

Introduction to the Level 5



Leadership and Management of Children's

Care, Play, Learning and Development:

Practice 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

When outlining the responsibilities and duties of a manager within early years and childcare in Wales, Social Care Wales states that good management practice involves the following considerations, all of which you will learn and develop as part of this Level 5 qualification:

- Ensur[ing] you keep your knowledge and skills up to date.
- Us[ing] your learning to improve your service.
- Us[ing] your supervision and appraisal to reflect and improve your practice.
- Mak[ing] particular effort to develop your knowledge and skills as a manager.

(2017 SCW: First Year as a manager Section 1, p. 5)

https://socialcare.wales/cms_assets/file-uploads/First-Year-as-a-Manager.pdf

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/carers 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 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice 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 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice qualification

Who is the qualification for?

You are working towards the **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice qualification**, which is designed for individuals working in a leadership or management role 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.

This qualification is practice-based and assesses your knowledge and practice. It is designed for learners in work-based learning and will assess your knowledge and practice through your work. This qualification requires learners to develop the knowledge, understanding, behaviours and skills required for leadership and management of childcare and child health settings and allows learners to progress their employment opportunities or to continue to further study at a higher level.

Learner entry requirements

The knowledge, understanding and skills you are required to achieve within this qualification build on the content of the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification. Therefore.

- You **must** have completed the following qualification prior to registration of this qualification:
8040-09 Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development.
- Your centre, as part of your induction to the programme, will confirm that all knowledge areas have been covered to sufficient depth and you have a sufficient degree of understanding to progress to the Level 5 programme.
- City & Guilds does not set any **additional** entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Aims and objectives

The **Level 5 Leadership and Management in Children's Care, Play, Learning and Development: Practice** qualification will enable you to develop and demonstrate your knowledge, skills and understanding within a children's care, play, learning and development setting. In particular, learners will be able to demonstrate that they:

- understand, and apply in practice, a range of leadership and management concepts, theories and techniques
- reflect on their own and others' knowledge, leadership and management styles and understand how these impact on those they work with, both within and outside of their setting
- lead and manage performance improvement in children's care, play, learning and development settings
- lead and manage child-centred approaches in practice
- lead and manage the improvement of service within children's care, play, learning and development
- work as effective and independent learners, and as critical and reflective thinkers to make informed judgements, which includes using and interpreting data
- use communication, numeracy and digital competency skills as appropriate within their role.

What progression opportunities are there?

Successful completion of this qualification allows learners to progress their employment opportunities or to continue to further study at a higher level.

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

The content has been developed in conjunction with the consortium, as well as stakeholders, tutors, teachers and workplace assessors from across the Early Years and Childcare sector.

It is likely that your 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 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 53 for more information about 'preferred' learning styles).

Qualification structure

Guided learning hours and total qualification time

Minimum guided learning hours	415 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	1200 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.

Units

The **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification is made up of mandatory and optional units.

There are 6 units within the mandatory group:

- Unit 501: Lead and manage child-centred practice
- Unit 502: Lead and manage effective team performance
- Unit 503: Lead and manage the quality of workplace/setting
- Unit 504: Professional practice
- Unit 505: Lead and manage practice that promotes the safeguarding of children
- Unit 506: Lead and manage health, safety and security in the workplace/setting.

There are 12 units within the optional group. You must complete all six mandatory units and choose **at least one optional unit**. Your chosen optional units must equate to at least 30 credits in total. You can access the list of units and their content via the Health and Care Learning Wales website and they are also listed below on pages 16-19.

<https://www.healthandcarelearning.wales/qualifications/level-5-leadership-and-management-of-children-s-care-play-learning-and-development-practice/>

Assessment

The main assessment methods within this qualification will be through a portfolio of evidence, a business project, observation of practice and a professional discussion. The assessment activities have been designed to allow for holistic evidence collection. This means that your evidence will be collected from real working situations that show you can work confidently and consistently across all aspects of the qualification on more than one occasion; supporting you to demonstrate your knowledge and skills across different units and learning outcomes within the same activity and reducing any repetition of assessment.

The tasks will require you to integrate your knowledge and skills in a way that reflects workplace and sector requirements to provide effective leadership and management. The assessment therefore focuses on ensuring the quality and consistency of your practice.

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.

Unit number. Unit 501

Unit title. Lead and manage child-centred practice

Unit level. Level: 5

GLH: 60
Number of Guided Learning Hours recommended for the unit.

Unit aim/summary: This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage child centred practice. It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

Learning outcome: 1. Lead the use of research and evidence informed practice for the holistic development and well-being of children

Assessment criteria (AC): Items of knowledge, understanding or skills needed to meet a specific learning outcome. All ACs will be assessed over time, but not in a single assessment.

Assessment criteria
You understand:
1.1 Contemporary research and evidence informed practice for the holistic development and well-being of children
1.2 How to analyse and evaluate theories, models and frameworks that support holistic development
1.3 How research evidence can be applied alongside theories, models and frameworks
You are able to work in ways that:
1.4 Lead the use of research, evidence, theories, models and frameworks to inform practice which supports the holistic development and well-being of children
1.5 Ensure that positive examples of good practice are shared within the workplace/setting

Learning outcome: 2. Lead and manage practice which promotes children's rights and the voice of the child

Assessment criteria
You are able to work in ways that:
2.1 Ensure that workers are supported to understand:
• how to apply the principles of the United Nation Convention on the Rights of the Child in practice
• the role of relevant 'general comments' on the United Nation Convention on the Rights of the Child
• how to support participation and the voice of children

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Some words and statements appear in bold – why is that?

Within each unit, you will notice that some words and statements are in **bold**. This means these are to be considered in a particular way or there is a certain definition or meaning that needs to be used. Further information relating to these words and statements can be found in the 'Range' section of the unit.

Unit 505 **Lead and manage practice that promotes the safeguarding of children**

Level:	5
GLH:	60
Credit:	12

Unit Summary: The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to promote the safeguarding of children in a leadership and management role. It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.

Learning outcome:

- Lead and manage compliance with legislative, regulatory and organisational requirements for the safeguarding of children

Assessment criteria

You are able to work in ways that:

- Implement policies, procedures and practice** that enable workers to comply with requirements for safeguarding
- Monitor compliance with requirements for safeguarding and take action where these are not being adhered to
- Manage the performance of workers to meet legislative, regulatory and organisational requirements for safeguarding

Range

Implement policies, procedures and practice in accordance with legislative, regulatory and organisational contexts

Learning outcome:

- Develop and maintain knowledge and understanding of safeguarding of children

Assessment criteria

You are able to work in ways that:

- Ensure that workers understand:

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Range:

Identifies exactly what must be considered when addressing these words or statements in bold.

Words in bold

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 512 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 512 **Lead and manage continuous improvement through the regulatory processes**

Supporting Information

Guidance for delivery

Continuous Improvement Cycle: The importance of continually identifying and recognising ongoing daily practice to improve outcomes for children that could be used as evidence during inspection

Findings: could include judgement and/or rating

Go about their work: The different tools and methods that could be used by inspectorate to inform their evaluation

Improvement: improvement could include follow up activity or CIW securing improvement and enforcement policy and "follow up activity"

Inspection could include: CIW, ESTYN, Food standards agency joint CIW and ESTYN inspections, HIW

Others: Organisation (owners, board members, senior managers/responsible individual, workers, other professionals, children, families/carers)

Regulatory standards are those against which you are regulated and inspected for your specific setting within your home country

Regulatory requirements includes evidence of compliance with health and safety, Social Care Wales qualification framework, environmental health and fire regulations, Care Inspectorate Wales, Health Inspectorate Wales

Role of the Inspectorates: evaluation of setting and their judgement/rating systems their power, and how they may work collaboratively. This could include joint inspections or joint inspections where there is an area of particular concern eg fire, food safety, environment health

Routinely can include team meetings, quarterly etc. Critically, it means that inspection should not be the catalyst for ensuring that the setting is compliant. Best practice should be a daily concern

Self-Assessment process these documents enable inspectorate to assess how workplace/settings view themselves in terms of quality against the four key themes of the inspection framework ahead of an inspection. It also allows the setting to evaluate their provision and standards.

