessor what you hope to achieve from this qualification, and there would be value in completing a personal statement at the start of the programme, where you consider your own goals for what you hope to achieve from completion of the programme, and remain focused on these throughout the delivery.

Your school, college or work-based provider may require you to engage in additional learning focused on the wider range of skills that you may require in order to complete this qualification, e.g. an introduction on research and study skills. An introduction to these skills will be highly advantageous to support you through the delivery process, assessment tasks and to embed an enriched learning experience.

Which units will I complete?

To achieve the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification you must complete the three mandatory units. These units equate to 60 credits in total.

What are credits?

We have awarded a credit value to each unit. The credits awarded to a unit reflect the level and volume of knowledge, understanding, behaviours, skills and practice which will be achieved through completion of the unit. To achieve the qualification, you **must** achieve a **minimum** of 60 credits in total.

Leading child-centred practice

Unit 405

115 GLH/22 Credits
6 Learning Outcomes

Unit aim:

This unit aims to support learners to develop the knowledge and understanding needed to lead child-centred practice.

For the purpose of this unit 'Lead' refers to those with a delegated case load or group programme, working autonomously within agreed protocols. This could be for those working 1:1 or in a group capacity.

Theoretical frameworks for leadership and management

Unit 406

120 GLH/20 Credits
3 Learning Outcomes

Unit aim:

This unit aims to introduce learners to a range of theoretical frameworks, and to understand how these frameworks can be used to support innovation, change and quality improvement within the leadership and management of children's care settings.

Understand how to lead and manage effective team performance

Unit 407

100 GLH/18 Credits
8 Learning Outcomes

Unit aim:

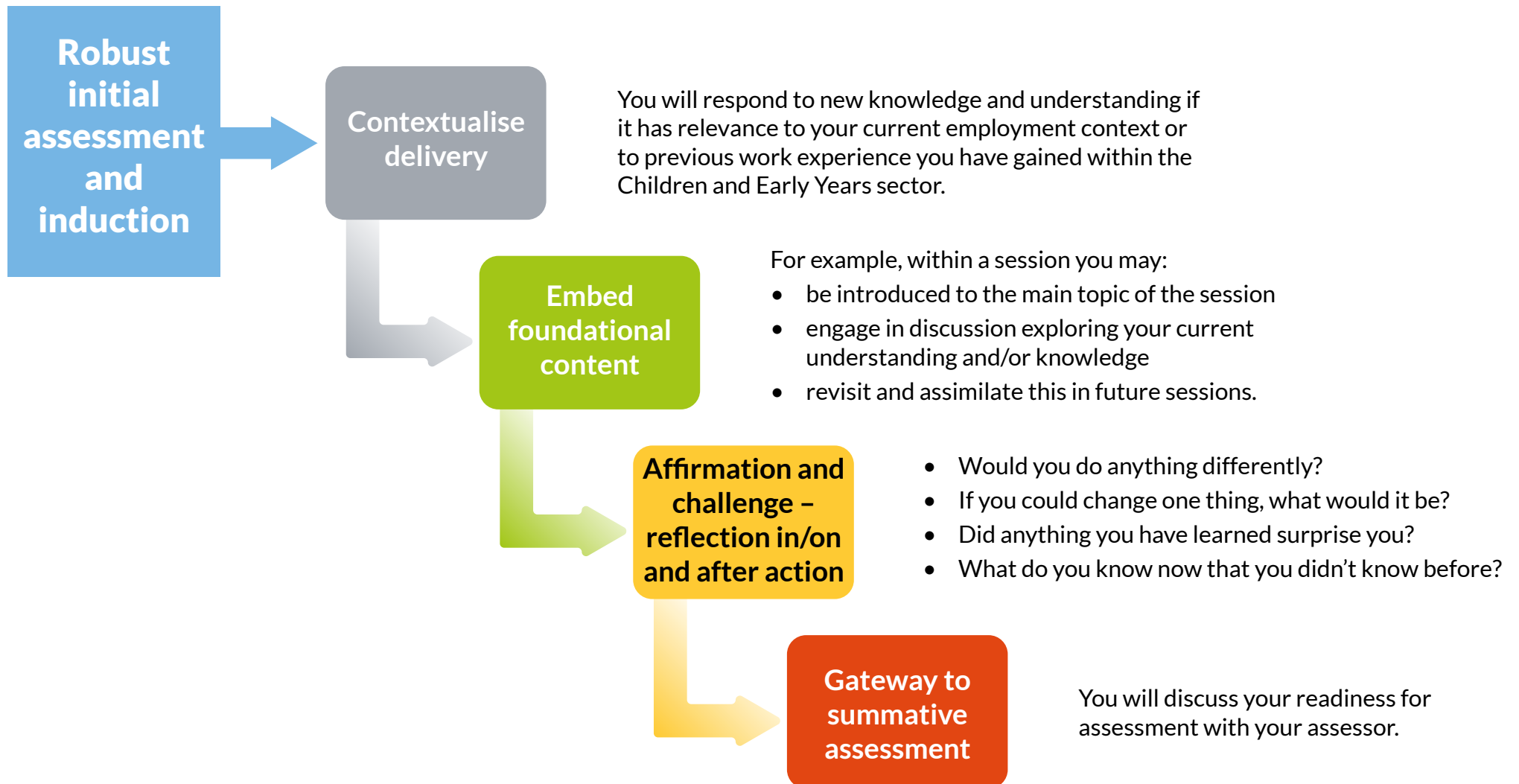
This unit aims to provide learners with an introduction to leading and managing effective team performance; including the importance of values-based recruitment and induction.

