Qualification Specification

Level 4 Diploma in Advanced Childcare Practice and Management

Contents

Introduction

This qualification is aimed at all practitioners working in the childcare workforce at Level 3, such as childminders, nursery practitioners, preschool practitioners, out of school/holiday provision workers. The qualification provides practitioners with the opportunity to upskill, and develop management skills so that they can take on new roles and responsibilities.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual). The specification for this qualification has been approved by the Welsh Government for use by centres in Wales.

Entry Requirements

Candidates are expected to be to be working in the childcare workforce in a practitioner role and hold a relevant Level 3 qualification. Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Profile

Qualification title	**ProQual Level 4 Diploma in Advanced Childcare Practice and Management**
Ofqual qualification number	601/8593/4
Level	4
Total Qualification Time	600 hours (guided learning hours 540)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	1/4/16
Qualification end date	

Qualification Structure

Candidates must complete all of the Mandatory units, plus a minimum of one optional unit.

Mandatory units – candidates must complete all units

Unit 1   M4:1   Study Skills (R/508/2786) level 3
Unit 2   M4:2   Legal Requirements/Legislation in Childcare (F/508/2864) level 4
Unit 3   M4:3   Understanding child development & how children learn (J/508/2865) level 4
Unit 4   M4:4   Support programmes that promote children's development (L/508/2866)
                    level 4
Unit 5   M4:5   Longitudinal studies (R/508/2867) level 4
Unit 6   M4:6   Leadership, management and supervision (Y/508/2868) level 4
Unit 7   M4:7   Working in partnership (D/508/2869) level 4
Unit 8   M4:8   Reflecting, reviewing and evaluating own practice (R/508/2870) level 4

Optional Units – candidates must complete a minimum of one unit

Unit 9   O4:9   Working with babies 0-18 months (Y/508/2871) level 4
Unit 10   O4:10   Play for out of school/holiday provision (D/508/2872) level 4
Unit 11   O4:11   Care of two year olds (H/508/2873) level 4
Unit 12   O4:12   Carrying out a research project (K/508/2874) level 4

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff
Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance
For each competence-based unit centres must be able to provide at least one assessor and one internal verifier who are suitably qualified for the specific occupational area. Assessors and internal verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- ProQual Level 3 Certificate in Teaching, Training and Assessing
- Award in Assessing Competence in the Work Environment
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Award in the Internal Quality Assurance of Assessment Processes and Practices
- Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge and competence described in each unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:
- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who demonstrate achievement of the qualification will be awarded a certificate giving the full qualification title -

ProQual Level 4 Diploma in Advanced Childcare Practice and Management

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

M4:1 Study Skills (R/508/2786)

Unit aim: to provide the knowledge and understanding required to complete research and present written assignments and reports.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand how to complete research for a specific topic/subject and present findings in an appropriate format	1.1	Research a topic/subject area
		1.2	Present a written assignment based on research
		1.3	Record research sources
2	Understand how to edit a piece of work to fit an assignment brief	2.1	Edit a piece of work/assignment
3	Understand how to prepare and present a report	3.1	Prepare a report

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:2 Legal Requirements/Legislation in Childcare (F/508/2864)

Unit aim: To assess the learner's knowledge and understanding required for Health and Safety, Equality and Inclusion, the Welfare Requirements of the Early Years Foundation Stage, Employment Rights and Special Education Needs including Looked After Children; how to prepare for Ofsted, the development of policies and procedures and using information gathered to monitor the settings practice.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand the current legislative framework for Health and Safety, Equality, Inclusion, Diversity, The Welfare Requirements and Employment Rights	1.1	Explain the legislative framework for health, safety and managing of risk in the work setting
		1.2	Describe the welfare requirements of the Early Years Foundation Stage
		1.3	Explain the legislative framework for equality, diversity and inclusion in the work setting
		1.4	Explain the following employment rights: • time off work including sickness • maternity and paternity rights • termination of employment • working time directive and working time regulations
		1.5	Explain the principles underpinning the Special Education Needs Disability (SEND) Code of Practice
2	Understand responsibilities and procedures relating to Looked After Children	2.1	Describe the responsibilities and procedures with regards to the early education of Looked After Children in the work setting
3	Understand how to prepare for an Ofsted Inspection	3.1	List the documents required for an Ofsted inspection
		3.2	Contribute to completing the Self Evaluation Form (SEF)
4	Understand work place policies and procedures	4.1	Examine work place policies and procedures and evaluate in relation to: • current and relevant legislation and guidelines • meeting the needs of the work setting • clarity of procedures
		4.2	Suggest changes as necessary to policies and procedures
5	Understand how information gathered is used to monitor the work setting's practice	5.1	List the types of information gathered in the work setting and stored over a period of time
		5.2	Explain how the information gathered is used to monitor the work setting's performance/practice
		5.3	Describe what other purposes the information gathered can be used for