Systems may include premises and equipment; policies; the provision of food and drink, including the guidelines for healthy eating; health and safety, including those for first aid and fire safety; colleagues' numbers/ratios, suitability and qualifications; management of information systems and records, including those of confidentiality; curriculum requirements for babies and pre-school children; supervision records; personal development plans for staff

Related legislation

- Children and Families (Wales) Measure 2011
- Child Minding and Day Care (Wales) Regulations 2010
- Child Minding and Day Care (Disqualification) (Wales) Regulations 2010
- The Child Minding and Day Care Exceptions (Wales) Order 2010
- National Minimum Standards for Regulated Childcare for children up to the age of 12 years
- <https://careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf>
- Schools Standards and Framework Act 1998 as amended by the Education Act 2005.
- United Nations Convention on the Rights of the Child (UNCRC)
<http://gov.wales/topics/people-and-communities/people/children-and-youngpeople/rights/uncrc/?lang=en>

Related NOS

SCDCCLD0418: **Lead the revision of policies/procedures/practice for registration**
SCDCCLD0422: **Lead the monitoring of procedures, policies and practice**
CFAMLD6: **Allocate and monitor the progress and quality of work**
SCDCCLD0433: **Prepare the childcare setting for regulatory inspections**

Resources

- Care Inspectorate Wales inspection framework for childcare:
- <https://careinspectorate.wales/sites/default/files/2018-02/160613childcareframworken.pdf>
- Care Inspectorate Wales inspection guidance for childcare and play:
- <https://careinspectorate.wales/sites/default/files/2018-02/160608childcareinspectionguideen.pdf>
- Care Inspectorate Wales: Codes of practice for inspections of childminding, daycare and open access play services. (*Link to be added when available*)
- Care Inspectorate Wales securing improvement and enforcement policy.

What subject areas will I learn about?

Each of the units in the qualification include 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 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** is provided below.

MANDATORY UNITS

Unit	Unit Summary	Topics of learning
Unit 501: Lead and manage child-centred practice	<p>This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage child centred practice.</p> <p>It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.</p>	<p>It includes topics of learning such as leading and managing research and evidence informed practice, children's rights, child development theories, holistic learning, growth and development, play, planning, and transitions.</p>
Unit 502: Lead and manage effective team performance	<p>This unit aims to support learners to develop the competencies needed to effectively lead and manage team performance.</p> <p>It builds on learning from the Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development qualification.</p>	<p>It includes topics of learning such as leading and managing positive cultures, recruitment and selection, induction, professional development, supervision and performance reviews, conflict, delegation, and innovation and change.</p>

MANDATORY UNITS

Unit	Unit Summary	Topics of learning
<p>Unit 503: Lead and manage the quality of workplace/setting</p>	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills required to lead and manage the quality of workplace/settings to meet legislative, regulatory and workplace/setting requirements.</p> <p>It builds on learning from the Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development qualification.</p>	<p>It includes topics of learning such as, managing the workplace/setting to meet requirements for quality standards and analysis of information to improve the workplace/setting.</p>
<p>Unit 504: Professional practice</p>	<p>The aim of this unit is to support learners to reflect on and develop their professional practice in a leadership and management role.</p> <p>It builds on learning from the Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development qualification.</p>	<p>It includes topics of learning such as developing leadership skills and ethical practice, effective partnership working, information requirements, legislative requirements, standards and Codes of Conduct and Professional Practice.</p>
<p>Unit 505: Lead and manage practice that promotes safeguarding of children</p>	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to promote the safeguarding of children in a leadership and management role.</p> <p>It builds on learning from the Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development qualification.</p>	<p>It includes topics of learning such as leading and managing compliance with legislative, regulatory and organisational requirements, and practice.</p>
<p>Unit 506: Lead and manage health, safety and security in the workplace/setting</p>	<p>The aim of this unit is to support learners to develop the knowledge, understanding and skills to lead and manage health, safety and security in the workplace/setting.</p>	<p>It includes topics of learning such as leading and managing legislative and regulatory requirements, risk assessments, and work-related ill-health.</p>

OPTIONAL UNITS

Unit	Unit Summary
Unit 507: Lead and manage health, well-being and creative learning within childcare provision	The aim of this unit is to support learners to develop the knowledge, understanding and skills required to lead and manage the health, well-being and creative learning of children within childcare provision in the Welsh context.
Unit 508: Lead and manage the acquisition of a new language through immersion	This unit supports the learner to support and develop their workers to promote the support for children to acquire a new language through language immersion in the workplace/setting.
Unit 509: Lead and manage support for families to develop parenting skills	This unit aims to support learners to develop the knowledge, understanding and skills needed to lead and manage support for families/carers to develop parenting skills. In the context of this unit, workers refers to members of the team with face-to-face contact with families/carers.
Unit 510: Lead and manage speech, language and communication skills	This unit covers the skills required to lead and manage settings that promote and support children with the development of speech, language and communication skills and identification of where development is outside of expected range. In the context of this unit the term 'children' refers to children and young people.
Unit 511: Lead and manage services for children with additional needs	This unit will provide learners with the knowledge, understanding and skills to lead and manage services for children with additional needs.
Unit 512: Lead and manage continuous improvement through the regulatory process	This unit aims to support learners to develop the knowledge, understanding and skills to embed regulatory requirements in Wales. It covers an awareness of the role of inspectorates.

OPTIONAL UNITS

Unit	Unit Summary
Unit 543: Lead and manage inter-professional working arrangements	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead and manage inter-professional working arrangements. In the context of this unit, the term 'individual' refers to adults and/or children. Inter-professional teams are where team membership comprises of different professions and occupational groups working together to make assessments and decisions.
Unit 544: Lead work with volunteers	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead work with volunteers in service provision.
Unit 545: Lead and manage business planning and processes	The aim of this unit is to support learners to develop the knowledge, understanding and skills needed to lead and manage business planning and processes. In the context of this unit, the term 'individuals' refers to adults and/or children.
Unit 546: Lead and manage a therapy team	This unit covers the skills required to manage and lead a therapy team, or sub-specialty. The service will be patient-facing, with the individual having responsibility for the team delivering care. In the context of this unit, patients may include children and/or adults dependant on the focus of the therapy team.
Unit 547: Lead and manage child health services	This unit covers the skills required to manage and lead a child health service. In the context of this unit, 'children' refers to those from 0 to 19 years (this includes those cared for by neonatal, in-patient and community-based services).
Unit 415: Study skills	The aim of this unit is for learners to understand the use and application of study skills, and to apply these to support their work.

What do I have to do to achieve this qualification?

In order to achieve the **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification you will need to:

1. work closely with your **tutor/teacher/assessor/employer**/workplace mentor
2. be prepared to learn about and experience new things related to working within early years and childcare
3. prepare for and complete assessments – there is more information about assessment on page 33-35.

