

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

April 2025 Version 1.3

Qualification Handbook

Version and date	Change detail	Section
1.1 January 2021	Accreditation number amended	'Qualification at a glance'
1.2 July 2021	Registration and Certification section updated	Centre Requirements
1.3 April 2025	Updated resources	Units

Qualification at a glance

Subject area	Children's health and care
City & Guilds number	8041
Age group approved	18+
Entry requirements	None
Assessment	A range of externally and internally assessed tasks
Approvals	Centre and qualification approval is required
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Consortium website for details

Title and level	Reference number	Accreditation number
Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development	8041-16	C00/1249/8

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1 Introduction

This document tells you what you need to do to deliver this qualification:

Area	Description
Who is the qualification for?	<p>This is a knowledge-based qualification for learners employed within the Children's Care, Play, Learning and Development sector. This qualification provides a 'stepping stone' opportunity for learners wanting to progress to Level 5.</p> <p>This qualification is primarily for those in paid or unpaid employment or who have access to a work placement, 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.</p> <p>This qualification is designed for learners to develop the key knowledge and understanding that underpins leadership and management in the Children's Care, Play, Learning and Development sector.</p> <p>Learners are required to complete this qualification prior to taking the Level 5 Leadership and Management in Children's Care, Play, Learning and Development: Practice qualification.</p>
What does the qualification cover?	<p>This qualification aims to prepare learners for a managerial role, by developing the knowledge requirements that underpin leadership and management within the Children's Care, Play, Learning and Development sector.</p>
What opportunities for progression are there?	<p>This qualification will allow learners to progress within employment or on to further learning via the following Consortium* qualification:</p> <ul style="list-style-type: none">• Level 5 Leadership and Management in Children's Care, Play, Learning and Development: Practice <p>*The consortium consists of City & Guilds of London Institute and WJEC who worked jointly to develop and deliver all of the qualifications in the Health and Social Care and CCPLD suite.</p>
Who did we develop the qualification with?	<p>The unit content of this qualification has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.</p> <p>The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the Children's Care, Play, Learning and Development sector.</p>

Subject aims and objectives

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

Structure

To achieve the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification learners must achieve 60 credits in total.

A minimum of **60** credits must be achieved from the Mandatory group.

The **minimum** guided learning hour requirement for this qualification is 335.

Unit Number	Unit title	GLH	Credits
Mandatory group			
405	Leading child-centred practice	115	22
406	Theoretical frameworks for leadership and management	120	20
407	Understand how to lead and manage effective team performance	100	18

Guided learning hours (GLH) and Total qualification time (TQT)

Guided Learning Hours (GLH) gives an indication to centres of the amount of *supervised* learning and assessment that is required to deliver a unit and can be used for planning purposes.

Total Qualification Time (TQT) is the total amount of time, in hours, 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.

Credit is calculated using a formula that equates to the TQT value divided by 10.

The TQT for this qualification is specified below.

Qualification	TQT
Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development	600

2 Centre requirements

Qualification approval

This qualification will require centre and qualification approval. This will include desk-based assessment.

Centre approval is based upon an organisation's ability to meet the centre approval criteria. The approval for this qualification can be found detailed in the following documents:

- Administration Handbook (Introduction to working with City & Guilds and WJEC)
- Our Quality Assurance Requirements
- Quality Assurance Model

Prospective centres will be advised to seek centre and qualification approval, as appropriate, prior to starting to deliver the qualification.

The Consortium aims to provide the centre and qualification approval decision within 30 working days of the submission of the completed application, with four possible outcomes:

- Centre approval and qualification approval granted
- Centre approval and qualification approval granted subject to action plan
- Centre approval and qualification approval withheld subject to action plan
- Centre approval and qualification approval denied.

Centre and qualification approval are deemed to have been granted when City & Guilds confirms the status in writing to the centre, and not before.

Centres will be required to apply for approval for this qualification and to meet the specific centre and qualification requirements outlined in this document related to delivery staff and assessor competence. These requirements will be checked and monitored as part of the qualification approval process and on-going monitoring of this qualification.

Registration and certification

Learners for this qualification are registered on the Pro Platform to support the external assessment element. The Pro Platform allows centres to submit registrations on a 'roll-on/roll-off' basis i.e. registrations can be submitted at any time and in any number throughout the calendar year.

Learners for this qualification must **not** be registered on Walled Garden.

Access to the Pro Platform is provided to centres on successful approval of this qualification. There are guides available in the 'Welsh Qualifications' tab in the Support Materials section of Pro to guide centres to make registrations, either by individual learner or in bulk.

Learners will be certificated through the Walled Garden.

Centre staffing

Assessor requirements

Internal assessor requirements

Assessors of this qualification must be occupationally knowledgeable; this means that the assessor must possess the relevant knowledge and understanding, which is at least at the same level as the content of the unit they are assessing.

In addition, they must possess or be working towards either:

- the Level 3 Award in Assessing Vocationally Related Achievement or equivalent legacy qualifications; **and**
- maintain their occupational knowledge through relevant and clearly demonstrable continuing learning and professional development, which is at least at the same level as the level of the units they are assessing.