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:3 Understanding Child Development and How Children Learn (J/508/2865)

Unit aim: To explore the differences in children's development, the risk of developmental delay and possible effects of transitions. To provide knowledge and understanding of how children learn.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand the expected pattern of development and the factors that can have an impact on this pattern	1.1	Explain the difference between sequence of development and rate of development and why this distinction is important
		1.2	Analyse how children's development is influenced by a range of factors. Include: • personal factors • external factors
		1.3	Explain the importance of early identification of development delay and potential risks of late recognition
2	Understand theories of development and theoretical perspectives of children's development and how they influence current practice	2.1	Describe theories of development and theoretical perspectives in relation to children's development
		2.2	Explain how theories of development and theoretical perspectives influence current practice
		2.3	Describe how theories of development and theoretical perspectives are linked to the relevant curriculum in the work setting
3	Understand the possible effects transitions and significant events can have on children's development	3.1	Explain how different types of transitions and significant events can effect children's development
		3.2	Describe the role of the early year's practitioner during transitions and significant life events

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:4 Support Programmes that Promote Children's Development (L/508/2866)

Unit aim: To provide the learner with the knowledge, understanding and skills to use observation, assessment and planning to promote children's development.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand different observation methods	1.1	Describe and evaluate observation methods: • narrative/free description • target child • checklist/Tick List • event sample • time sample
2	Be able to complete and support developmental assessment of children and provision including activities and resources in the work setting	2.1	Observe, in line with relevant framework/curriculum: • an individual child • a group of children • indoor provision • outdoor provision
		2.2	Plan next steps to meet the needs and interests of: • an individual child • a group of children
3	Be able to develop and implement programmes that support children's development including children requiring additional support	3.1	Lead the implementation of individualised programmes to support children's development
4	Be able to evaluate programmes and provision that support children's development including children requiring additional support	4.1	Review and evaluate programmes of development support
		4.2	Review and evaluate indoor and outdoor provision in the work setting

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:5 Longitudinal Studies (R/508/2867)

Unit aim: To provide the learner with the knowledge, understanding and skills to use observations to assess and plan for a child's changing developmental needs over a period of time.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand the purpose of a longitudinal study	1.1	Describe what a longitudinal study is
		1.2	Evaluate the benefits of undertaking a longitudinal study for the child and the early year's practitioner
		1.3	Explain how a longitudinal study could be of use to other professionals
2	Be able to carry out a longitudinal study over a period of six months using observations to assess and plan for a child's developmental needs in line with relevant current frameworks	2.1	Carry out observations to assess the changing development needs of a child
		2.2	Evaluate observations in relation to: • Expected development stages • Current frameworks • Theoretical perspectives
		2.3	Maintain records of observations, assessments and planning in line with requirements of their work place and Data Protection requirements
		2.4	Develop plans to meet the holistic developmental needs and interests of a child
		2.5	Implement plans created to meet the holistic developmental needs and interests of a child
3	Be able to critically evaluate the outcomes of a longitudinal study	3.1	Critically evaluate the outcomes of a longitudinal study

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:6 Leadership, management and supervision (Y/508/2868)