Throughout the **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** 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 – the internal assessor will be responsible for determining the outcome of tasks using externally set pass criteria, and completing formative and summative observations.
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 completing one observation of practice, conducting a professional discussion and making the final assessment judgement.
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

This qualification is for learners working in a management role within regulated childcare settings with families and children under the age of 8 years and NHS children's services for those working with families and children aged 0-19 years. This qualification is practice-based and assesses learners' knowledge and practice. It is designed for learners in work-based learning. The qualification will assess learners' knowledge and practice through their work.

Throughout the **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification there is a focus on developing your leadership and management skills so that you can demonstrate how you 'lead and manage'.

All of the units focus on your ability to lead and manage rather than promote or support. As a result, the learning outcomes throughout the qualification require you to work at a higher level of responsibility.

e.g. Unit 501 Learning outcome 1 – Lead the use of research and evidence informed practice for the holistic development and well-being of children.

Unit 510 Learning outcome 4 – Lead and manage practice that supports speech, language and communication needs.

This is also demonstrated in many assessment criteria.

e.g. Unit 501 Assessment criteria 1.4 – Lead the use of research, evidence, theories, models and frameworks to inform practice which supports the holistic development and well-being of children.

Unit 502 Assessment criteria 3.1 – Implement policies, procedures and practice that support values based induction.

Unit 503 Assessment criteria 2.6 – Lead and manage the implementation of agreed action plans.

Unit 505 Assessment criteria 3.7 – Use supervision and support to consider the impact on workers, self and others of suspected or disclosed harm or abuse.

Employer engagement

In order to achieve the **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification you must be working in a leadership or management role within a children's care, play, learning and development setting. Although not required, this 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?

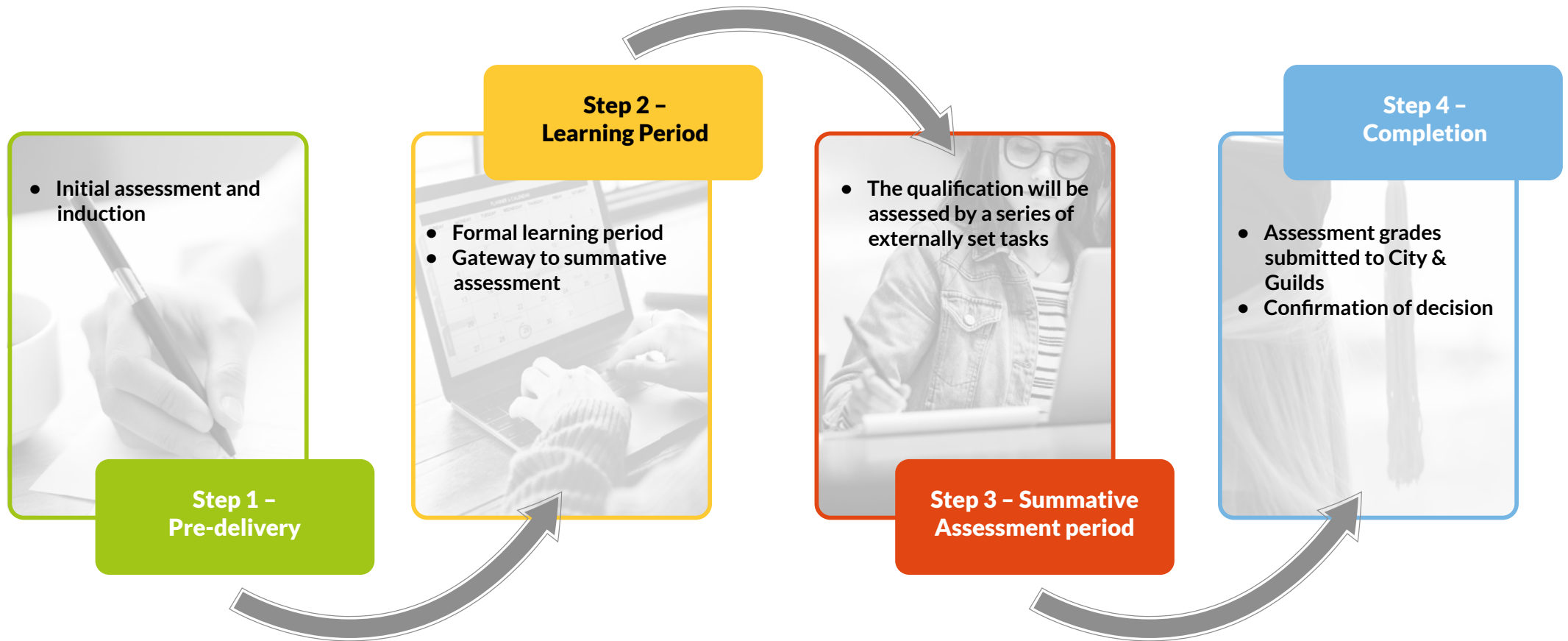
A workplace mentor may be assigned to you by your employer. They are not a mandatory requirement for this qualification, but some employers and providers recognise that they have an important role in workplace learning and assessment. A workplace mentor will help you to make connections between what 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.

I am not employed, can I still complete this qualification?

This qualification is designed for individuals working in a leadership or management role within the Early Years and Childcare sector. If you are not currently employed, it is highly recommended that you consider completing the following qualification:

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

What might my journey through the qualification look like?



Step 1 – Pre-delivery

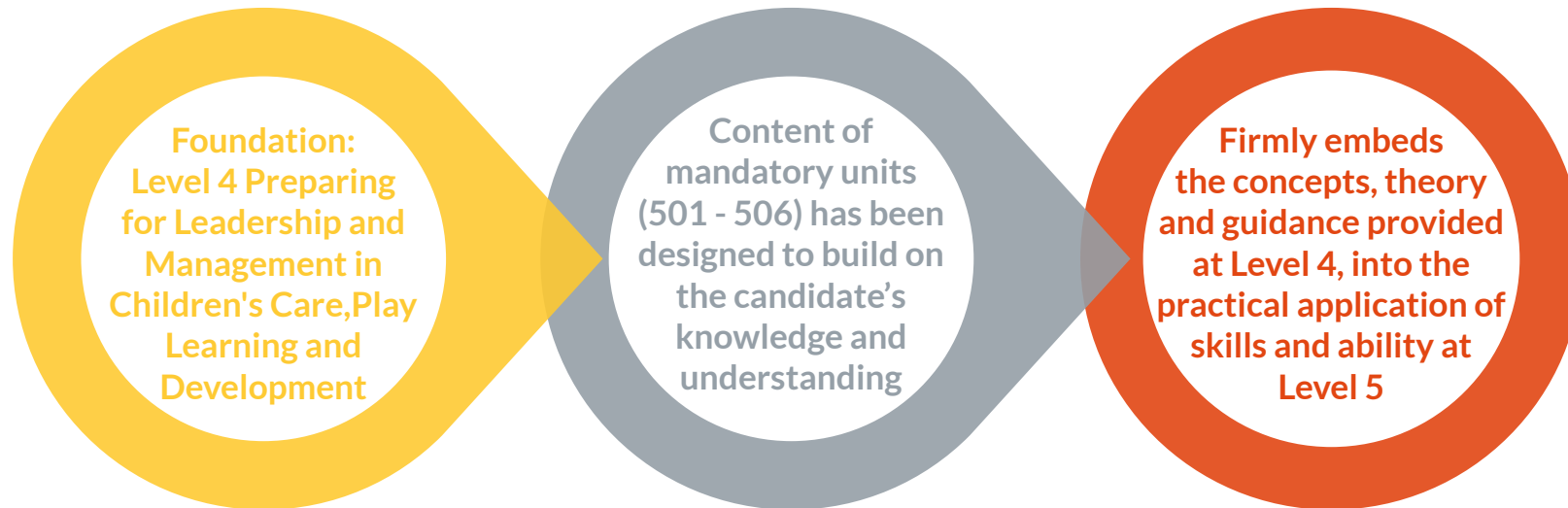
- **Completion of the Level 4 Preparing for Leadership and Management in Children’s Care, Play , Learning and Development qualification:**