- **Formal learning period**

This could include independent study, classroom-based activities and/or learning 'on-the-job'

- **Gateway to summative assessment**

Following learning, you will discuss and agree with your assessor your readiness for assessment



Each unit should be taught sequentially and followed by summative assessment. This process is repeated until all three units have been taught and assessed.

Your tutor will support and guide you and will help you to learn about all of the important things that you need to know in order to lead and manage within the Children and Early Years sector. Your tutor/teacher will use learning resources and teaching techniques that are designed to help you to prepare for assessment.

Readiness for assessment – demonstrating competence

It is important that you are only put forward for assessment purposes when there is confidence from both your tutor/internal assessor that you are sufficiently competent to be able to successfully complete the assessment. Your tutor/internal assessor will release individual tasks to you at a suitable point following the delivery of the content, and at a time when your tutor/internal assessor is confident that you are secure in your knowledge and understanding to complete the assessment task.

Task release

Once you have been deemed ready for assessment, your tutor/internal assessor will release the assessment task to you. The tutor/internal assessor must **not** release all of the assessment tasks in one go.

Your tutor/internal assessor should discuss and agree a completion timetable for the tasks with you, considering their delivery programme and your ability to successfully undertake each of the tasks within the assessment period. Submission dates for assessment tasks should be set so that they do **not** overlap, i.e. you should have a defined period to respond to each task.

You are required to plan your work and activities; your plans must be confirmed by a tutor/internal assessor for appropriateness. Following this discussion and agreement, the tutor/internal assessor must provide you with a planned timetable of completion for each of the tasks, with clear submission dates. You will submit the task as your final work.

Step 3 – Summative Assessment period

- **External assessment learners must successfully complete:**

A project that contains a series of tasks, based around a proposed change to practice

- **Internal assessment learners must successfully complete:**

A series of tasks, involving both oral and written responses

How will my qualification be assessed?

The **Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development** qualification will be assessed by a series of externally set tasks. All assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved.

UNIT	TITLE	TASK	ACTIVITY	ASSESSMENT
Unit 405	Leading child-centred practice	Task A	(i) Information document (ii) written task	All externally assessed by the Awarding Body
		Task B	(i) outline and evaluation (ii) project plan	
Unit 406	Theoretical frameworks for leadership and management	Task C	Summary of roles and responsibilities	Internally assessed by the internal assessor
		Task D	Training session materials	
Unit 407	Understand how to lead and manage effective team performance	Task E	Written response	Internally assessed by the internal assessor
		Task F	Oral assessment (60 mins independently + 30 mins discussion)	
		Task G	Written response*	

Tasks should be released sequentially, NOT all at once, with a defined period agreed to respond to each task

Use of external resources and references – clear guidance on referencing has been provided in the assessment pack

*Written responses should be provided as electronic, typed responses. Candidates should ensure that work is presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.

What will I have to do?