Unit aim: To provide the knowledge and understanding to support and manage a team and undertake professional supervision of others.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand different styles/theories of leadership and management	1.1	Identify the difference between management and leadership
		1.2	Compare different styles/theories of leadership
		1.3	Compare different styles/theories of management
2	Understand effective team performance	2.1	Describe the stages of a developing team
		2.2	Identify challenges that can be experienced by development teams
		2.3	Identify challenges that can be experienced by established teams
		2.4	Describe how challenges to effective team performance can be overcome
		2.5	Describe and compare methods of addressing conflict within a team
3	Understand the purpose of professional supervision	3.1	Explain the purpose of supervision
		3.2	Describe how legislation requirements, codes of practice, policies and procedures influence professional supervision

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:7 Working in Partnership (D/508/2869)

Unit aim: To develop the knowledge and understanding required to work in partnership.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand partnership working	1.1	Identify the features of effective partnership working
		1.2	Explain the importance of partnership working with:
			• Colleagues
			• Other professionals
			• Others e.g. parents, families
		1.3	Identify possible barriers to partnership working and strategies to overcome them
2	Know how to deal with conflict when working in partnership	2.1	List examples of situations that may cause conflict at their work setting when working in partnership
		2.2	Describe ways in which they could deal constructively with any conflict that might arise
3	Understand multi agency working	3.1	Explain what multi agency working is
		3.2	Explain the importance of multi agency working
		3.3	Explain how referrals are made at the work setting
		3.4	Describe the Family Early Help Assessment (CAF)

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:8 Reflecting, Reviewing and Evaluating Own Practice (R/508/2870)

Unit aim: To provide the learner with the knowledge, understanding and skills required to promote and engage in professional development.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand what professional development is	1.1	Explain the importance of professional development
		1.2	Compare different **methods** and **sources** of professional development
2	Be able to reflect on their own practice	2.1	Evaluate their own knowledge and practice against standards and benchmarks
		2.2	Prioritise goals/targets to meet expected standards
3	Be able to use reflective practice to plan professional development	3.1	Select learning opportunities to meet goals/targets and reflect their learning style
		3.2	Produce a plan for their personal professional development
		3.3	Work with others to agree their personal professional development
4	Be able to improve practice through reflection and professional development	4.1	Evaluate how practice has been improved through reflective practice and professional development

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:9 Working with Babies 0-18 Months (Y/508/2871)

Unit aim: To develop the knowledge, understanding and skills to care for babies 0-18 months.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand development from birth to 18 months	1.1	Describe the expected pattern of development of babies aged birth to 18 months. Include: • Physical development • Communication development • Social, emotional and behavioural development
		1.2	Explain the rest and sleep needs of babies aged: • 6 weeks • 6 months • 12 months • 18 months
		1.3	Research and describe the current theories on early brain development
2	Understand feeding and care of skin and teeth of babies 0-18 months	2.1	Describe how to prepare and store formula milk and breast milk
		2.2	Using current government guidance, identify the nutritional needs of babies until they are fully weaned
		2.3	Explain how to care for the teeth and gums of babies up to 18 months
		2.4	Describe how to help prevent nappy rash and how to care for babies if they develop nappy rash
3	Understand illness and common ailments of babies 0-18 months	3.1	Identify: • The reasons for immunisation • The immunisation schedule
		3.2	Summarise the causes, signs and symptoms of illness and common ailments in babies. Include: • Croup • Colic • Diarrhoea • Cradle cap • Eczema • Meningitis
		3.3	Describe Sudden Infant Death Syndrome and the current advice on minimising this

Learning Objectives – the learner will:	Assessment Criteria – the learner can:
4 Be able to lead and support play opportunities for babies 0-18 months	4.1 Plan activities that encourage: • Physical play and development • Sensory play and development • Communication play and development 4.2 Lead a planned play opportunity in the work setting 4.3 Evaluate a planned play opportunity Include: • How it meets the play, learning and development needs of babies • How it relates to current frameworks
5 Be able to work with parents/carers encouraging them to take an active role in their baby's learning and development	5.1 Describe the benefits of working in partnership with parents / carers 5.2 Encourage parents / carers to take an active role in their baby's play, learning and development 5.3 Evaluate how effective the partnership with parents and carers is at their work setting. Include any recommendations for future partnership working.