It is a requirement that before undertaking this qualification you have completed the Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development qualification

- **Initial registration and Induction**

- **Unit selection**

You will discuss options available for completion of the qualification with your assessor/manager/employer, e.g. optional unit selection



The delivery of Level 5 **builds upon** the Level 4 content but does not attempt to unnecessarily replicate it. Refreshment or reiteration of certain content elements may be helpful, however, the delivery should primarily focus on the development of Level 5 skills, with the understanding that a secure knowledge base has already been achieved by learners.

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/ employer 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 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.

What resources will I need?

You must have access to a suitable range of resources to carry out the assessment tasks. This will be discussed during your induction, and you should share this information with your manager/employer.

- **Staff resource** – you are required to be observed managing others as part of the evidence for this qualification; managers/employers should ensure that for purposes of assessment, you are provided opportunity to use staff resource as needed for the implementation of your business project. The required level of resource should be reasoned and agreed as part of the approval of the business project plan.
- **Environment** – it is expected that all activities be carried out as in normal work practice, including those undertaken offsite.

Which units will I complete?

To achieve the **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification you must achieve a **minimum** of 120 credits in total:

- 90 credits must be achieved from the mandatory group
- a minimum of 30 credits must be achieved from the optional group.

It is really beneficial for your manager/employer to participate in this selection process. Speak to your manager about what optional units are the best fit for your role in the setting and for their vision of the services provided.

What are credits?

We have awarded a credit value to each unit. These values can be found in the tables below and in the qualification handbook. The credits awarded to a unit reflect the level and volume of knowledge, understanding, behaviours and skills, which will be achieved through completion of the unit.

Unit Number	Unit title	GLH	Credit
Mandatory Group			
501	Lead and manage child-centred practice	60	20
502	Lead and manage effective team performance	65	18
503	Lead and manage the quality of workplace/setting	70	16
504	Professional practice	50	12
505	Lead and manage practice that promotes safeguarding of children	60	12
506	Lead and manage health, safety and security in the workplace/setting	60	12

Unit Number	Unit title	GLH	Credit
Optional Group			
507	Lead and manage health, well-being and creative learning within childcare provision	40	14
508	Lead and manage the acquisition of a new language through immersion	20	9
509	Lead and manage support for families to develop parenting skills	50	21
510	Lead and manage speech, language and communication skills	50	20
511	Lead and manage services for children with additional needs	50	18
512	Lead and manage continuous improvement through the regulatory processes	30	6
543	Lead and manage inter-professional working arrangements	20	10
544	Lead work with volunteers	10	9
545	Lead and manage business planning and processes	20	12
546	Lead and manage a therapy team	80	20
547	Lead and manage child health services	50	30
415	Study skills	30	8

Optional group

There are 12 units in the optional group and you must choose **at least one optional unit**. Your chosen units must equate to **at least 30 credits** in total. You should select units that are relevant to your role and to the individuals that you care for within your organisation/setting. It is really beneficial for your manager/employer to participate in this selection process.

Many of these units focus on leading and managing specific services within Early Years and Childcare settings/services. Unit 507 looks at health, well-being and creative learning within childcare provision, while unit 508 explores the acquisition of a new language through immersion and unit 510 relates to leading and managing speech, language and communication skills.

There are also units within this group that focus on leading and managing people. Unit 546 requires you to lead and manage a therapy team, while unit 547 requires you to lead and manage child health services. Unit 543 requires you to lead and manage inter-professional working arrangements, while unit 544 directs you to lead work with volunteers.

To complete a unit in this group you must be leading and managing the relevant services. Speak to your manager/employer about their vision of the services provided, what optional units are the best fit for your role in the setting and discuss the suitability of the units you are considering.

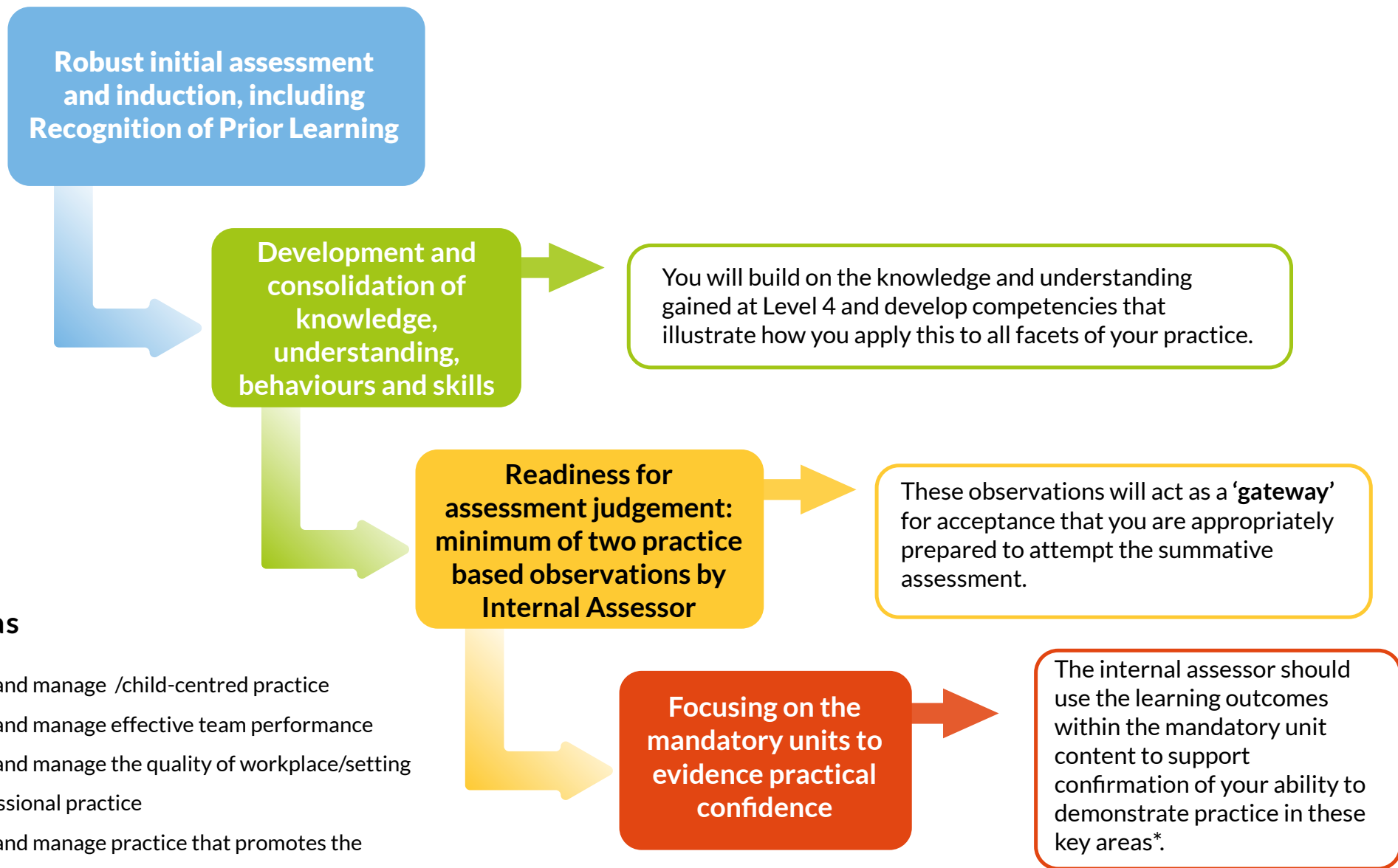
- **Formal learning period**

You will undertake on-the-job learning and training and ongoing formative assessment

- **Gateway to summative assessment – observations**

You will be observed in practice by your assessor on a minimum of two formal occasions

Following the completion of observations, you will discuss and agree with your assessor/manager/employer your readiness for assessment.