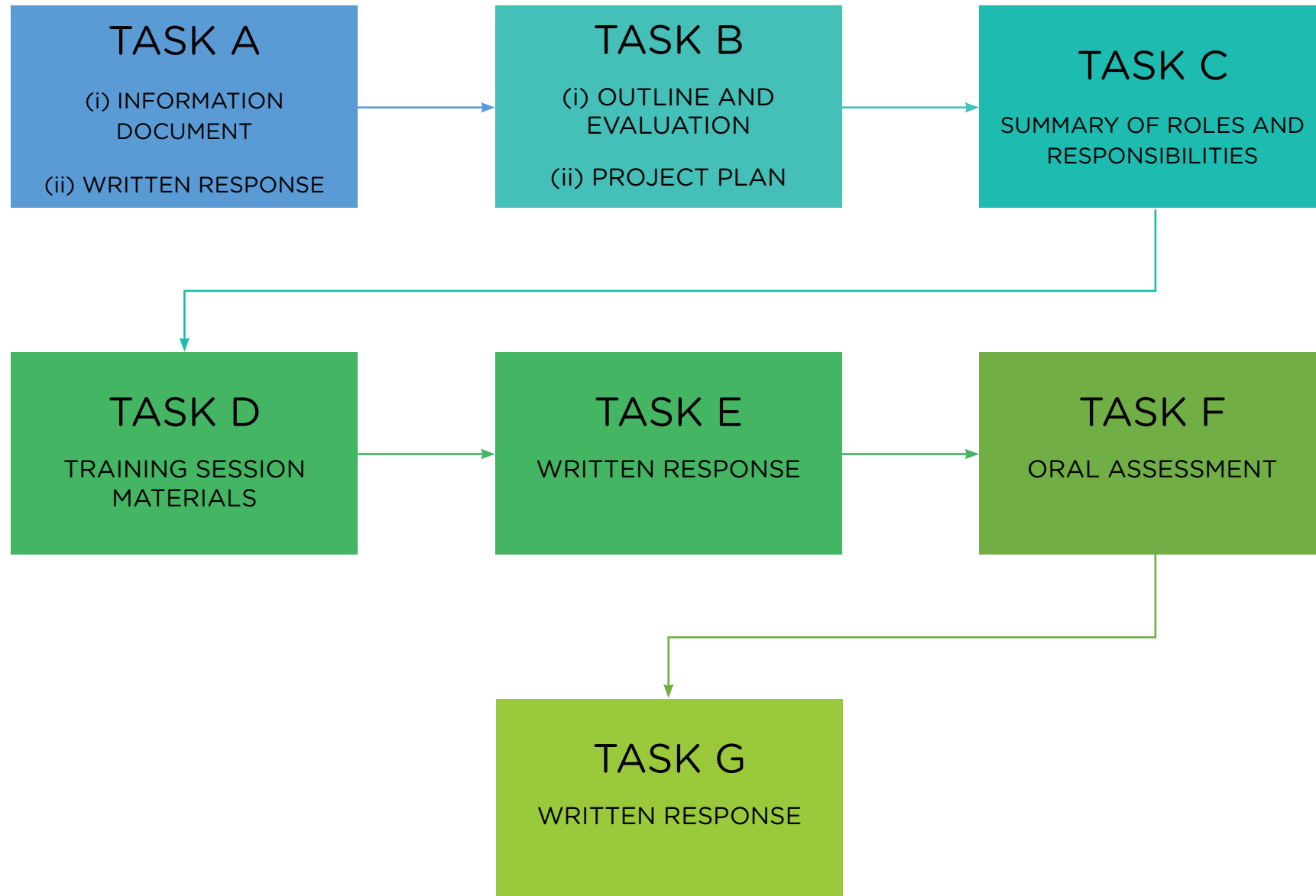
The assessment tasks for this qualification have been designed to present you with the opportunity to demonstrate the knowledge and understanding of leadership and management within the context of real-life work situations in children's care, play, learning and development. The tasks require you to consider how you would behave in a leadership and management role, and you should approach the tasks from this perspective, applying the knowledge and understanding you have gained from your learning programme to respond to the tasks.

Where possible, you are encouraged to use your own experience and reflections of current and previous experience in working in the Early Years and Childcare sector to support your responses.

If you do refer to any current or past experiences that relate to work with children, families/carers or others, you must ensure that any references to the identity of these individuals or organisations/settings are kept fully anonymised within all your assessment tasks. This should include taking care not to use specific references or information that may, by default, identify an organisation/setting, individual supported or other individual.

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved.

Summary of assessment for Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification



What is an oral assessment?