Where assessors have legacy assessor qualifications they must demonstrate that they are assessing in line with current assessment standards or another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the centre's External Quality Assurer.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.

Internal quality assurers

Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

The qualification requirements for an IQA are as follows, the IQA must:

- hold or be working towards the current Quality Assurance qualifications, e.g.
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or
 - Hold the D34 unit or V1 Verifiers Award.

Where working towards an IQA qualification there must be a countersigning arrangement in place from a qualified IQA from the same or related occupational area or have a recognised teaching qualification and demonstrable experience of undertaking internal quality assurance for knowledge-based qualifications

Welsh context

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

Continuing professional development

Centres are expected to support their staff in ensuring that their knowledge and competence in the occupational area is current and of best practice in delivery, mentoring, training, assessment and quality assurance and that it takes account of any national or legislative developments.

Learner entry requirements

The Consortium does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Entries for the qualification can be made via the Walled Garden, see the Consortium website for further details.

Age restrictions

The Consortium cannot accept any registrations for learners under 18 as this qualification is not approved for under 18s.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

It is recommended that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract. It would be helpful to discuss with learners what they hope to achieve from this qualification; and there would be value in encouraging learners to complete a personal statement at the start of the programme, supporting them to consider their own goals for what they hope to achieve from completion of the programme, and remaining focused on these throughout the delivery.

It would be beneficial for centres to consider the wider range of skills that learners from the workplace 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 learners through the delivery process, assessment tasks and to embed an enriched learning experience.

Guidance for delivery

Delivery of the mandatory content should be based on the premise that learners will respond to new knowledge and understanding if it has relevance to their current employment context, or to previous work experience they have gained within the Children's Care, Play, Learning and Development sector.

Therefore, in delivering the content of Preparing for Leadership and Management in Children's Care, Play, Learning and Development at level 4 you are aiming to:

- Support learners to recall what they already know in relation to a Learning Outcome
- Deliver new content
- Support learners to challenge their current thinking in light of this new content
- Support learners to apply this new understanding to an employment context
- Provide learners with additional materials to consolidate their learning

A session which delivers the unit content may contain aspects of all the above. For example, within a session you may;

- introduce the main topic of the session
- facilitate a discussion whereby learners explore their current understanding and/or knowledge.

This type of session should give an indication as to how you would deal with the delivery of content which comes next i.e. if very little understanding or knowledge of the key topic is demonstrated then more time would be needed to embed the key concepts in the next part of the session.

Subsequent sessions should then allow you to

- focus delivery of your chosen session content
- support learners to assimilate the new knowledge they have gained into their own understanding of the topic, and then into new topic areas

Learners must be supported to either affirm or challenge their current understanding. Questions such as those below will help learners to challenge their own understanding:

- Would they do anything differently?
- If they could change one thing, what would it be?
- Did anything they have learnt surprise them?
- What do they know now that they didn't know before?

Relate knowledge and understanding to practice

Once an understanding of the main topic has been gained and learners have applied it to their own understanding they can start to relate this to a specific context. This can be to learners' own employment context or to a neutral case study devised by the tutor (Using a fictional context often makes students less defensive about their own setting). It is important that learners take ownership of the knowledge they are gaining through understanding its relevance to practice.

Consolidate learning

Finally, often within a session the main content can be delivered but often subtleties are lost. Providing learners with materials to extend their understanding in the form of a relevant website, journal article, book chapter etc. can provide an additional level of challenge to further consolidate their learning. The units contain links to a range of resources and presentation documents that can be used to support the delivery, and supplement the learner's own development outside of the guided delivery of the content.

Deliverers are reminded that all learners will have different learning styles, and the above approach is for guidance only to support consideration for delivery. Deliverers should also consider the range of knowledge, understanding and backgrounds that learners within a cohort bring within group sessions, and should see the value in learners exploring the different themes and topics together, bringing their wealth of experience from a range of settings to aid and enhance their own development of knowledge and understanding.

Order of delivery

Centres are advised that there is a value to delivering the content of this qualification within the sequence of units as presented in this qualification handbook. This reflects a logical sequence of delivery of the content and reflects the anticipated sequence of delivery of the assessment tasks.

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment pack	Consortium website

External associates/appointees

Associates/Appointees are the terms adopted by the Consortium to refer to individuals appointed by City & Guilds or WJEC to undertake specific roles on their behalf, for example, external quality assurers or external assessors.

There is criteria set by the Consortium to ensure that all associates/appointees have the right occupational knowledge, experience and skills to perform the specific role.

The Consortium will ensure that all associates/appointees undertaking a quality assurance role in centre approval, qualification approval and assessment decisions are trained, appropriately qualified and occupationally competent. Training and attendance at standardisation events is mandatory.

All associates/appointees are performance managed by staff within the Consortium. If concerns are identified with an individual, each Consortium partner will take corrective action which may include improvement actions and close monitoring or in some instances quality issues in performance may lead to the Awarding Body contract with the associate/appointee being terminated.

All external assessors will go through initial training on the assessment approach. External assessors will be subject to standardisation and lead sampling. Annual training and standardisation events will be held with all assessors.