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:10 Play for Out of School/Holiday Provision (D/508/2872)

Unit aim: To develop the knowledge, understanding and skills to care for children and young people in out of school and holiday provision.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand the role and value of play	1.1	Explain what is meant by the terms 'freely chosen' 'self-directed' and 'intrinsically motivated' with regards to play
		1.2	Explain the need for children and young people to participate in self-motivated, freely chosen, self-directed play
		1.3	Evaluate the benefits of play for children and young people. Consider short and long term benefits
2	Understand and plan for different types of play	2.1	Describe the following different types of play: - Communication play - Creative play - Dramatic play - Deep play - Exploratory play - Fantasy and Imaginative play - Locomotor play - Mastery play - Object play - Recapitulative play - Role play - Rough and tumble play - Social play - Socio-dramatic play - Symbolic play
		2.2	Explain the theory behind **Loose Parts Play** and **Risky Play**
		2.3	Create three plan/strategies of how to support three different types of play including Loose Parts and risky play
		2.4	Implement the plans/strategies
		2.5	Evaluate the plans/strategies and make recommendations for future play
3	Understand the importance of online safety	3.1	Explain the risks and possible consequences of being online and of using a mobile phone
		3.2	Describe ways of reducing risk to children and young people from: - Social networking - Internet use - Buying online - Using a mobile phone

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
4	Understand types of bullying, effects of bullying and support available	4.1	Explain the different types of bullying and the potential effects on children and young people
		4.2	Describe the policies and procedures at their work setting to be followed in response to concerns of evidence of bullying
		4.3	Explain reasons why policies and procedures are in place and how their work setting policies and procedures compare to local and national guidance
		4.4	Explain how to support a child or young person and their family/carers when bullying is suspected or alleged
5	Be able to support communication and develop relationships	5.1	Demonstrate ways to encourage children and young people to express their feelings, views, hopes and wishes
		5.2	Identify and evaluate the range of communication methods, their purpose and use at their work setting

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:11 Care of Two Year Olds (H/508/2873)

Unit aim: To develop the knowledge, understanding and skills to care for two year olds.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand 2 year funding criteria and the application process	1.1	Explain the 'Closing the Gap' strategy
		1.2	List the eligibility criteria for free early year's education/childcare for 2 year olds
		1.3	Describe what a 2 year old is entitled to if eligible for funding. Include: • Hours per week • Weeks per year • Start and end of eligibility period
		1.4	Explain how funding is applied for and when it can start if eligible for it
2	Be able to carry out a 2 year old assessment check	2.1	Complete a 2 year old assessment check in line with requirements and frameworks
3	Understand the developing 2 year old	3.1	Describe the common skills and milestones of a developing 2 year old. Include: • Language and communication development • Cognitive development • Movement/physical development • Social and emotional development
		3.2	Explain Erikson's psychosocial stage theory focusing on stage 2 early childhood
4	Be able to provide quality care for 2 year olds	4.1	Using the acronym 'PRICELESS' describe the needs of a 2 year old and how these needs are being met through their practice

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:12 Carrying Out a Research Project (K/508/2874)

Unit aim: To develop the knowledge and skills required to undertake a research project.

	Learning Objectives – the learner will:		Assessment Criteria – the learner can:
1	Understand the elements to be used in a research project	1.1	Compare different types of research
		1.2	Describe and give advantages and disadvantages of using: • Primary research methods • Secondary research
		1.3	Identify different methods to analyse and present evidence
		1.4	Explain the importance of validity and reliability of any data used within research
2	Be able to choose a topic for research	2.1	Identify a research topic and produce aims and objectives for a research project
		2.2	Identify any ethical considerations related to the chosen research topic
		2.3	Complete a literature review of the chosen research topic
3	Be able to complete a research project	3.1	Formulate a plan for the research project including research methods
		3.2	Conduct the research using identified research methods and use of research questions
		3.3	Record and collate data
		3.4	Using data analysis methods evaluate information and draw conclusions and findings
		3.5	Reflect on findings and how they corroborate the literature review
		3.6	Make recommendations related to the research

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

ProQual Awarding Body
ProQual House
Annie Med Lane
South Cave
HU15 2HG
UK

Tel: +44(0)1430 423822

www.proqualab.com

enquiries@proqualab.com