You will complete an oral assessment with your internal assessor. Your assessor will provide you with a scenario that you will need to read and consider. You will also read a number of accounts from individuals related to the scenario. You will then need to draft your responses to various questions and give your answers verbally to your assessor.

During the oral assessment

Your assessor will make notes to capture your responses. The discussion should feel as natural as possible, utilising open questions to allow you to dominate the conversation. It is expected that the assessor will use a number of techniques to ensure the assessment remains focused and effective. These may include:

- using follow up questions where necessary to probe for more information or to clarify points, questions such as:
 - 'Why did you think that?'
 - 'What made you come to that conclusion?'
- providing summaries of points covered to ensure they have understood and recorded candidate evidence accurately.

Timings

Following release of the task, you have up to **60 minutes** of preparation time to respond to the questions.

You will then have up to **30 minutes** with your assessor to discuss your responses verbally.

Retention of evidence

It is permitted for the assessor to digitally record the discussion to support the assessment process, e.g. to use as a post-review tool, or to support the capturing of notes that may be difficult to fully take during the discussion. If the assessor plans to record the discussion digitally, this must be discussed and agreed with you prior to the discussion starting.

Supporting the assessment process

Resources

For the assessment tasks that require written responses, you are expected to have access to IT equipment, and the internet, as appropriate for completion of the tasks. You are expected to produce typed responses for your written work.

- Evidence must have a header on each page containing your name and signature/e-signature, together with the date the evidence was produced.
- Each piece of evidence must be referenced to the task it is being submitted against, either on an evidence reference form or within the header.
- Each piece of evidence must be presentable, i.e. use a standard font in a readable font size (such as Times New Roman, or equivalent, size 12), use double spacing and include adequate margins.
- Where relevant, you are permitted to use and make reference to external resources throughout the assessment tasks. However, you must clearly detail and reference any external sources that you have referred to or used as part of your responses. The '**What must be produced for assessment**' section of each task clearly states where a reference list must be provided if you have used any external resources as part of your task response.

Support and feedback

- Tutors/internal assessors may guide you on the evidence that needs to be produced by supporting access to the tasks.
- The tutor/assessor should be sure that you understand what you need to do and by when, and that you need to add explanations showing understanding during your written work.
- They should ensure that you are **not led or told what to do in a way that prevents you from being able to show your own independent decision making and application of your knowledge and understanding.**

Step 4 – Completion

- **Assessment grades submitted to City & Guilds**
- **Confirmation of decision**

You are informed of the assessment outcome

If the assessment has not been achieved, the reasons for this outcome are outlined – and feedback given on what needs to be done next



Awarding of the qualification

The qualification will be assessed by a series of externally set tasks.

Section 1 (Tasks A – B) will be assessed by an external assessor. A pass grade will be awarded for the unit on successful completion of all tasks.

Section 2 (Tasks C – D) will be assessed internally. A pass grade will be awarded for the unit on successful completion of all tasks.

Section 3 (Tasks E – G) will be assessed internally. A pass grade will be awarded for the unit on successful completion of all tasks.

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved.

Resubmission

If you fail to meet the criteria required to achieve a pass in any assessment task, you are permitted to retake the task. Where you are required to retake the task, your assessor will provide you with feedback. This feedback may direct you to remedial activity to support the development of any deficits in your knowledge and understanding. Guidance should also be given to you on how your re-attempt should differ from your original response.

In most cases, you will be asked to look at the task from a different perspective, either referring to a different scenario or example, in order to show your developed knowledge and understanding. For externally assessed tasks, high-level feedback will be provided by the external assessor to your tutor/internal assessor that should be used to support any additional activity required to assist the development of your learning prior to retaking the task(s).

How do I get my certificate?

The three assessment grades will be submitted by the relevant assessors to City & Guilds, where successful completion of all three units will result in an overall qualification grade being achieved. Once all of the tasks have been completed to meet the requirements of the qualification, the Awarding Body will perform a number of their own checks to ensure quality. Your evidence will be internally verified by an Internal Quality Assurer (IQA) identified by your school, college or work-based provider, and will be available for external verification by an External Quality Assurer (EQA) allocated by the Awarding Body. If everyone agrees with your assessors' decision, then your certificate will be issued.



What support is available to me?

You may be able to apply for extra support during your period of study and assessment. You will need to meet certain criteria and the process can take some time to organise, so make sure you speak with your tutor/teacher/trainer or assessor as soon as you can so that they can make arrangements. Not every application for additional support is successful and you may be asked for specific evidence to help make the right decision.