Lead assessors will support the recruitment and training of new assessors, utilising examples of best practice and providing support for assessment activities.

The Consortium will ensure that sufficient bilingual associates/appointees are recruited to meet the needs of Welsh-medium centres and learners. The level of quality assurance activity will be consistent across provision in both English and Welsh mediums. Provision will be made for monitoring and standardisation to take place for both languages.

All associates/appointees who are considered to be engaging in regulated activity will be subject to a Disclosure and Barring Service (DBS) check and will receive a safeguarding briefing prior to visiting a centre.

External assessor requirements

Assessors of this qualification must be occupationally knowledgeable; this means that the assessor must possess the relevant knowledge and understanding, which is at least at the same level as the content of the unit they are assessing.

In addition, they must possess or be working towards either:

- the Level 3 Award in Assessing Vocationally Related Achievement or equivalent legacy qualifications; **and**
- maintain their occupational knowledge through relevant and clearly demonstrable continuing learning and professional development, which is at least at the same level as the level of the units they are assessing.

Where assessors have legacy assessor qualifications, they must demonstrate that they are assessing in line with current assessment standards or another suitable qualification equivalent/alternative in the assessment of work based performance.

Where working towards assessor qualifications there must be a countersigning arrangement in place from a qualified assessor from the same or related occupational area.

External quality assurers

Those performing the external quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions. This means that

The consortium requires Associates/appointees to hold an external quality assurance qualification, either:

D35 - Externally Verify the Assessment Process (D35) or V2 - Level 4 Certificate in Conducting External Quality Assurance of the Assessment Process (V2)

Level 4 External Quality Assurance of Assessment Processes and Practice.

Associates/appointees will be working towards or have achieved the current external quality assurance qualification (TAQA) or a legacy qualification such as V2/D35

Where working towards EQA requirements there must be a countersigning arrangement in place from another EQA from the same or related occupational area.

Welsh context

For individuals who have not previously conducted assessment activities in Wales, it is suggested that having an awareness of Welsh language and an understanding of Welsh culture, policy and context would be beneficial to support their roles.

Moderation of internal assessment arrangements

External quality assurance processes are in place for checking the validity and reliability of assessment decisions made by centre staff, as appropriate to this qualification.

The assessment will be internally assessed and subject to risk-based monitoring and sampling by external quality assurers to ensure the consistency and validity of centre assessment decisions. Quality assurance activities will be undertaken by appropriately qualified and trained assessment associates. In all instances of sampling for quality assurance purposes, formal written feedback will be provided by City & Guilds.

Significant non-compliance or areas of concern identified during external monitoring will be subject to investigation by the Consortium. As a result of this activity appropriate improvement actions and/or sanctions may be put in place. In some instances, investigations may result in de-registration for the centre(s) in question.

For further information on the external monitoring process please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available on the Consortium website at www.healthandcarelearning.wales.

Internal appeal

Centres must have an internal process in place for learners to appeal the marking of internally marked assessments. The internal process must include learners being informed of the results the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Factors affecting individual candidates

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Candidates who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by learners and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of learner and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of learner malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from assessment) will be applied.

Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-ourqualifications/centre-development/centre-document-library/policies-andprocedures/access-arrangements-reasonable-adjustments>

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of assessment. Where we do this, it is given after the assessment.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer (or individual conducting an equivalent role) at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-ourqualifications/centre-development/centre-document-library/policies-andprocedures/access-arrangements-reasonable-adjustments>

4 Assessment

Summary of assessment methods

For the external assessment learners must successfully complete:

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

For the internal assessment learners must successfully complete:

- A series of tasks, involving both oral and written responses

An assessment pack detailing the requirements of all the assessments can be downloaded from the Consortium website.

Time constraints

The following must be applied to the assessment of this qualification:

- all units must be undertaken and related requirements must be completed and assessed within the learner's period of registration.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed for this qualification.

For more information on RPL and the consortium's RPL policy, please refer to the Administration Handbook (Introduction to working with City & Guilds and WJEC) available from the consortium website at www.healthandcarelearning.wales.

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.

Please see the assessment pack for further details.

Re-sit opportunities

There is no restriction on the number of times learners can re-submit/re-take tasks which they have failed within this qualification.

Please see the assessment pack for guidance on re-sit opportunities available for candidates completing the assessments, and for guidance on when a candidate is unsuccessful in completion of any element of the assessment.

Roles

The following roles will be involved in the assessment of this qualification.

Tutor - provides the delivery of knowledge and understanding of the qualification content. The tutor may support access to assessment but will not be responsible for making any final assessment judgements.

Internal assessor¹ – a qualified assessor. The internal assessor will be responsible for determining the assessment outcome of tasks from Sections 2 and Sections 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 have been carried out in accordance with City & Guilds policies and procedures.

City & Guilds External assessor² – a qualified assessor, appointed by City & Guilds, and responsible for making the final assessment judgement of Section 1 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.