***Key areas**

- Lead and manage /child-centred practice
- Lead and manage effective team performance
- Lead and manage the quality of workplace/setting
- Professional practice
- Lead and manage practice that promotes the safeguarding of children
- Lead and manage health, safety and security in the workplace/ setting

Formal learning period

During your learning period, you will build up a 'tool kit' of knowledge, understanding and skills in order for you to competently lead and manage practice within your organisation/setting. Your learning will support you to take responsibility for transferring your knowledge, understanding and skills into practice, foster independence, autonomy and the confidence needed within job roles at this level.

Formative assessment

It is recommended that your tutor/internal assessor set shorter, formative tasks during this learning period. These tasks will allow you to be supported towards more independently applying the learning you have so far covered, drawing this together in a similar way, so you are familiar with the format, conditions and expectations of the assessment. You are also encouraged to reflect on the theoretical assessment activities that you undertook as part of the **Level 4 Preparing for Leadership and Management in Children's Care, Play, Learning and Development** qualification to support your assessment in practice at Level 5.

Readiness for assessment

Prior to starting the summative assessment, your internal assessor will confirm your 'readiness' through their formative assessment activities.

Your internal assessor will undertake a **minimum of two** practice-based observations to support a judgement that you are ready for the summative assessment. These observations will act as a 'gateway' for acceptance that you are appropriately prepared to attempt the summative assessment. The observations will be based on the mandatory units of the qualification.

What happens if I am not ready?

If your internal assessor is not confident of your 'readiness' following either of the **two** observations, they will discuss with you what additional learning or training is needed and should schedule a further checkpoint to confirm that this learning/training has happened. If the internal assessor is not satisfied with the progress you have made at this checkpoint, further practical observation(s) should be scheduled.

What happens when I am ready?

If your internal assessor is confident of your 'readiness' following your **two** observations, they will introduce the assessment to you. Release of the assessment to you confirms that the internal assessor has confidence that you are working in a way that consistently demonstrates the values, principles and behaviours that are expected of a leader in practice within the early years and childcare sector.

Once it is agreed, between you and your assessor/manager/ employer that you are ready to be assessed, you will begin to prepare for your final assessment, which includes:

- **A portfolio of evidence**
 - **A business project**
- **A professional discussion**

Assessment is holistic, which means that your evidence will be collected from real working situations that show you can work confidently and consistently across all aspects of the qualification on more than one occasion

How will my qualification be assessed?

The **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** 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 tasks will result in an overall qualification grade being achieved.

ASSESSMENT TASK	DURATION	PURPOSE	UNITS	INTERNAL ASSESSOR/ EMPLOYER ROLE/ ASSESSMENT	ASSESSMENT ACTIVITY
Task 1: Portfolio	Maintained throughout	Showcase of evidence that originates during the period of assessment – summative . Capture evidence not gathered through business project.	Mandatory and/or optional	Provides support and guidance.	Assessed as part of the professional discussion that will be undertaken with the External Assessor.
Task 2: Business Project 2a – Rationale 2b – Plan 2c – Implementation 2d – Evaluation	Approx. 8-9 months	How the candidate: <ul style="list-style-type: none"> supports, develops and enhances provision for, and the experience of, individuals within their organisation/setting works with and manages others within the organisation/setting to successfully implement their project. 	Mandatory and optional	2a – concept meeting. 2b – project planning meeting. 2c – minimum of two observations by Internal Assessor (p19). Internal Assessor should facilitate regular 'check-ins' though this period or manager via supervision.	2a – rationale; proposal concept form. 2b – completed business project plan; Business project approval form. .2c – minimum of one observation by External Assessor (summative); critically reflective log. 2d – overall evaluation of the business project.

ASSESSMENT TASK	DURATION	PURPOSE	UNITS	INTERNAL ASSESSOR/ EMPLOYER ROLE/ ASSESSMENT	ASSESSMENT ACTIVITY
Task 3: Professional Discussion	Summative Up to 75 mins	The focus of the discussion will be on the learning and development that has been undertaken as part of the qualification. This will be underpinned by the work and activities that have been completed as part of the candidate's learning programme and assessments.	Mandatory and optional	Provides guidance around the format of the discussion and will support with mentoring activities to prepare the candidate for undertaking the discussion.	<p>Candidate led discussion with the External Assessor.</p> <p>The candidate must respond to the discussion points and questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely.</p> <p>Any preparatory notes referred to within the discussion will be used as evidence.</p>

**Full
assessment
journey
9-12 months
depending on
employment
contract**

Your internal assessor should introduce the assessment to you when you are deemed ready and prepared to undertake it.

All the assessment tasks are expected to take place within a 9-12 month period. This assessment period will commence at the outset of the concept discussion meeting and includes approximately 8-9 months spent on producing evidence for the business project and time for completion of the professional discussion.

What will I have to do?

The assessments for this qualification have been designed to present you with the opportunity to demonstrate how you apply the skills, 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 behave as a leader and manager, and you should approach the tasks from this perspective, applying the knowledge, understanding and skills you have gained and developed from your learning programme to respond to the tasks.

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

If you do refer to any current or past experiences that relates to work with individuals 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 tasks will result in an overall qualification grade being achieved.

Assessment approach

The **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification will be assessed through a series of assessment activities.

- A **portfolio of evidence** will be used to gather assessment evidence for learning outcomes where opportunities in practice may not be presented through the business project. This will include areas from the mandatory and the optional units.
- A **business project** will be used to gather assessment evidence for the majority of the mandatory content, as well as the optional units where achievable. The project will require you to:
 - identify an opportunity for implementing a new or revised provision/initiative within the organisation/setting
 - develop a project plan for implementing a new or revised provision/initiative within the organisation/setting
 - implement the new or revised provision/initiative
 - evaluate the outcome of the implementation.
- The assessment approach will be concluded by you delivering a final evaluation of your activities through a **professional discussion** held with an external assessor.

The use of simulated practical assessment is not permitted as evidence within this qualification. Simulated situations or activities may be useful for supporting formative assessment activities, but evidence for summative assessment should reflect your actual experienced practice.

Task 1: Portfolio of evidence

You are required to maintain a portfolio of evidence throughout the assessment period. The portfolio is intended to capture evidence for outcomes that would not be directly evidenced through your business project.

This may include both areas from the mandatory content, and any optional units that you undertake as part of your learning programme. You may also use the portfolio to provide any 'showcase' examples of evidence that capture key activities and achievements that you have undertaken as part of your practice from across the period of assessment.