REMEMBER – Before taking an assessment it is important to be confident that you are ready and your tutor/teacher/assessor will help you to recognise when you have reached this point. Through the learning period you should have opportunities to practice working with individuals within the Children and Early Years sector. Check out the learning resources on the following websites:

Health and Care Learning Wales:

<https://www.healthandcarelearning.wales/resources/>

Social Care Wales:

<https://socialcare.wales/collections/early-years-and-childcare-resources>



How can I prepare for my assessments?

You should start preparing for your assessments as soon as you start your qualification. The sooner you start a good studying routine, the less stressful you will find it. Successful studying requires good organisational and time management skills, but you also need to be realistic. If you are working as well as attending school or college, or you are completing a work-based programme such as an apprenticeship, you will need to plan in study time. Be proud that you are studying and let your friends and family know that you will need and expect their support.

Some people find it easier and more effective to study first thing in the morning, others prefer later in the day, but regardless of the time of day, studying is much easier and more successful if you have a quiet and comfortable space that is bright and airy, and includes somewhere to write and read.

There are lots of resources available on the following websites, which will help you to study:

SOCIAL CARE WALES RESOURCES

[https://socialcare.wales/resources/
documents](https://socialcare.wales/resources/documents)

DIGITAL LEARNING RESOURCES

[https://www.healthandcarelearning.wales/
resources/](https://www.healthandcarelearning.wales/resources/)

<https://socialcare.wales/hub/home>

There are many tools and props that can help you study:

- writing with colourful pens can help you to spot key words or phrases when you are revising
- summarising your notes can help you to organise your learning and reduce repetition
- working with others in small groups – sharing knowledge and understanding and testing each other is really worthwhile
- taking regular breaks – fresh air and exercise can give you an energy boost and help to keep your mind focused
- having a break from social media, put your phone on silent or better yet turn it off.

REMEMBER that you cannot study well if you are tired, too stressed or in a rush. Planning and determination is the key!

Progression – what could the qualification lead to?

Level 4 Professional Practice in Children's Care, Play, Learning and Development (competence)



Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development (knowledge)

Prerequisite

The design and expectations of the Level 4 and Level 5 qualifications enable vertical and horizontal progression opportunities

Level 5 Leadership and Management in Children's Care, Play, Learning and Development: Practice (competence)

Progression in Employment

Once in work, there may be further opportunities to progress to Level 4 roles or, once you gain more experience and confidence, to develop your leadership and management potential. The **Level 5 Leadership and Management of Children's Care, Play, Learning and Development** qualification is designed to build on the knowledge, understanding and skills you will have developed at Level 4. These will help you to progress in your career and have been designed to support the development knowledge, understanding and skills needed to *lead and manage services*.

In order to progress to the **Level 5 Leadership and Management of Children's Care, Play, Learning and Development** qualification, which is required to manage services in some parts of the regulated childcare sector, you must first have completed the **Level 4 Preparing for Leadership and Management of Children's Care, Play, Learning and Development** (available September 2020).

LEVEL 5 LEADERSHIP AND MANAGEMENT OF CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT (AVAILABLE SEPTEMBER 2020)

This qualification will build on what you learnt at Level 4 and provides the opportunity for your knowledge, understanding and skills to be assessed. In order to successfully complete the qualification, you must be working at Level 5 and be able to show that you have become a competent leader and manager. In some parts of the regulated childcare sector, it is a requirement to hold a recognised Level 5 qualification. The **Level 5 Leadership and Management of Children's Care, Play, Learning and Development** is a recognised qualification.

If you are not able to secure a position at Level 5, the new suite of qualifications will enable you to continue your development (known as horizontal progression) at Level 4. The suite includes a new Level 4 qualification called Level 4 in Professional Practice in Children's Care, Play, Learning and Development. Visit the Health and Care Learning Wales website for further information: <https://www.healthandcarelearning.wales/qualifications/>

Progression across the wider sector

The **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification is part of a larger suite of qualifications, which have been designed to enable progression in the Children and Early Years sector, and to other roles in the wider Health and Social Care sector and further study or professional training.

Once you have completed the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification, you may decide that you would like to work with older children or with adults. The following qualifications will help you to develop the knowledge, understanding and skills needed to work in other parts of the wider sector and, whilst not essential, may assist with progression to further or higher study:

- Level 2 Health and Social Care: Core
- Level 3 Certificate and Diploma in Health and Social Care: Principles and Contexts (Adults, Children & Young People)
- Advanced GCE and Advanced Subsidiary GCE in Health and Social Care, and Childcare
- Level 3 Health and Social Care: Practice (Adults)
- Level 3 Health and Social Care: Practice (Children and Young People)
- Level 4 Preparing for Leadership and Management in Health and Social Care
- Level 4 Professional Practice in Health and Social Care
- Level 4 Independent Advocacy
- Level 4 Adult Placement/Shared Lives
- Level 4 Social Services Practitioner
- Level 5 Leadership and Management in Health and Social Care.

Will employers outside of Wales recognise my qualification?

The content of this qualification represents the fundamental Level 4 knowledge and understanding essential for working in a leadership and management role within the Children and Early Years sector. It is expected that learners will complete this qualification prior to the:

- Level 5 Leadership and Management of Children's Care, Play, Learning and Development.

All of the new qualifications within the suite are linked to key aspects of the National Occupational Standards for Children's Care, Learning and Development, which are recognised by workforce regulators and sector organisations in England, Scotland and Northern Ireland as representative of the knowledge, understanding and skills needed to work with young children across the UK.

Funding

All of the qualifications referred to in this document are fundable in Wales, including Apprenticeships. Speak with your school, college or work-based provider about funding opportunities that may suit your needs.

How do I like to learn – What is my ‘preferred’ learning style?

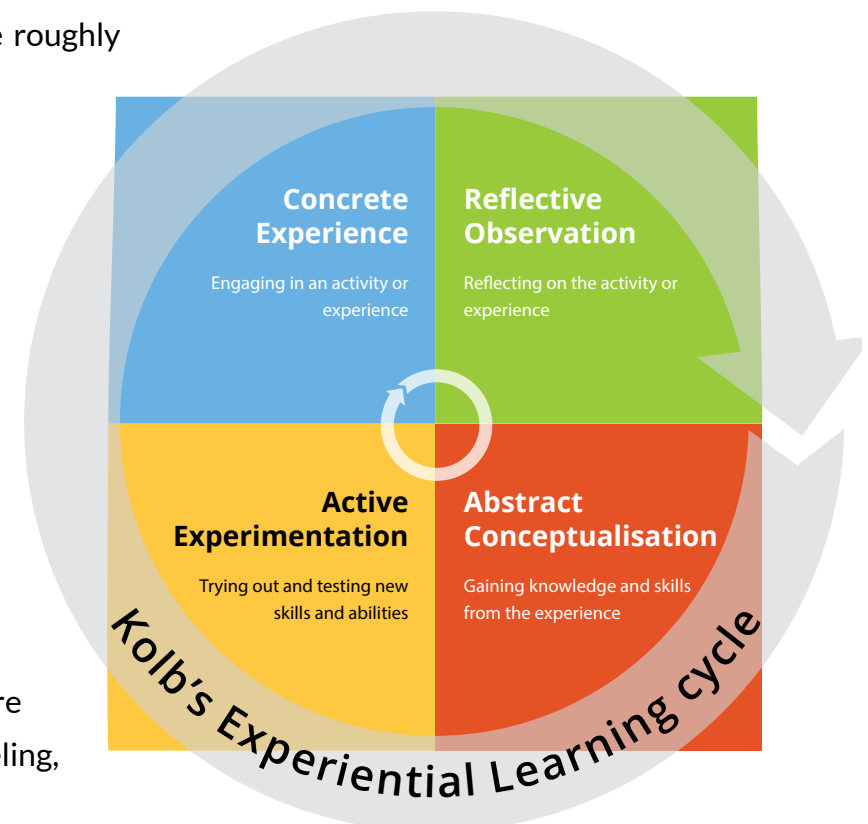
Learning is a very individual process, and so it is important that you focus on how you can learn, process information effectively and how this can support your success and progression. It is important that you learn effectively so that you can recall your new knowledge easily when needed. This is not only about performing well in your assessments – it is equally important that you can recall your knowledge when you are working directly with children and others. This qualification will enable you to develop and demonstrate your knowledge, understanding, behaviours, skills and practice within a children’s care, play, learning and development setting.