¹ For confirmation of the internal assessment requirements for this qualification, please see the 'Centre requirements' section of this Qualification Handbook

² For confirmation of the external assessment requirements for this qualification, please see the 'Delivering this qualification' section of this Qualification Handbook

5 Units

Availability of units

All units are contained within this qualification handbook;

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

The unit content has been developed and is owned by Social Care Wales and Health, Education and Improvement Wales.

The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the Children's Care, Play, Learning and Development sector.

Guidance for the delivery of unit content

The following summary provides guidance on the different elements that are found within the units and information on unit delivery.

Unit summary

This provides a short, high level summary of the unit content including what knowledge and practice is covered. The unit summary may also provide information on types of settings the unit relates to or is precluded from delivery in.

Learning outcomes

Learning outcomes group together chunks of related knowledge and are presented as the result of the learning process i.e. what learners must understand or be able to do following teaching and learning. All learning outcomes are supported by a number of assessment criteria.

Assessment criteria

Assessment criteria break down the learning outcome into smaller areas to be covered. Assessment criteria may be supported by range, indicated by words or phrases in **bold**.

Range

Some words or phrases within assessment criteria are presented in **bold**, this means a range has been provided and will be presented at the bottom of the learning outcome. The range contains information about the depth and amount of detail required for a specific assessment criteria. The range is not an exhaustive list, there may be other examples that could fit within that topic area, however those that are listed in the range are key for the delivery of the unit content – **all elements listed in the range must be covered as part of the delivery of the unit**.

Whilst all elements listed in the range must be delivered, it is not expected that all range elements must be specifically observed during the assessment process; reflecting that the assessment judgement is to be made as a holistic judgement, and based at the level of the learning outcome.

Guidance for delivery

This guidance is aimed at tutors, trainers or facilitators when teaching the unit and provides specific considerations for delivery of the content of the unit where applicable.

The guidance for delivery gives further guidance on overarching **theme objectives** of each learning outcome. These theme objectives detail the key areas that must be covered as part of the delivered content of the learning outcome. Further, the assessment criteria are supplemented by guidance on key **topics** to cover – giving further expansion on the breadth and depth of the content that needs to be delivered.

Where relevant, the guidance for delivery also includes definitions of key terminology referred to within the unit, within the **glossary** section.

Resources

Guidance has been provided on a range of resources that are suitable to support the delivery of the units. For specific resources quoted, these are downloadable for use from the consortium website.

Related NOS (National Occupational Standards)

These are presented as a guide for tutors, trainers or facilitators delivering the content and give an indication of where the unit content may link to associated NOS. These are not presented as an exhaustive list and are for guidance only. There is no requirement for NOS to be presented as part of unit learning delivery. NB – although every attempt will be made to keep those listed up to date, updated or reviewed versions of NOS may supersede those listed.

Related legislation and guidance

These are provided as a reference and context for the unit and may be used to support the delivery of the content and provide wider context. These are not presented as an exhaustive list and are for guidance only. All legislation, guidance, websites, documentation etc. listed should be checked for currency and relevance before delivery of the unit content.

Guided learning hour (GLH) value

This value indicates the amount of Guided Learning Hours a unit will require for delivery to a learner on average. This includes contact with tutors, trainers or facilitators as part of the learning process, and includes formal learning including classes, training sessions, coaching, seminars and tutorials. Guided learning hours are rounded up to the nearest five hours.

Credit value

This value is based on the guided learning hours **plus** any additional learning time or additional activities that the learner will need to take to complete the unit. For example, this may include time for informal learning, private study, practice, reflection etc. This total number of hours is divided by ten to get the credit value. Credit values are rounded up to the nearest whole number.

Unit 405

Leading child-centred practice

Level:	4
GLH:	115
Credit:	22
Unit Summary:	<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>

Learning outcome:

1. Understand the development of rights based approaches and how these continuously evolve and influence child-centred practice

Assessment criteria

You understand:

- 1.1 How rights based approaches for children:
 - have developed and evolved over time
 - are embedded in conventions, legislation, regulatory frameworks and Welsh Government Policy
- 1.2 Influence and inform local practice

Learning outcome:

2. Understand how to promote equity, equality, diversity and inclusion

Assessment criteria

You understand:

- 2.1 Legislation and policy that support equity, equality, diversity and inclusion
- 2.2 How behaviours and values in the workplace/setting promote equity, equality, diversity and inclusion
- 2.3 The impact of discrimination, stereotyping, prejudice and power imbalances on equity, equality, diversity and inclusion

Learning outcome:

3. Understand the impact of Welsh language and culture on your workplace/setting
-

Assessment criteria

You understand:

- 3.1 Legislation, Welsh Government Policy and Standards for the Welsh language and how these relate to the rights of children
 - 3.2 Methods and approaches that can be used to promote and encourage the use of Welsh language and culture in workplace/settings
-

Learning outcome:

- 4. Understand prevention and early intervention

Assessment criteria

You understand:

- 4.1 The importance of prevention and early intervention
 - 4.2 Models and approaches for prevention and early intervention
 - 4.3 The importance of ensuring that children and their families/carers are encouraged and supported to express their feelings, views and choices about 'what matters' to them
-

Learning outcome:

- 5. Understand the impact of safeguarding on your workplace/setting

Assessment criteria

You understand:

- 5.1 Workplace/setting responsibilities for safeguarding children
 - 5.2 Regulatory requirements for safeguarding
 - 5.3 The roles and responsibilities of the Designated Safeguarding officer in a setting
 - 5.4 Child practice/serious case reviews and their impact on practice
 - 5.5 Roles and responsibilities of a multi-agency team in child protection
 - 5.6 Roles and responsibilities in a range of safeguarding meetings
 - 5.7 How to lead an environment that promotes safeguarding
 - 5.8 How policy and practice supports and promotes safeguarding
-

Learning outcome:

- 6. Know how theories and models support the understanding of child development

Assessment criteria

You understand:

- 6.1 The interconnection between biological, psychological and socio environmental factors and their relationship to child development
 - 6.2 How theories and models related to Adverse Childhood Experiences are informed by biological, psychological and socio environmental factors
-

Unit 405 Leading child-centred practice

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/Guidance
LO1	Theme objectives <ul style="list-style-type: none"> • The responsibilities of managers to understand the links between legislation, policy and practice at local and national levels • How the UNCRC underpins such legislation and policy and how this has impacted on practice past, present and future • How regulation and inspection has been adapted to be child-centred and places the UNCRC at their heart
	Topics to cover: <ul style="list-style-type: none"> • Sources of information in relation to human rights legislation and the UN Conventions and Principles for rights • The intent of human rights legislation, Conventions and Principles within the context of childcare • How human rights legislation, Conventions and Principles support child-centred practice • Links between regulatory frameworks (CIW, ESTYN and HIW) and equity, equality, diversity and inclusion • How values based on rights contribute towards child-centred practice • Why the legislation and standards are relevant to the rights of the child • The behaviours and values that the legislation and standards expect from those working in childcare • How these behaviours support leaders, managers and workers to implement child-centred practice
	Resources: <u>National Minimum Standards for Regulated Childcare for children up to the age of 12 years</u> UNCRC: https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.262879820.1757423407.1559037849-1521238580.1559037849
LO2	Theme objectives: <ul style="list-style-type: none"> • Understand how disadvantage and exclusion can impact equity of services • How policies and procedures in settings support equality and diversity
	Topics to cover: <ul style="list-style-type: none"> • Key terms such as equity, equality, diversity and discrimination

	<ul style="list-style-type: none"> • How equity impacts (positive and negative) equality, diversity, inclusion and the rights of the child • The ethos of legislations and conventions (Human Rights Act 1998, Equality Act 2010, United Nations Convention on the Rights of the Child 1990, United Nations Convention on the Rights of Persons with Disabilities 2006, Fraiser Guidelines 1985) and how these relate to equity, equality, diversity and inclusion • Links between human rights legislation and the UN Conventions and Principles for rights and equity, equality, diversity and inclusion • Links between regulatory frameworks (CIW, ESTYN and HIW) and equity, equality, diversity and inclusion • What needs to be considered by the workplace/setting to promote equity, equality, diversity and inclusion including: Welsh language/language of choice, culture, religion, geographical location and access to services, additional needs • The impact that stereotyping, prejudice, discrimination and hate crime can have on the well-being of children accessing childcare • Links with the Codes of Conduct and Professional Practice
	<p>Resources:</p> <ul style="list-style-type: none"> • British Institute of Human Rights • Equality and Human Rights Commission (EHRC) website: What are human rights • Children's Commissioner for Wales (2017) • UNCRC – Children's Rights: UN Convention on the Rights of the Child • Inequalities in Health: The Black report • The Equality and Human Rights Commission's report (2015) Your rights to equality from healthcare and social services pp 5 – 27; pp 35 – 53; glossary pp 73 – 78 including the terms: <ul style="list-style-type: none"> - Equality policy - Equality training - Direct discrimination - Indirect discrimination - Protected characteristics
LO3	<p>Theme objectives:</p> <ul style="list-style-type: none"> • To promote and raise awareness of Welsh language and cultural requirements on childcare settings • The impact of Welsh and language and culture on children's development
	<p>Topics to cover:</p> <ul style="list-style-type: none"> • The Welsh Language Act 1993 • The Welsh Language (Wales) Measure 2011 • The Welsh Language Standards 2016 • 'More than Just' words framework and the 'Active Offer' • Cymraeg 2050 A million Welsh speakers • How language choice relates to the rights of the child, equity, equality, diversity and inclusion • Best practice in relation to bilingual provision (ensuring use of both language in displays, day to day activities and communication)