Task 2: Business project

You are required to **undertake and lead** on a business project within your organisation/setting. The business project should be conducted over a period of approximately 8-9 months. This has been set to provide sufficient time to identify an opportunity, plan and implement, and then evaluate the outcomes of implementing the new/revised provision or initiative.

You must consider the contents of the optional units that you are completing as part of the qualification and how you will be able to demonstrate your practice from these units through your business project. This includes how you have considered and used any theories, models and research related to the optional unit content areas as part of the development and implementation of your business project.

Your internal assessor and manager/employer should confirm with you during the initial concept discussion meeting expectations of the timeframe, based on your role, that they expect the assessment to take place in. If it is agreed that the entire assessment will take longer than 9 months, the decision for this should be recorded, and a rationale provided to confirm why this approach has been agreed.

Task 3: Professional discussion

You will be invited to attend a professional discussion to discuss work completed as part of your portfolio and your business project. The professional discussion will be held with an external assessor.

Evidence from your portfolio and business project will be submitted to the external assessor who will use this to prepare for your discussion.

What evidence might I use in my portfolio?

Additional evidence will be gathered through normal workplace processes, including witness testimony from your employer or workplace mentor:

- Expert witnesses
- Witness testimonies
- Workplace documents/products
- Candidate/reflective accounts/logs
- Question responses
- Supportive case studies.

Expert Witness

Where used to provide supportive evidence as part of the portfolio, expert witnesses must:

- have a working knowledge of the units for which they are giving testimony
- be occupationally competent in their area of expertise to at least the same level of the unit for which they are providing testimony
- have either a qualification in assessment of workplace performance or a professional work role that involves evaluating the everyday practice of staff.

Reflective log

You are required to maintain a reflective log alongside the implementation of the business project, capturing your activities and experiences. This is not as a diary for capturing a high-level narrative of what activities you have undertaken, but rather it should be utilised for purposes of self-reflection, critical analysis and detailed review of what you have achieved; what has gone well, or less well, and your thoughts and feelings on how to improve in practice.

Your tutor/manager/employer is encouraged to explore the use of different styles of reflection with you, supporting you to identify and use a format that reflects best your learning style and that best supports you to progress and develop your reflections into enhancement of your practice.

What is a reflective log?

Your reflective log is a critical piece of evidence in completing your **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification. This is a written piece of evidence, whereby you reflect on your practice while working with the children in your setting and supporting others to work in appropriate ways. You will also identify any of your own development needs to discuss further with your manager/assessor.

This log is more than a diary and will contain more than a record of events, it will also contain self-reflection, critical analysis and detailed reviews of what you have achieved, what has gone well, or less well, and your thoughts and feelings on how to develop and improve in practice. It is also an opportunity for you to showcase that you know and understand the concepts, approaches, policy and legislation that underpins high quality, child-centred and rights-based practice.

Your manager is encouraged to support you to complete this log using different styles of reflective log, supporting you to identify and use a format that best reflects your learning style. Your manager 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 also 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 practice.

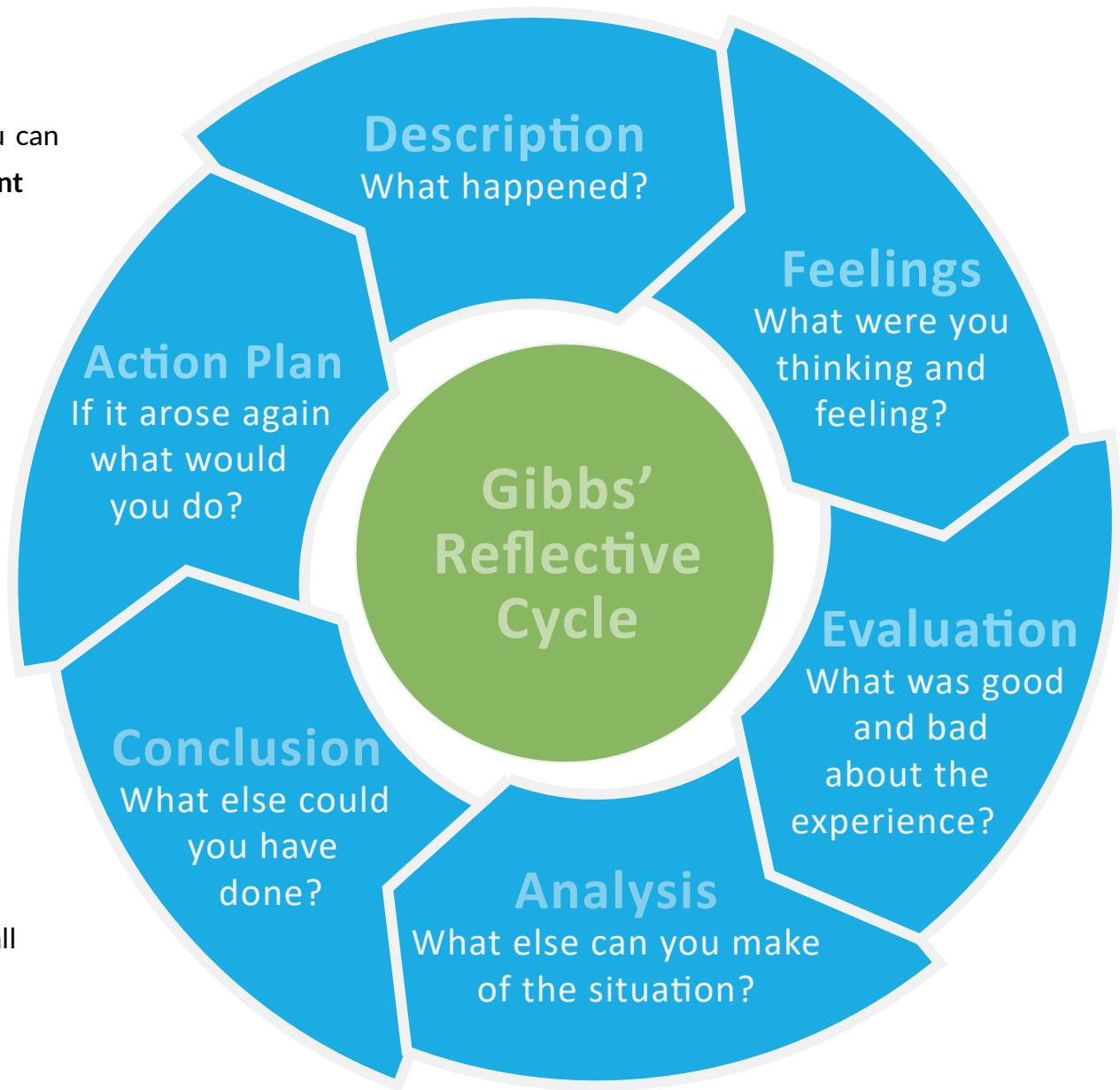
Reflection is an ongoing process, of immense value and importance and as such, you should update your log regularly throughout the period between progress meetings. Your log will be the subject of discussion during progress meetings and will enable your assessor and manager to more fully support your learning, determine confidence and knowledge, as well as your readiness for assessment.

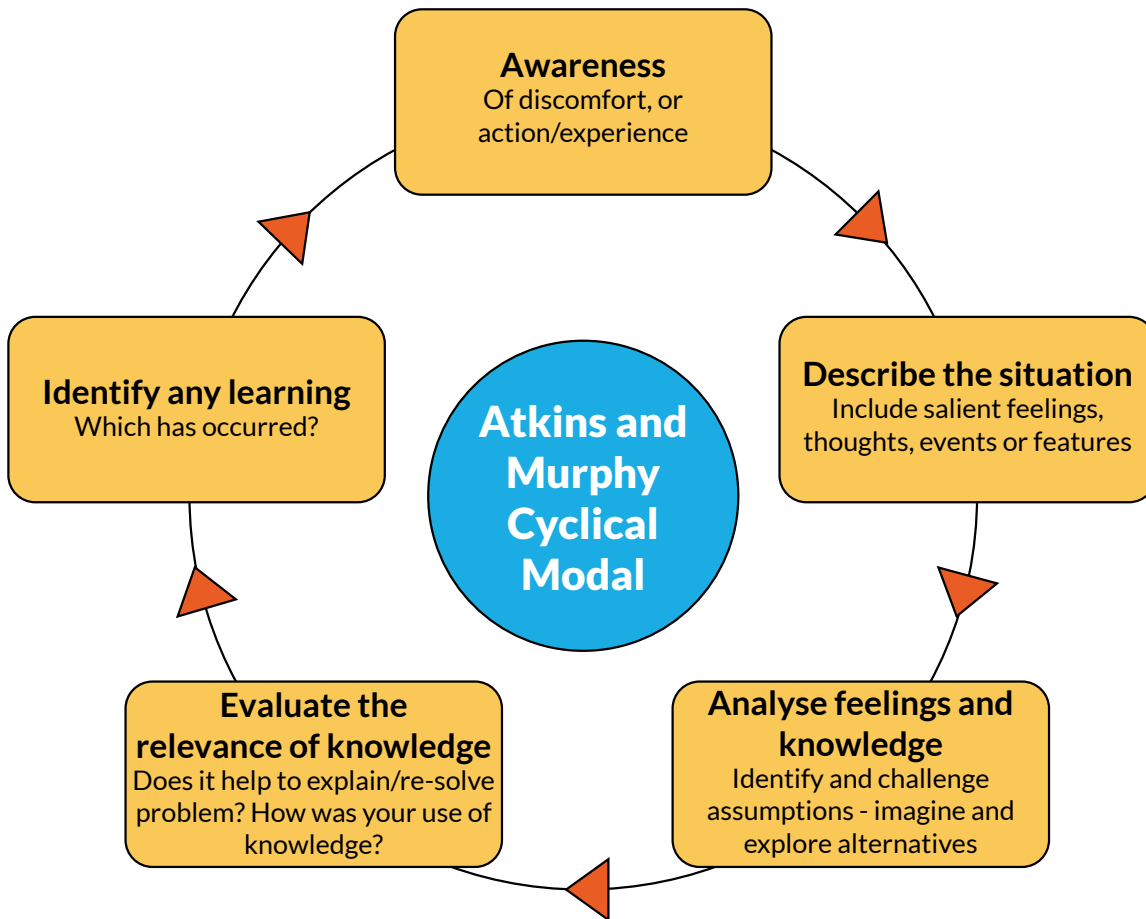


There are various models of reflection that you can use for your **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** reflective log, however it is recommended that you follow one of the following:

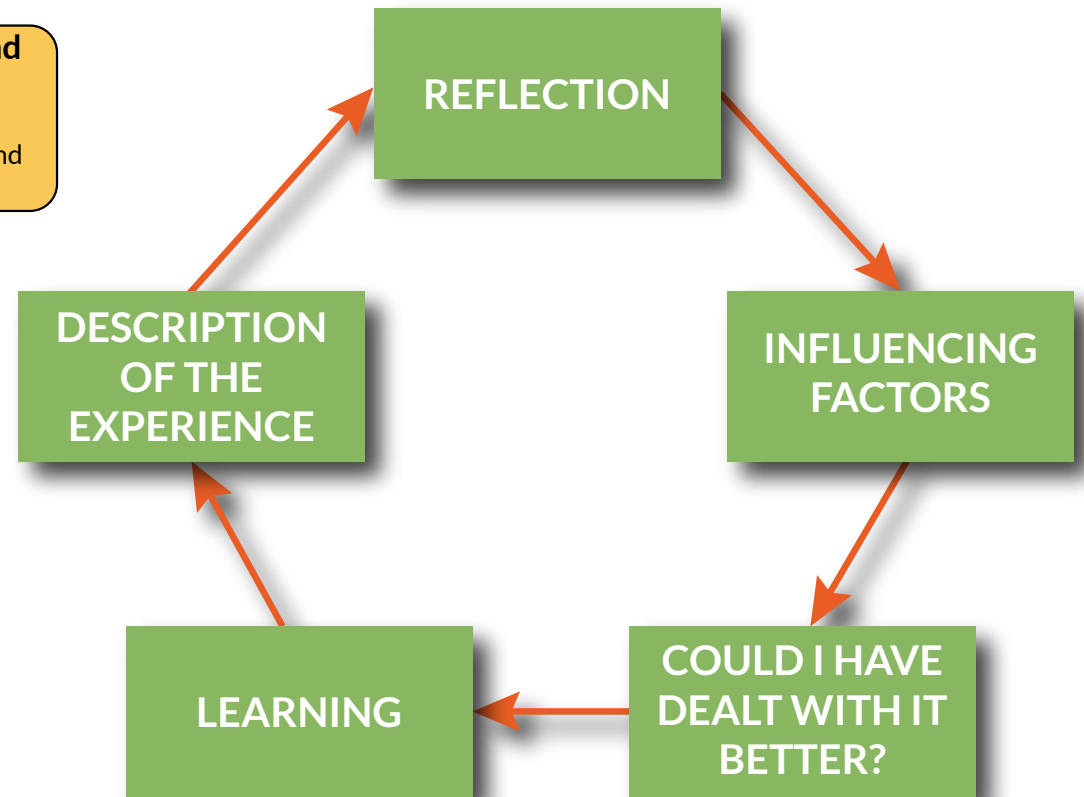
- Gibbs (1988) Reflective Cycle
- John's (2000) Model of Reflection
- Atkins and Murphy (1993) cyclical model.

Most models of reflection are based on the principle that reflection leads to further learning. However, these recommended models will guide you in the different elements and layers required in a good reflection, thereby ensuring that you include the necessary detail, analysis and reflection within all of your entries.





Johns' Model of Reflection



What is a professional discussion?

The final assessment activity that you need to be complete is a formal professional discussion (Task 3) with an external assessor. The focus of the discussion will be on the learning and development that has been undertaken as part of the qualification. This will be underpinned by the activities and work that you have completed as part of your learning programme and your assessments. The external assessor will be interested in your approach to your work, which demonstrates the standard to which you perform in practice.

The external assessor is looking for evidence that you can apply the objectives of the qualification within your job role and that you demonstrate evidence of working in ways that reflect these competencies, with examples that are drawn from, and reflect on, your assessment tasks and your own work practice.

You must respond to the discussion points and questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely.

Prior to the discussion

A minimum of three weeks prior to the scheduled date for your professional discussion, your evidence for Tasks 1 and 2 must be submitted to City & Guilds.

Your internal assessor will provide you with guidance around the format of the discussion and will support you with mentoring activities to prepare you for undertaking the discussion.

Timings

The discussion is not expected to last more than 75 minutes in total.

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

Your internal assessor will:

- review your business project concept and the business project plan for feasibility and ensure that the opportunity provides sufficient evidence to meet the requirements for assessment (Task 2b)
- observe you implementing the delivery of your business project on a minimum of two occasions (Task 2c) – **in addition to the minimum of two observations that will be completed during formative assessment process**
- provide evidence from practical observations and testimonies in the work environment, e.g. the use of observations/witness testimony incorporated into the portfolio. This evidence will inform the external assessor's overall judgements and observations
- support you to develop a portfolio of evidence that provides evidence of practice for learning outcomes not seen through the project
- provide ongoing coaching to support you as you progress your business project, and to assist your preparation for the professional discussion (Task 3).

Check-ins

Your tutor/internal assessor will also support you with regular check-ins throughout the duration of your business project to ensure that you are progressing on-track with your implementation plan. These check-ins may occur as part of already planned and scheduled supervision. You are encouraged to review your reflective log at these sessions and to build on and embed the outcome of coaching within these regular check-ins to support your practice, using reflection to show how you have achieved this.

Presentation of work

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.**

- **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

Resubmission

If you are required to submit further evidence, the centre must provide appropriate feedback and support to enable you to resubmit. If you do not meet the appropriate learning outcomes required in the subsequent resubmission, the centre should either:

- arrange additional support for you, or
- inform you of the right to appeal.

Where you are required to undertake a further professional discussion, a clear audit trail must be provided by the internal assessor that shows how feedback has been provided to you prior to undertaking this, and what remedial activity has been taken to support the development of any deficits in your knowledge and understanding.

There is no restriction on the number of times you can re-take/re-submit tasks that you may have failed within this qualification.

What happens after my professional discussion?

Once you have completed your professional discussion the external assessor will ensure that all assessment requirements have been achieved and carry out a final holistic assessment.

As part of their final assessment judgement, the external assessor should consider how you have met the key objective areas – within the context of both the mandatory units and any optional units selected.

On completion of their final assessment judgement, the external assessor will submit this to City & Guilds as confirmation of your outcome. City & Guilds will confirm candidate results within 30 working days of completion of the professional discussion.

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. 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 Early Years and Childcare sector. Check out the learning resources on the following websites:

Social Care Wales:

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

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



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/carers 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>

DIGITAL LEARNING 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
- have 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 across the wider sector

The **Level 5 Leadership and Management of Children's Care, Play, Learning and Development: Practice** qualification is part of a larger suite of qualifications that have been designed to enable progression in childcare services and to other roles in the wider health and social care sector and further study or professional training.

Once you have completed the **Level 5 Leadership and Management of Children's Care, Learning and Development: Practice** 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 5 knowledge and understanding essential for working in a leadership and management role within the early years and childcare sector. It is required for learners already in or progressing to leadership roles within the sector to have previously completed the:

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

All of the new qualifications within the suite are linked to key aspects of the National Occupational Standards for Early Years and Childcare, 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 within early years and childcare 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?

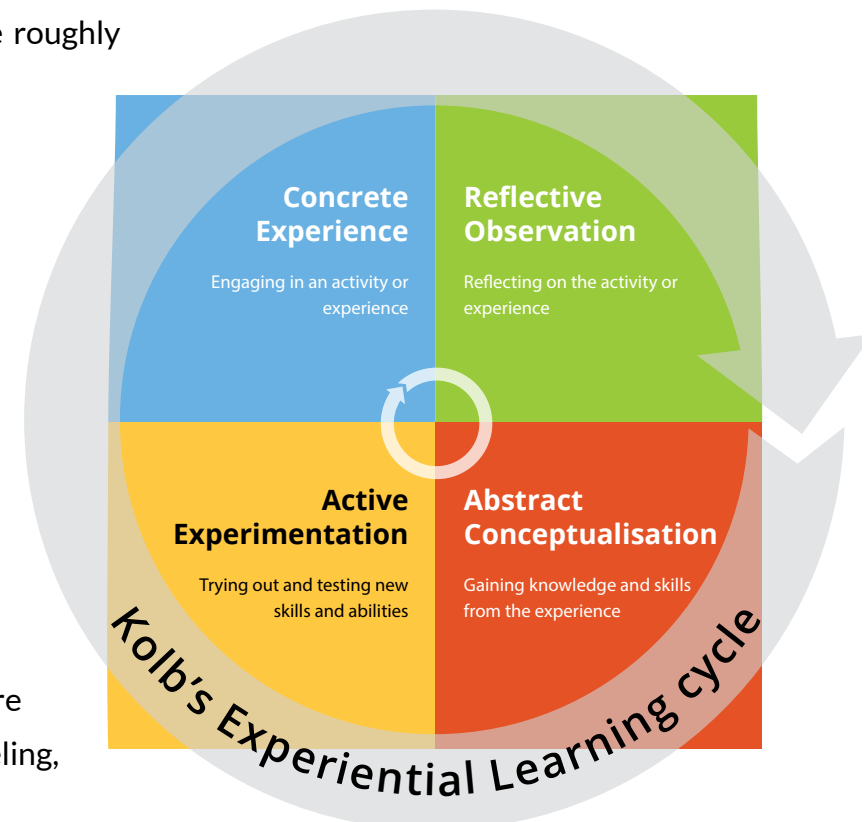
Learning is a very individual process, and so it is important that you focus on how you can learn, process information effectively and how this can support your success and progression. It is important that you learn effectively so that you can recall your new knowledge easily when needed. This is not 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.

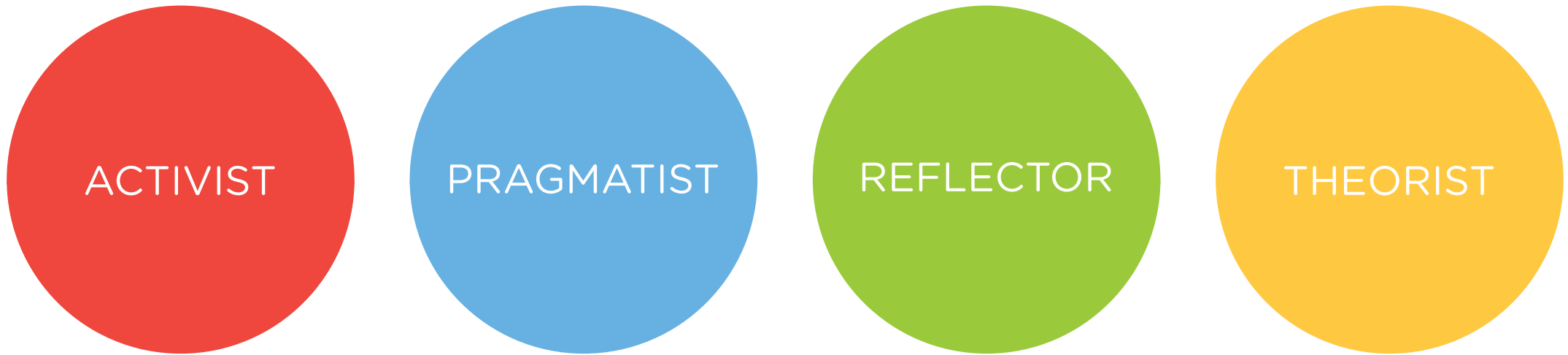
Over the years, quite a few models or theories have been developed to try to help us to recognise how we learn and what kinds of things different individuals may need to make learning easier and more successful. Two of the most popular, or commonly used, models are Kolb’s (1984) experiential learning 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 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:	TYPES OF LEARNING METHODS THAT APPEAL
ACTIVIST	you may like to learn by doing	are 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 solver	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 a logical thinker.	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.