Research suggests that most people have a preferred way of learning, which can be roughly described in one or two of the following:

1. Doing
2. Thinking
3. Feeling
4. Watching.

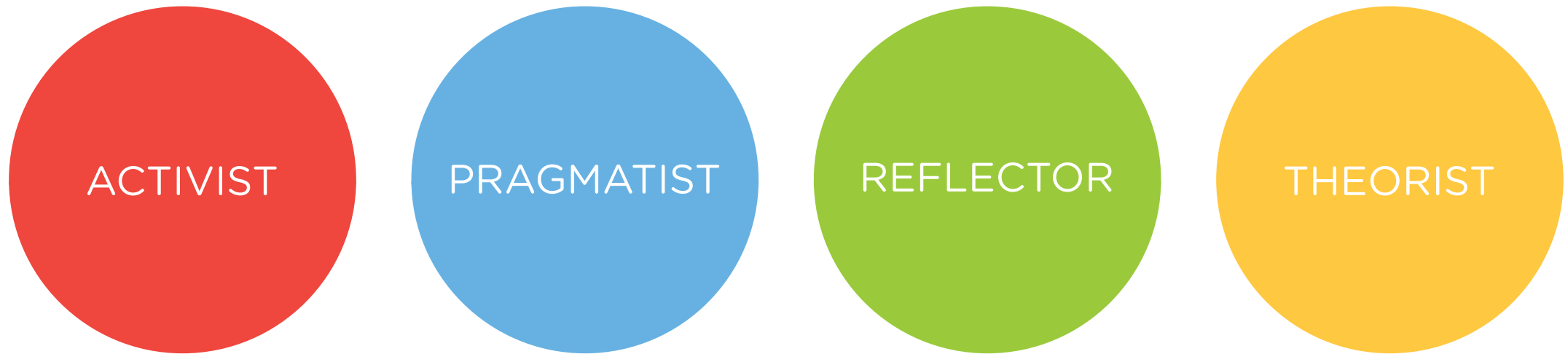
Over the years, quite a few models or theories have been developed to try to help us to recognise how we learn and what kinds of things different individuals may need to make learning easier and more successful. Two of the most popular, or commonly used, models are Kolb’s (1984) experiential learning theory and Honey & Mumford’s (1983) theory on learning styles.

Kolb’s model suggests that effective learning happens in a cycle, that ‘experiences’ are central to the process and that most people learn using a one or two types of action – feeling, thinking, watching, doing.



Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

Honey & Mumford built on Kolb's theory, suggesting that there are four types of learning styles and that an individual's approach to learning will be heavily influenced by only one or two of these.



When the topic of 'preferred' learning styles was first introduced as a way to support effective learning, many believed that individuals only learned in a particular way and that this was relatively unchanging. Modern thinking about a 'preferred' learning style recognises that how you approach learning should not be thought of as something that is unchanging. Thinking about how you prefer to learn is a useful tool to help you to consider how you respond differently to information depending on things like how you are feeling, your motivation and confidence, the type of environment you are in, etc.

If you think about the last time you had to learn something, you may see that your preferred approach fits into one, or perhaps two, of the following categories:

LEARNING STYLE	THIS MAY BE YOUR PREFERRED LEARNING STYLE IF:	YOU ARE:	TYPES OF LEARNING METHODS THAT APPEAL
ACTIVIST	you may like to learn by doing	enthusiastic; tend to act first, consider later; are in the here and now	brain-storming, practical experimentation, role plays, group discussion and problem-solving.
PRAGMATIST	you like to know how things work or may work in the real world	tend to stand back; consider all angles; tendency to be over cautious	case studies and time to think about the practical applications of what you are learning
REFLECTOR	you like to think about what you're learning	like to try things out; will act quickly and confidently; can be impatient; effective problem solvers	spending time reading around a subject, and watching others try things out
THEORIST	you like to understand how the new learning fits into your 'working model' or 'framework' and into previous theories.	are good at adapting; like to analyse to think deeply about things; are logical thinkers.	models and theories, with plenty of background information.

If you think about some other learning experiences that you have had, you may notice that you used a different approach because, for example, (1) you had access to different resources, (2) you were feeling confident, (3) you were able to take your time. This is because the environment, how you are feeling emotionally and your past experiences of learning can all impact how you may approach learning today.

Talk to your tutor/teacher/assessor/workplace mentor/employer about what makes learning easier for you and what, if any, concerns you may have about starting a new qualification or programme of study. Your tutor/teacher/assessor/workplace mentor/employer may also be able to support you to access additional support and advice, including how to recognise and better understand what different approaches to learning work best for you.