	<ul style="list-style-type: none"> • Methods for language immersion
	<p>Resources:</p> <ul style="list-style-type: none"> • Welsh Government (2017) Cymraeg 2050: Welsh language strategy pp 4 – 12 • You Tube Video Mwy na geiriau / More than just words – • Social Care Wales: Working in Welsh resources • Mudiad meithrin: https://www.meithrin.cymru/beststart/ • Welsh language standards for public services
LO4	<p>Theme objectives:</p> <ul style="list-style-type: none"> • Welsh Government legislation, policy and programmes supporting Early intervention and prevention • Early intervention and prevention strategies and models • theories and approaches to early intervention and prevention • Preventative processes • The voice of the child
	<p>Topics to cover:</p> <ul style="list-style-type: none"> • Early intervention and prevention models and approaches to include: <ul style="list-style-type: none"> - First 1000 days - Healthy Child Wales - Flying Start - Team around the family - Together for children and young people framework for action 2015 - 'Positive parenting' • The importance of participation of children and their families/carers
	<p>Resources:</p> <p>ACES hub: http://www.wales.nhs.uk/sitesplus/888/page/88524</p> <p>SCIE Prevention and wellbeing: https://www.scie.org.uk/integrated-care/prevention-in-social-care/</p> <p>Family action, Grasping the nettle: https://www.family-action.org.uk/content/uploads/2014/07/Early-Intervention-Grasping-the-Nettle-Full-Report.pdf</p> <p>Welsh Government Flying Start resources: https://gweddi.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en</p>
LO5	<p>Theme objectives:</p> <ul style="list-style-type: none"> • The role of the organisation and designated safeguarding individual in keeping children safe. • The role workers may have in sharing information with others and attending safeguarding meetings. • The importance of working with others • How the environment can protect children <p>Topics to cover:</p> <ul style="list-style-type: none"> • Examples of individuals being abused as a result of organisations' failure to safeguard eg Daniel Pelka, Baby P, Victoria Climbié, Child BR, Child N, Katie • How serious case reviews such as Daniel Pelka, Baby P, Victoria Climbié, have influenced legislation, policy and practice.

	<ul style="list-style-type: none"> Resources for information about safeguarding
	Resources: <ul style="list-style-type: none"> NSPCC – published case reviews: https://learning.nspcc.org.uk/case-reviews/recently-published-case-reviews/ National Independent Safeguarding Board Wales: Case reviews http://safeguardingboard.wales/practice-reviews/ Local safeguarding boards thematic reviews Social Care Wales All Wales Basic Safeguarding Awareness training pack Department of Health (2000) Lost in Care report Children in Wales (2014) All Wales Child Protection Procedures Review Group website Breaking the Cycle (2017) Welsh Government South East Wales Safeguarding Board website: Operation Thistle (2012) film which raises awareness of the issues of Child Sexual Exploitation SCIE video: Safeguarding children: a new approach to case reviews SCIE video: Partnership working in child protection
LO6	Theme objectives: <ul style="list-style-type: none"> An introduction to theories of biological, socio environmental and psychological impact on child development. An introduction to the biopsychosocial model The influence of the biopsychosocial on person/child-centred practice How biological, sociological and psychological factors impact on children's lives and explain the impact of ACEs.
	Topics to cover: <ul style="list-style-type: none"> Introduction to how biological, sociological and psychological theories and models help us to understand the holistic development of children. How the biopsychosocial model helps us to understand Adverse Childhood Experiences and their impact on children throughout their life journey
	Resources: ACES hub: http://www.wales.nhs.uk/sitesplus/888/page/88524

Related NOS

- SCDLMCB2:** Lead and manage service provision that promotes the well-being of individuals
- SCDLMCB3:** Lead and manage the provision of care services that deals effectively with transitions and significant life events
- SCDLMCB6:** Lead and manage provision of care services that supports the development of children and young people
- SCDLMCE1:** Lead and manage effective communication systems and practice

Related legislation

- All-Wales Child Protection Policy and Procedures (2008)
- Children Act 1989 and (2004)
- Childcare Play and Early Years Workforce Plan 2017 Welsh Government

- Curriculum for Wales, Curriculum for Life. Welsh Government 2015
- Cymraeg 2050: A million Welsh speakers by 2050
- Data Protection Act (1998)
- Equality Act (2010)
- European Convention on Human Rights
- Human Rights Act (1998)
- Prevent Strategy (2015)
- Safeguarding of Vulnerable Groups Act (2006)
- Social Services and Well-being (Wales) Act (2014)
- United Nations Convention on the Rights of the Child (1989)
- Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act (2015)
- Wellbeing of Future Generations Act 2015
- Welsh in Education Strategic plan (local)
- Welsh Language Standards (No.6) Regulations (2017)
- Welsh-medium Education Strategy
- Working Together under the Children Act (2004)

Resources

- Care Inspectorate Wales – <https://www.careinspectorate.wales/our-reports>
- ESTYN –
 - Thematic reviews– <https://www.estyn.gov.wales/thematic-reports>
 - Annual reports - <https://www.estyn.gov.wales/annual-report>
 - Inspection guidance for non-maintained settings-
<https://www.estyn.gov.wales/document/guidance-handbook-inspecting-care-and-education-regulated-non-school-settings-eligible>
- Health Inspectorate Wales - <https://www.hiw.org.uk/reports>
- Children's Commissioner's publications
<https://www.childcomwales.org.uk/publications/>
- Young Wales - <http://youngwales.wales/>
- Children's rights and participation - https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/Childrens_participation_in_decision-making_-_survey_of_participation_workers.pdf
- Play Wales - <http://playwales.org.uk/eng/>
- National minimum standards for regulated childcare up to the age of 12 years.
<https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf>
- Transition theory - www.younglives.org.uk/sites/www.younglives.org.uk/files/BvLF-ECD-WP48-Vogler-Early-Childhood-Transitions.pdf
- NICE guidance for children and young people - <https://www.nice.org.uk/guidance>

Unit 406

Theoretical frameworks for leadership and management

Level:	4
GLH:	120
Credit:	20
Unit Summary:	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.

Learning outcome:

1. Understand theoretical approaches to leadership, management, innovation and change

Assessment criteria

You understand:

- 1.1 Theories, models and styles of:
 - Leadership
 - Management
 - Innovation and change management
- 1.2 Organisational culture and ethical leadership

Learning outcome:

2. Understand how self-assessment of service and evaluation should be used to support continual improvement

Assessment criteria

You understand:

- 2.1 Methods that can be used to measure service improvement outcomes
- 2.2 How to identify areas to improve within the workplace/setting
- 2.3 How to embed "what matters" to children and their families/carers in service improvement
- 2.4 How positive feedback can be used to improve outcomes for children and families/carers
- 2.5 How concerns and compliments can be used to improve practice within the workplace/setting

Learning outcome:

3. Understand managing innovation and change

Assessment criteria

You understand:

- 3.1 Benefits of innovation and change
- 3.2 Challenges to innovation and change and ways to respond to these
- 3.3 How to use a partnership approach for innovation and change

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

Unit 407

Understand how to lead and manage effective team performance

Level:	4
GLH:	100
Credit:	18
Unit Summary:	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.

Learning outcome:

1. Understand equality, diversity and inclusion in the context of workforce development

Assessment criteria

You understand:

- 1.1 The application of approaches to support equality, diversity and inclusion in leading and managing workers

Learning outcome:

2. Understand the importance of Welsh language in the context of workforce development

Assessment criteria

You understand:

- 2.1 Approaches to audit current workforce in relation to Welsh language provision
- 2.2 Approaches to supporting Welsh language and culture in the workforce
- 2.3 Approaches to ensuring the workforce understand the importance of promoting and supporting the use of the Welsh language within the setting

Learning outcome:

3. Understand approaches, skills and qualities for the effective leadership and management of teams

Assessment criteria

You understand:

- 3.1 Core values and leadership behaviours
- 3.2 The differences between leadership and management within teams

- 3.3 Powers and responsibilities of leaders and managers
 - 3.4 Emotional intelligence and relationship management
 - 3.5 How to motivate staff
-

Learning outcome:

- 4. Understand the purpose and requirements of values-based recruitment and induction of workers

Assessment criteria

You understand:

- 4.1 Values-based recruitment
 - 4.2 Induction
 - 4.3 Probationary period
-

Learning outcome:

- 5. Know how to support effective team performance

Assessment criteria

You understand:

- 5.1 Process and governance of delegating tasks
 - 5.2 Social interdependence theory and team working
 - 5.3 Setting/agreeing objectives/goals
 - 5.4 Shared objectives and understanding of the team's goals
 - 5.5 Ensuring individual roles within the team are understood
-

Learning outcome:

- 6. Know how to manage team conflict and poor performance

Assessment criteria

You understand:

- 6.1 How to deal with poor performance/competence
 - 6.2 How to manage positive conversations
 - 6.3 Approaches to managing and resolving conflict
-

Learning outcome:

- 7. Understand supervision and appraisal

Assessment criteria

You understand:

- 7.1 Purpose and benefits of supervision
 - 7.2 How to conduct effective supervision and appraisal
 - 7.3 The importance of Continuing Personal Development for staff
-

Learning outcome:

8. Know how to use coaching, mentoring and motivational interviewing

Assessment criteria

You understand:

8.1 How to use coaching, mentoring and motivational interviewing to support change

Unit 407

Understand how to lead and manage effective team performance

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">Understanding of responsibilities of leaders and managers to promote equality and diversity
1.1	Topics to cover: <ul style="list-style-type: none">The Equalities Act (2010) and its application in a work settingEquity of Opportunity
Resources	<ul style="list-style-type: none"><u>National Minimum Standards for Regulated Childcare for children up to the age of 12 years</u>Acas: Equality and discrimination website pages https://www.acas.org.uk/discrimination-and-the-lawAcas: Rights and Responsibilities website pages http://www.acas.org.uk/index.aspx?articleid=4663
LO2	Theme objectives: <ul style="list-style-type: none">Why it is important to have an understanding of Staff's Welsh language abilitiesUnderstanding of the requirements of welsh language standards and requirements on settingsUnderstand why Welsh language is integral to child-centred care
2.1	Topics to cover: <ul style="list-style-type: none">The importance of Welsh language and cultureStaff Welsh language skillsHow to promote Welsh language and culture within workplace/settingThe Welsh Language Measure (2011) and its application in a work settingThe Welsh Language Standards (2016)
LO3	Theme objectives: <ul style="list-style-type: none">Development of understanding of values driven and collective leadership and managementAn understanding of theories and frameworks that support the development of leadership qualities and positive relationships in the workplace
3.1	Topics to cover:

	<ul style="list-style-type: none"> - Core values and leadership behaviours that should inform practice
	Resources: Social Care Wales: First Year as a Manager National Skills Academy: The Leadership Qualities Framework https://www.skillsforcare.org.uk/Documents/Leadership-and-management/Leadership-Qualities-Framework/Leadership-Qualities-Framework.pdf Academi Wales resources (https://academiwales.gov.wales/Repository)
3.3	Topics to cover: <ul style="list-style-type: none"> • Links between core values and leadership behaviours with organisational culture and ethical leadership • Powers and responsibilities of leaders and managers
3.4	Topics to cover: <ul style="list-style-type: none"> • Theories and frameworks of Emotional intelligence • Theories and frameworks of relationship management
3.5	Topics to cover: <ul style="list-style-type: none"> • Theories of motivation and how to apply these to support effective team performance
LO4	Theme objectives: <ul style="list-style-type: none"> • An understanding of why values-based recruitment is essential and tools that can support this • An understanding of requirements for recruitment and induction of workers • An understanding that recruitment and induction are part of one process
4.1	Topics to cover: <ul style="list-style-type: none"> - Values based recruitment - Regulation of childminding and day care services. - Probationary periods Resources: <ul style="list-style-type: none"> - Skills for Care Values based recruitment toolkit
4.2	Topics to cover: <ul style="list-style-type: none"> • The purpose of induction • The All Wales Induction Framework for Early Years and Childcare • Regulatory requirements for induction in Early Years and Childcare. Resources SCW induction resources for early years/childcare
LO5	Theme objectives: <ul style="list-style-type: none"> • Understand how to manage a team and promote effective performance
5.3	Topics to cover:

	<ul style="list-style-type: none"> • Importance of monitoring and measuring achieved goals • Setting/agreeing objectives/ goals • Clarification of roles and responsibilities of all involved
5.4	Topics to cover: <ul style="list-style-type: none"> • Benefits of team working / working together to achieve goals • Theories of interdependence • Tuckman (1961) Forming, storming, norming, performing • Belbin (2010) Team role contributions
LO6	Theme objectives <ul style="list-style-type: none"> • Understanding why and when interventions are needed to address performance or conflict within teams and methods and strategies that can be used for this
6.1	Topics to cover: <ul style="list-style-type: none"> • Causes of effective performance • Good performance • Measuring performance • Methods of addressing poor performance, including <ul style="list-style-type: none"> - Improving motivation - Setting clear performance goals or objectives - Providing clear feedback - Rewarding positive performance and improvement - Providing additional training/support - Actions to take when performance does not improve Resources Acas: Performance management website pages http://www.acas.org.uk/index.aspx?articleid=6608
6.2	Topics to cover: <ul style="list-style-type: none"> • Why and when difficult conversations may be needed • Emotional intelligence, transactional analysis and relationship management • Preparing for difficult conversations • Communication methods for difficult conversations Resources Acas: Challenging Conversations and how to manage them http://www.acas.org.uk/media/pdf/f/b/Challenging-conversations-and-how-to-manage-them.pdf
6.3	Topics to cover: <ul style="list-style-type: none"> • Signs of conflict • Causes of conflict • Strategies to manage conflict, including mediation • Emotional intelligence, transaction analysis and relationship management • Accessing additional support Resources

	Acas: Disputes and conflicts in the workplace website pages http://www.acas.org.uk/index.aspx?articleid=1662
LO7	Theme objectives Understanding of the importance of supervision and appraisal for effective team performance
7.1	Topics to cover: <ul style="list-style-type: none"> • Difference between supervision and appraisal • Purpose and benefits of supervision
7.2	Topics to cover: <ul style="list-style-type: none"> • Good practice for supervision and appraisal including <ul style="list-style-type: none"> - Suitable environment - Sufficient time - Preparation - Two-way process between supervisor and supervisee - Effective communication - Open and honest conversations - Confidentiality - Agreeing actions and performance objectives - Recording feedback - Feedback to cover 180 and 360 appraisal systems - Inclusion of health and well-being and continuing professional development as well as performance Resources Supervising Well (SCW)
LO8	Theme objectives: <ul style="list-style-type: none"> - Introduction to coaching, mentoring / motivational interviewing as approaches to support change
8.1	Topics to cover: <ul style="list-style-type: none"> • Definitions and components of coaching, mentoring and motivational interviewing • Using current and up to date models to support change • Factors that drive change including planned change and reactive change • Action learning

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
- National Minimum Standards for Regulated Childcare:
<https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf>

Appendix 1 Relationships to other qualifications

Links to other qualifications

This qualification has connections to the following qualifications:

- Level 1/2 Introduction to Health and Social Care and Childcare
- Level 2 Children's Care, Play, Learning and Development: Core
- Level 2 Children's Care, Play, Learning and Development: Practice
- Level 3 Children's Care, Play, Learning and Development: Principles and Contexts
- Level 3 Children's Care, Play, Learning and Development: Practice
- Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice