# Welsh Apprenticeship Pathway in Children’s Care, Play, Learning and Development (Wales) Level 2, Level 3, Level 4 and Level 5

The content of this pathway has been agreed by Social Care Wales. This is the only apprenticeship pathway in the early years sector approved for use in Wales that is eligible for Medr funding.

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## Short description

The Children’s Care, Play, Learning and Development Apprenticeship Framework is for those who work with babies, children and young people (and their families and carers) in settings or services where the main purpose is care, learning and development through play, for example:

* nurseries
* daycare
* creches
* childminders and
* cylchoedd meithrin (Welsh medium nurseries).

It is suitable for those wishing to join the sector and for those already working in it who wish to develop their knowledge and skills and become occupationally competent.

The level 2 Foundation Apprenticeship is suitable for those who work under supervision in settings. It confirms occupational competence for workers under supervision in Wales and contributes towards high quality childcare.

The level 3 Apprenticeship confirms competence for workers who operate more autonomously, undertaking observation and curriculum planning, activity planning and may include aspects of worker’s supervision.

**Please note: People working in a school environment who follow the statutory curriculum should undertake the more relevant Supporting Teaching and Learning (STL) Framework and Playworkers should complete the Playwork Framework.**

***Learners and employers are advised to check with learning providers to discuss the correct qualification for their role***

Those working in specific health or early years sectors can move between sectors, by using appropriate continuing and additional professional development relevant to the new role.

**Aims and objectives of this framework (Wales)**

This framework aims to:

* promote the development of a world class workforce: competent, credible, sufficient and confident.
* support employers to deliver this workforce and ensure the provision of accessible, affordable and high-quality childcare that enhances the educational opportunities and outcomes of children
* support Welsh Government to achieve their policy objectives in relation to childcare and their initiatives of Flying Start and the Curriculum for Wales by providing a high quality, sustainable workforce
* support the economic recovery of Wales through the provision of childcare to working families and carers.

**Objectives of this framework**

1. To support the continued development of a high-quality workforce with a shared and current understanding of early years and childcare practice in Wales.

2. To ensure a supply of occupationally competent and experienced workers to provide childcare and contribute to an effective workforce that ensures the safety, educational and personal development of children.

3. To support the development of a flexible workforce who can work across settings and support children's different needs

4. To help to retain workers and encourage progression to level 3 (and above qualifications) where appropriate and possible, (supporting the aspirations within the 10 Year Workforce Plan and the National Minimum Standards for Regulated Childcare for children up to the age of 12 years)

5. To ensure the continued provision of high quality childcare that supports working families and carers to join or remain in the workforce

6. To ensure workers have support to develop their Welsh language skills

7. To promote inclusivity and explore opportunities to embed anti-discriminatory practice in qualifications.

## Purpose of the framework

This framework provides the ‘gold standard’ of initial training for learners who work within early years settings. This framework aims to develop knowledge, skills and occupational competence of people working with babies, children and young people (including their families and carers) in settings or services (primarily those in early years) that focus on children’s care, play, learning and development.

This framework may also be suitable for some early years health care support workers, specifically those working in Flying Start settings. It is suitable for people seeking to join the early years or children's care, play, learning and development or early years child specific health sector, and provides training and development opportunities for workers already employed within the sector.

All childcare in Wales sits within the legislative and policy context of:

* The Well-being of Future Generations (Wales) Act 2015,
* Cymraeg 2050 One Million Welsh Speakers
* A Healthier Wales (2018)
* Prosperity for All (2018) economic action plan
* Programme for Government 2021 – 2026
* United Nations Convention on the Rights of the Child (UNCRC)
* National Minimum Standards for Regulated Childcare up to the age of 12 years
* The Additional Learning Needs Code for Wales 2021.

The health, well-being and prospects of babies, children and young people are highlighted within all these documents, and they also acknowledge the need to have a highly skilled workforce to support their development.

*Taken from the 10 Year Childcare, Play and Early Years Workforce Plan: Review and Refresh (2024*):

“Published in 2017, the Early Years, Childcare and Playwork 10 Year Workforce Plan set out our vision for children from all backgrounds to have the best start in life, to ensure all children can reach their full potential and lead a healthy, prosperous, and fulfilling life. Ensuring we have a highly skilled, qualified and supported workforce is central to achieving this.

“For the remainder of this plan’s life, we will work tirelessly to attract the right people into the sector, to support them to develop so that they may provide high quality play, learning and care. We are determined for the workforce to thrive, feel valued and want to stay and progress in this hugely valuable and rewarding sector.”

The Welsh Government has a powerful vision for babies, children and the young people of Wales to ensure that their needs are met and their rights respected so that they reach their full potential. Childcare and early years’ services play a vital role in helping to deliver this vision by supporting children and their families and carers, through high quality provision. A substantial body of evidence demonstrates that high-quality childcare provision has positive effects on child development, particularly for disadvantaged children. There is a high correlation between high quality childcare and a highly qualified workforce, reported in Welsh Government: Early Childhood Education and Care (ECEC) policy; 10-Year Childcare, Play and Early Years Workforce Plan: Progress reports (last updated in 2023)

The Welsh Government’s key objectives in relation to childcare are:

* ensuring quality
* developing the workforce
* joining-up programmes including Flying Start and the Curriculum for Wales
* supporting Childcare Enterprise
* ensuring sufficient provision
* developing the infrastructure
* promoting an inclusive and anti-discriminatory sector

improving information.

This framework seeks to support government and employers in the sector, to achieve these aims.

**Level 2**

At level 2, workers provide care that supports inclusion and working in an anti-discriminatory way to support children’s physical, intellectual, language, emotional and social development.

They will work under the supervision of more senior workers. We describe the types of jobs workers will hold later in the framework.

**Level 3**

At level 3, workers will work on their own initiative and will observe, plan and organise work. These workers provide care that supports inclusion and anti-discriminatory practice to support children’s physical, intellectual, language, emotional and social development.

They will work more autonomously and may have some developmental or supervisory activities for other workers.

Some level 3 workers will be employed to support two government initiatives in Wales, Flying Start (for 0–3-year-olds) and the Curriculum for Wales for 3–8-year-olds. They will work in roles such as:

* nursery worker
* playgroup leader or manager
* childminder working on their own at home.

**Levels 4 and 5**

The level 4 and 5 framework in children’s care, play, learning and development is for those who wish to lead practice and manage workers settings or services where the main purpose is care, learning and development through play.

These include:

* nurseries
* day care
* crèches
* child minders
* cylchoedd meithrin (Welsh medium nurseries).

It is suitable for people already working in the sector who wish to develop their knowledge and skills and become occupationally competent as advanced practitioners or leaders and managers.

Those undertaking this framework will have considerable experience, already have a qualification at level 3 in children’s care or early years practice and will meet the National Minimum Standards requirements. Learners undertaking this framework must have a management role or be undertaking leadership or management activities to provide the evidence required for the competence qualification.

Go to the Social Care Wales [qualification framework](https://socialcare.wales/qualifications-funding/qualification-framework) for specific job roles in early years and childcare. This will explain which qualifications are required for practice.

**Outline of the workforce**

The Welsh Government has commissioned comprehensive reports to map the childcare and play workforce in Wales. The [Phase 2 report, published in July 2024](https://www.gov.wales/sites/default/files/statistics-and-research/2024-07/mapping-the-childcare-and-play-workforce-phase-2-report.pdf), estimates there are over 16,000 workers in the sector. It projects a 24% increase in staffing needs by 2027/28 due to the expansion of the Flying Start programme.

Good quality childcare also promotes the economic development and regeneration for Wales by enabling parents to join, or remain in, the wider workforce.

**Why do we need to develop the workforce?**

The provision of affordable, accessible, quality early years provision, available at the times parents need it, plays an essential role in the expansion of our economy, helping parents to return to work and creating further employment opportunities within childcare itself. This provision continues to be important as children reach school age as it allows working parents to continue to support their families financially, knowing that their children will be cared for, kept safe, and involved in positive activities.

Research tells us that high-quality early education and childcare produces greater long-term benefits for our children and strongly influences their future life chances. Where the workforce is equipped with the knowledge, skills and behaviours to provide high-quality childcare and play, the effects on children can be profound. It particularly benefits children from disadvantaged backgrounds, or children who are disabled or have additional learning needs. (*Curriculum for funded non-maintained nursery settings (2022); Welsh Government: Early Childhood Education and Care (ECEC) policy; 10-Year Childcare, Play and Early Years Workforce Plan: Progress reports (last updated in 2023*)

Wales already has a dedicated and highly qualified childcare and play workforce, but we know that we can do more to change perceptions about a career in the sector and ensure it is an attractive career choice. Those who wish to change career can bring a fresh perspective and a range of experience to the workforce. It is important to help the sector attract and retain quality workers, to achieve high standards of childcare and develop a professional workforce that is skilled enough to meet the challenges of the next decade and beyond.

**The quality of childcare and play provision is crucial**

Workers need a range of skills to ensure our children receive the right learning and development support to reach their full potential. We want to support workers to gain a wide range of appropriate qualifications and raise their skill levels, with a universal approach to standards and qualifications across public, private and voluntary settings. We want to support managers of all settings to aspire to and reach level 5. We will support the sector by developing appropriate progression routes to achieve these qualifications and to access structured training and career paths.

“On 15 March 2024, the Early Childhood Play, Learning and Care in Wales Plan (ECPLC) was published, bringing together all our policies and programmes relating to ECPLC from across Welsh Government. The plan places the child and child development at the heart of everything we do and was developed around three themes: quality of provision, access to provision, and supporting and developing the workforce. By focusing on these themes, the plan supports the development and delivery of high–quality, inclusive, play–based childcare and education opportunities for all babies and young children aged 0–5 years old.”

(*Welsh Government website* [*52258\_ECPLC Plan Annual Infographic*](https://www.gov.wales/sites/default/files/publications/2025-06/early-years-play-annual-infographic.pdf))

Flying Start provision has expanded under the ECPLC plan. The primary objectives for expanding Flying Start are to:

* ensure children get the best possible start in life
* tackle poverty and deprivation and
* increase the provision of high-quality childcare services and of Welsh medium childcare places and settings.

**Employer support**

In 2024 there were:

* 1,064 childminders
* 1,028 full day care settings
* 327 sessional day care settings
* 10 creche facilities.

(*Care Inspectorate Wales* *SASS return 2024*).

Employers continue to use the children's care, play, learning and development apprenticeship to recruit workers to the sector and to support the development of existing workers to meet the industry preferred (and occupational competence) qualification.

Following an apprenticeship programme produces a competent worker/manager who will be qualified to the level expected within the National Minimum Standards for Regulated Childcare. The early years sector recognises that to meet the needs of employers and the aspirations of those who use the services and work in them, the use of accredited qualifications that meet the regulatory needs of the workforce remain important. In early years and childcare, there is a [qualification framework](https://socialcare.wales/qualifications-funding/qualification-framework) which sets out the required and recommended qualifications for practice. Employers have been closely involved with the development of the qualifications within this framework and we continue to work with employers, through focus groups, to review and make changes to it.

This apprenticeship framework is intended to support the professional development of workers already working within the industry and to meet the professional qualifications and requirements to support their journey towards leadership and management within childcare settings. It enables level 2 and 3 workers to extend their knowledge and competence to undertake more complex activities in work with babies, children and young people. It introduces the leadership role at level 4 with the opportunity for sector specific management development at level 5.

**Learning providers**

We consider that learning providers are working towards the optimum apprenticeship achievement levels within the sector. However, during the Qualifications Wales review of the sector’s qualifications and learning system, published in 2016, there were concerns identified in quality and consistency. Qualifications Wales used its powers under the Qualifications Wales Act 2015, to restrict the awarding bodies who can deliver the suite of qualifications for the sector. Following a procurement process, a consortium made up of City & Guilds and WJEC (The Consortium) was appointed as the only provider for a 5 year period. Since 2017, Qualifications Wales, The Consortium, Social Care Wales and Health Education and Improvement Wales have been working together with the sector to develop qualifications that meet the changing needs and expectations across early years and childcare in Wales.

The restriction of all qualifications in the suite ended on 31 August 2025. WJEC and City & Guilds have confirmed they will continue to offer these qualifications. The end of the restriction means other awarding bodies may submit qualifications for approval against published approval criteria. They must ensure the qualifications are fully bilingual and engaged with Social Care Wales to seek inclusion on the qualification framework.

Learning providers have been actively involved in the development of this framework and will continue to be involved in future reviews. **Please note that this framework isn’t suitable for everyone.**

There is a separate Playwork Framework to meet the needs of employers and learners working with older children between the ages of 8-12.

There is also a Learning Support Framework that is designed for classroom assistants.

***Learners and employers are advised to check with learning providers to discuss the correct qualification for their role***

## Learning programme content

The learning programme provision shall comprise of three mandatory elements:

* qualifications
* essential skills
* on/off the job training

The total minimum credit value required for the level 2 pathway – Children’s Care, Play, Learning and Development: 77 credits

The total minimum credit value required for the level 3 Pathway – Children’s Care, Play, Learning and Development: 92 credits

**Entry requirements**

* There are no formal learning entry conditions for this framework although there are some expectations depending on which level of apprenticeship is being undertaken. We’ll explain this further throughout the framework document.
* Potential learners must have an enhanced DBS (Disclosure and Barring Service) check.

The Level 2 Children’s Care, Play, Learning and Development **Core** qualification is aimed at:

* post-16 learners in Wales, working in regulated childcare settings with families/carers and children under the age of 8 and/or
* NHS children's services for those working with families/carers and children 0-19. This includes child health settings.

The Level 2 Children’s Care, Play, Learning and Development **Practice** qualification is primarily for:

* those working in regulated childcare settings with families/carers and children under the age of 8 and
* NHS children’s services for those working with families/carers and children aged 0-19.

The Level 3 Children’s Care, Play, Learning and Development **Practice** qualification is suitable for:

* learners working in a childcare setting undertaking level 3 roles and responsibilities
* learners who have achieved the level 2 Children’s Care, Play, Learning and Development: Core or Practice qualification
* those working in Flying Start, and those delivering the curriculum for 3 to 7-year-olds in Wales
* learners who hold a level 2 legacy qualification as listed in the [Qualifications Framework](https://socialcare.wales/qualifications-funding/qualification-framework) for Social Care and Regulated Childcare in Wales and work in a childcare setting.

It is strongly encouraged that learners complete the Core qualification before or alongside the Level 2 and 3 Children’s Care, Play, Learning and Development: Practice, as this will be a requirement for practice set by Social Care Wales.

**Please note** that it is a requirement set out in Social Care Wales’s Qualification Framework for social care and early years and childcare that an individual working within the children’s health and care sector will need both the:

* Level 2 Children’s Care, Play, Learning and Development: Core and
* Level 2 or 3 Children’s Care, Play, Learning and Development: Practice qualification to work within specific job roles.

Learners for this framework must be interested in and committed to working with children (particularly young children) and be suitable to do so. It is anticipated that learners will come from a variety of previous experiences and opportunities.

Employers in childcare carry out Disclosure and Barring Service (DBS) checks, and certain offences may disqualify potential learners from employment, so they’re automatically prevented from completing the framework. Potential learners should therefore discuss any relevant matters with their employer before enrolment. This is a requirement of safeguarding regulations.

All workers in these sectors also need a range of characteristics and personal attributes, and employers are increasingly using values based recruitment. There are different resources available to employers for recruitment such as:

* [A Guide to Recruiting Well](https://socialcare.wales/cms-assets/documents/A-guide-to-recruiting-well-ENG.pdf)
* [A Question of Care](https://www.aquestionofcare.org.uk/), an interactive video to see what working in care is like
* [Introduction to Childcare Training Course](https://wecare.wales/training/programmes/introduction-to-childcare), which can be recognised by employers
* WeCare Wales [Career Cards](https://wecare.wales/training/learning-resources/career-cards), a tool providing information about different roles in childcare
* the WeCare Wales website, which hosts lots of [apprenticeship resources.](https://wecare.wales/working-in-care/apprenticeships)

Initial assessment of the suitability of learners for the programme must include, at a minimum, an indication that the learner accepts the principles and values that underpin working with children, which are:

**Principles**

* The welfare of the child is paramount.
* Workers contribute to children’s care, learning and development and this is reflected in every aspect of practice and service provision.
* Workers work with parents and families / carers and are partners in the care, learning and development of children and are the child’s first and most enduring educators.

**Values**

* The needs, rights and views of the child are at the centre of all practice and provision.
* Individuality, difference and diversity are valued and celebrated.
* Equality of opportunity and anti-discriminatory practice are actively promoted
* Children’s health and well-being are actively promoted.
* Children’s personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child.
* Self-esteem, resilience and a positive self-image are recognised as essential to every child’s development.
* Confidentiality and agreements about confidential information are respected as appropriate, unless a child’s protection and well-being are at stake.
* Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely.
* Best practice requires reflection and a continuous search for improvement.

The selection process by employers, in partnership with learning providers, may include initial assessment where learners will be asked if they have any qualifications or experience that can be accredited against the requirements of the apprenticeship.

Employers and learning providers are interested in learners who:

* are keen and motivated to work in an early years and childcare environment
* are willing to undertake a course of training both on-the-job and off-the-job and apply this learning in the workplace
* have previous work experience or employment in the sector
* have a Welsh Baccalaureate - pre-16 learners take WJEC National/Foundation Welsh Baccalaureate; post-16 learners (studying at L3) take WJEC Level 3 Advanced Skills Baccalaureate Wales
* have GCSEs, Key Skills or Essential Skills or equivalent qualifications, in Welsh, English and maths
* have completed or are willing to complete tests in basic numeracy and communication skills to reach a minimum of level 1. Please note, if a learner doesn’t hold the above qualifications prior to starting their learning, the apprenticeship provides the opportunity to attain the relevant Essential Skills qualifications. The apprenticeship can only be fully achieved if these are completed alongside the vocational qualifications
* have international qualifications in English and maths that have been deemed equivalent by the UK National Information Centre (UK ENIC). An ENIC statement of comparability will need to be submitted as evidence alongside the qualification certificates when claiming an apprenticeship framework certificate.

The tasks required in these apprenticeships involve meeting the job role requirements. There will be an interview to ensure learners have selected the right occupational sector and are motivated to become an apprenticeship learner, as undertaking an apprenticeship is a major commitment for both the individual and the employer.

Learners who have completed the Welsh Baccalaureate or other full time college courses may have completed units or courses (for example the Level 2 Core qualification) which will provide credit or knowledge towards the foundation apprenticeship or apprenticeship in children’s care, play, learning and development. Processes exist to make sure that learners with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers/colleges and awarding bodies will be able to advise on the current rules for accrediting prior learning and recognising prior experience. There are relaxations or proxies for transferable skills qualifications (Communication and Application of Number) and these details can be found on the [Apprenticeship Certification Wales (ACW) website](https://acwcerts.co.uk/web/wp-content/uploads/2025/04/Essential-Skills-Guidance-Document-SASW-Feb-2019.pdf).

It should be noted that the practice qualifications within this framework require the collection of evidence from actual work activities so people undertaking the level 2, 3, 4 and 5 qualifications must be undertaking tasks that meet the level descriptors for their role, in order to complete the qualification.

**What to consider at entry**

Many employers will look for desirable skills and attributes in potential learners. These could include:

* putting babies, children, young people and family and carers’ rights and views at the centre of all practice
* individuality, difference and diversity are valued and celebrated
* equality of opportunity and anti-discriminatory practice are actively promoted
* motivation to work and succeed within the sector/s
* interpersonal skills, effective verbal and physical communication skills
* actively promoting the health and well-being of babies, children and young people
* confidentiality and agreements about confidential information are respected unless safety and well-being are at risk
* willingness to undertake training and learning programmes and apply that learning in the workplace
* an ability to work in small informal teams, demonstrating listening skills and contributing towards decision making and professional practice
* standard of communication and numeracy required for the demands of the job.

## Apprenticeship Pathway Learning Programme(s)

**Level 2**: **Children’s Care, Play, Learning and Development**

**Qualifications**

Learners must achieve one of the following knowledge /Core and competence / Practice qualification(s) below.

**Level 2 –Children’s Care, Play, Learning and Development: Core**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / knowledge / combined | Qualification  assessment  language(s) |
| WJEC | C00/4848/4 | 30 | 300 | Knowledge | English-Welsh |

**Level 2 - Children’s Care, Play, Learning and Development: Practice**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / knowledge / combined | Qualification  assessment  language(s) |
| City and Guilds | C00/1245/8 | 35 | 350 | Competence | English-Welsh |

**Essential Skills Wales (ESW)**

Essential Skills Wales qualifications assessment languages are English-Welsh

|  |  |  |
| --- | --- | --- |
| Level 2: Children’s Care, Play, Learning and Development | Level | Minimum credit value |
| Communication | 1 | 6 |
| Application of number | 1 | 6 |
| Digital literacy | N/A | N/A |

**On/Off the Job training**

|  |  |  |
| --- | --- | --- |
| Pathway | Minimum On the Job Training Hours | Minimum Off the Job Training Hours |
| Level 2: Children’s care, play, learning and development | 350 | 420 |

**On/Off the Job Qualification details (Minimum credit and hours)**

Total knowledge/Core qualifications are a minimum of 30 credits, and the competency/ Practice qualifications a minimum of 35 credits. With the required ESWs at 12 credits, this pathway has a total credit rating of 77.

The total amount of training hours, which includes both on and off-the-job learning for this pathway, is a minimum 770 training hours. (over 12 months)

On/Off the Job Essential Skills details (Minimum credit and hours)

* 6 credits / 45 GLH Level 1 Essential Skills Wales Communication

6 credits / 45 GLH Level 1 Essential Skills Wales Application of Number

**Level 3**: **Children’s Care, Play, Learning and Development**

**Qualifications**

Learners must achieve one of the following knowledge /Core and competence / Practice qualification(s) below.

**Level 2 - Children’s Care, Play, Learning and Development: Core Qualification**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / knowledge / combined | Qualification  assessment  language(s) |
| WJEC | C00/4848/4 | 30 | 300 | Knowledge | English-Welsh |

**Level 3 - Children’s Care, Play, Learning and Development: Practice**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / knowledge / combined | Qualification  assessment  language(s) |
| City and Guilds | C00/1245/9 | 50 | 500 | Competence | English-Welsh |

**Essential Skills Wales (ESW)**

Essential Skills Wales qualifications assessment languages are English-Welsh

|  |  |  |
| --- | --- | --- |
| Level 3: Children’s Care, Play, Learning and Development | Level | Minimum credit value |
| Communication | 2 | 6 |
| Application of Number | 1 | 6 |
| Digital Literacy | N/A | N/A |

**On/Off the Job Training**

|  |  |  |
| --- | --- | --- |
| Pathway | Minimum On the Job training hours | Minimum Off the Job training hours |
| Level 3: Children’s Care, Play, Learning and Development | 500 | 312 |

On/Off the Job Qualification details (Minimum credit and hours)

Total knowledge/Core qualifications are a minimum of 30 credits, and the competency/ Practice qualifications a minimum of 50 credits. With the required ESWs at 12 credits, this pathway has a total credit rating of 92

The total amount of training hours - which includes both on and off-the-job learning for this pathway is 812 training hours (over 18 months).

On/Off the Job Essential Skills details (Minimum credit and hours):

* 6 credits / 45 GLH Level 2 Essential Skills Wales Communication

6 credits / 45 GLH Level 1 Essential Skills Wales Application of Number.

**Other additional requirements**

None

**Job roles**

Go to the Social Care Wales [qualification framework](https://socialcare.wales/qualifications-funding/qualification-framework) for specific job roles in social care. This will explain which qualifications are required for registration and recommended for practice.

To look at a range of job roles in the childcare sector, go to [WeCare Wales website](https://wecare.wales/working-in-care/childcare) for real people’s stories.

**Level 2 Children’s Care, Play, Learning and Development**

|  |  |
| --- | --- |
| **Job role** | **Job description** |
| **Day care / creche assistant / worker** | Provides day care to children in an unsupervised role.  Day nurseries and crèches provide childcare to children from birth until they go to school. They offer a safe and learning environment for children. You will assist in planning and organising both fun and educational activities. You will meet the children's personal needs, including feeding and changing. |
| **Sessional day care / Preschool assistant / worker** | Provides care to children in a non-supervisory role.  You’ll work as part of a team to create a safe, welcoming, and inclusive environment for children. You’ll also observe and record children’s development and plan activities to support their continued learning. |

**Level 3 Children’s Care, Play, Learning and Development**

|  |  |
| --- | --- |
| **Job role** | **Job description** |
| **Flying Start Practitioner / Worker** | A Flying Start worker provides care and support for children in their learning and development in an unsupervised or supervisory role.  The role aims to make sure children experience a wide range of creative and experimental play opportunities in a safe and welcoming environment. |
| **Day care / creche practitioner / worker** | Working as part of a team you'll help to create a safe, welcoming and inclusive environment for children, to support their care, play, learning and development. You'll observe and record children’s development, progress, interests, and any problems that may occur. You’ll plan educational activities to support their continued learning.  You’ll provide care such as feeding, changing nappies, and setting routines. You’ll encourage socialising and help children discover new interests. You’ll also prepare children to enter the next level of care into school. |
| **Day care / creche deputy manager** | The advanced practitioner undertakes additional or specialist responsibilities in the day care provision. You may also act up for the manager in their absence. The deputy manager is the person responsible for deputising for the manager in directing and organising the effective running of the day care provision. The deputy manager may be the “person in charge”. |
| **Day care / creche manager / person in charge** | The manager is the person responsible for setting the operational direction and organising the effective running of the day care provision. The manager is normally the “person in charge” and may be the “registered person”. |
| **Childminder assistant** | A childminder assistant can be an employee or a volunteer in a paid or unpaid role who works with children under a registered childminder.  Registered childminders are childcare professionals who provide care and education for children up to the age of 12 years within domestic premises that is not the child’s own home. |
| **Childminder** | Registered childminders are childcare professionals who provide care and education for children up to the age of 12 years within domestic premises that is not the child’s own home. |
| **Sessional day care / Preschool practitioner** | Practitioners provide the young children in their care with a safe, engaging and rewarding environment in which they can develop and grow. They provide a high standard of physical, social and intellectual care. |
| **Sessional day care / Preschool deputy manager** | The advanced practitioner carries out additional or specialist responsibilities in the provision. They may also act up for the manager in their absence. The deputy manager is the person responsible for deputising for the manager in directing and organising the effective running of the setting/ provision. The deputy manager may be the “person in charge” |
| **Sessional day care / Preschool manager / person in charge** | Th manager works together with their team, children and families and carers to create a safe, inclusive and high-quality environment to meet the needs of the children that attend the setting.  They are responsible for the day-to-day operation of the setting, providing guidance, supervision and support to the team. They also recruit and provide ongoing training for workers and maintain nursery budgets. |

## Progression

**Level 2**

**Progression into the apprenticeship**

Learners will come from a wide range of backgrounds including:

* schools and colleges
* work
* work experience
* unemployment (possibly through pre-employment courses)
* training or experience in the sector
* following redundancy
* vocationally related knowledge qualifications from the sector (especially level 1 and 2 qualifications)
* Welsh Baccalaureate (PLL) Society, Health and Development. Pre-16 learners take WJEC National/Foundation Welsh Baccalaureate
* [WeCare Wales Introduction to Childcare](https://wecare.wales/training/programmes/introduction-to-childcare).

Many qualifications offer an excellent background of knowledge and understanding to support learning in this framework. See the [Qualifications Framework for early years and childcare](https://socialcare.wales/qualifications-funding/qualification-framework)

**Progression from the apprenticeship**

Progression within the early years and childcare sector affords a wide range of opportunities for learners to take on new roles and responsibilities. Progression should also not just be seen as vertical. In some instances, progressing into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge. This may involve a more specialist role in a different setting and will involve additional training and experience.

**Progression to a level 3 apprenticeship in children’s care, play, learning and development (where job opportunities are available).**

Please refer to the table above for level 3 job roles.

**Please note** apprenticeships in children’s care, play, learning and development are not designed to follow level progressions but are related to job roles and function. Learners cannot therefore progress unless they take on a new role and new responsibilities. Learners must be undertaking level 3 tasks within their job role to be able to complete the level 3 apprenticeship. This is required to demonstrate occupational competence.

There is a range of vocational qualifications offered by awarding organisations through colleges and other learning providers to help with progression and specialist skills development. These include:

* research and curriculum planning
* business development information
* advice and training to support self-employment
* starting a new business in child care.

Workers do not have to start an apprenticeship at level 2. If they are carrying out the functions of a level 3 role, they could start directly on a level 3 apprenticeship, if all the other conditions meet the framework requirements.

**Level 3**

**Progression into the apprenticeship**

Learners will come from a wide range of backgrounds including:

* schools and colleges
* work
* work experience
* unemployment (possibly through pre-employment courses)
* training or experience in the sector
* following redundancy
* vocationally related knowledge qualifications from the sector (especially level 1 and 2 qualifications)
* Welsh Baccalaureate (PLL) Society Health and Development. Post-16 learners (studying at L3) take WJEC Level 3 Advanced Skills Baccalaureate Wales
* Foundation apprenticeships

[WeCare Wales Introduction to Childcare](https://wecare.wales/training/programmes/introduction-to-childcare).

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

**Progression from the apprenticeship**

Completion of the **level 3 children’s care, play, learning and development: Practice** qualification enables learners to work as a qualified level 3 childcare worker in an unsupervised capacity and, in many work settings, in a leadership role.

The qualification prepares learners to progress to:

* Level 4 Professional Practice Children’s Care, Play, Learning and Development
* Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development
* Level 5 Leadership and Management of Children’s Care, Play, Learning and Development: Practice (if in a relevant role).

Progression to higher education (HE) for Level 4, 5 and 6 qualifications can be an option, it may be possible to use apprenticeship qualifications towards entry requirements.

Progression should also not just be seen as vertical, as stated in the Level 2 progression section. In some instances, progressing into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge.

There are opportunities for workers to undertake further training or assessment of competence that enables them to move to other management jobs. In many early years settings, a level 3 qualification is the requirement, however in Flying Start settings a level 5 qualification is required, and Welsh Government have an ambition to extend this to other settings included in their 10-year workforce plan.

* Level 4 and 5 vocational qualifications specific to the sector are mentioned above
* Business development skills to become self-employed and create new child care businesses.

There are a range of early years foundation degrees and degrees with practitioner status available across Wales which offer a qualification recognised to practice as an early years practitioner. They all contain Early Years Practitioner Status (EYPS) in their title. There may also be some progression in accessing playwork, teaching, social work or nursing degrees and professional training. Progression to these routes would however require the candidate to meet the HE entry requirements and complete the 3-year degree programme.

For progression into and from level 4 and 5 apprenticeships, please see information later in this framework document.

**Equality and diversity**

The Welsh Government is committed to a more equal Wales through the Well-being of Future Generations Act. Welsh Government also “believes that every person should be treated fairly, and we are working towards a more equal Wales, a country which ensures equity of access to services, tackles inequality and discrimination and seeks fairer outcomes for all our citizens, both current and future generations.” (Jane Hutt MS, Cabinet Secretary for Social Justice, Trefnydd and Chief Whip: Strategic Equality and Human Rights Plan 2025 to 2029).

It is important that apprenticeship pathways are inclusive and can demonstrate an active approach to identifying and removing barriers to entry and progression. Pathways should advance equality of opportunity between those who share protected characteristics and those who do not, as identified in the Equality Act 2010.

The protected characteristics identified in the Equality Act are

* age
* disability
* gender re-assignment
* race
* religion or belief
* sex
* sexual orientation
* pregnancy and maternity.

Marriage and civil partnership is also included, although only in respect of the requirement to eliminate discrimination in employment.

Training providers and employers **must** also comply with the other duty under the Equality Act 2010 to ensure that learners are not discriminated against in terms of entry to the industry based upon those nine protected characteristics. Reasonable adjustments can be considered in line with qualification requirements.

Traditionally, childcare work has been provided by women. Recruitment campaigns have included attracting more men, young people and international workers into the profession to ensure care can be offered so that babies, children and young people get the best start to reach their full potential.

Sector bodies continue to raise awareness of the need to promote equality and anti-discriminatory practice to employers, training providers and learners to try and encourage local recruitment to reflect the community. Apprenticeship completion data provides an insight into how apprenticeships reflect equality and diversity across Wales.

Our labour market intelligence also shows that it’s equally important we increase the numbers of Welsh speakers in childcare and improve access to services through the medium of Welsh by this initiative. This will help meet the Welsh Government expectation of Cymraeg 2025: A million Welsh speakers. Apprenticeships in Wales can be done in Welsh or bilingually.

The responsible sector bodies also have materials available to promote and engage both learners and employers. This has involved producing bilingual material, which promotes a diverse workforce.

## [Employment Responsibilities and Rights (ERR)](bookmark://ERR)

Employment Responsibilities and Rights (ERR) is no longer compulsory. But it is recommended that all learners (especially the 16 -18 years group) receive a company induction programme.

**Responsibilities**

It is the responsibility of the training provider and employer to ensure that the requirements of this pathway are delivered in accordance with the Welsh Government/Medr Apprenticeships Guidance.

You can get more information from **Medr.**

# **Welsh** **Apprenticeship Pathway in Children’s Care, Play, Learning and Development Level 4 and Level 5**

The content of this Pathway has been agreed by Social Care Wales. This is the only Apprenticeship Pathway in the Children’s Care, Play, Learning and Development sector approved for use in Wales that is eligible for Medr funding.

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## Learning programme content

The learning programme provision shall comprise of three mandatory elements:

* qualifications
* Essential Skills
* on/off the job training.

The total minimum credit value required for the Level 4 Pathway – Children’s Care, Play, Learning and Development – Professional Practice in Children’s Care, Play, Learning and Development is 72 credits (dependent on the pathway taken).

The total minimum credit value required for the Level 5 Pathway - Children’s Care, Play, Learning and Development – Leadership and Management of Children’s Care, Play, Learning and Development: Practice is 132 credits (dependent on the pathway taken).

## Entry requirements

The framework for Leadership and Management in Children’s Care, Play, Learning and Development is suitable primarily for learners who have experience in the sector. The qualification is designed to help learners over the age of 19 to practice as leaders and managers in the sector.

They must be in a management or team leader/supervisory position that provides real life work opportunities to meet the requirements of the framework. They could perhaps be an assistant manager or Flying Start Leader seeking to improve their progression opportunities and assist with the succession planning for managers within their employment situation.

Some employers may see this as an opportunity to develop their own future managers and offer ‘acting up’ positions for their workers who can be given additional responsibilities to complete the requirements of the qualifications.

Achievement at level 4 and 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them. Learners will need to be prepared for study at this level before starting the apprenticeship.

Learners should ideally have completed the Children’s Care, Play, Learning and Development Apprenticeship Pathway at level 2 or 3, or any of the legacy qualifications on Social Care Wales’s qualification framework, and are now acting as advanced workers, assistant / deputy managers or managers. Learners who have not completed these qualifications must have significant previous experience of working in supervisory or management positions in the sector.

The job roles covered by this pathway involve working with vulnerable adults and children, so they need clean enhanced Disclosure and Barring Service checks (DBS) (described in the entry requirements section for the level 2 and 3 apprenticeships). Workers in these sectors also need a range of characteristics and personal attributes.

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

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

It is highly likely that learners will be asked to undertake Welsh Essential Skills Tests (WEST) for Welsh or English, and Application of Number. These are not meant as a barrier to entry, but to help understand the learner’s ability to achieve the programme and to tailor the individual learning plan to meet their needs and those of the employer, taking account of any reasonable adjustments that may be needed. Learners will be supported to develop communication and application of number skills appropriate to the function of their role, if they don’t already hold the relevant qualifications.

There are processes to make sure learners with relevant prior knowledge, qualifications and/or experience are not disadvantaged by having to repeat learning. Training providers, awarding bodies, and colleges will be able to advise on the current rules for accrediting prior learning and recognising prior experience. This may be particularly relevant if the learner is changing service areas e.g. from social care children’s services to childcare. Since learners will already be working in the sector or will have recently worked in the sector they can apply to have their experience formally recognised by an awarding body and this will count towards the qualifications in this Pathway

## Apprenticeship pathway learning progamme(s)

**Level 4: Children’s Care, Play, Learning and Development - Professional Practice in Children’s Care, Play, Learning and Development**

**Pathways**

Participants must achieve one of the following Knowledge and Competence / Practice qualification(s) below, with the additional option of Level 4 Preparing for Leadership and Management in Children’s Care, Play, Learning and Development.

1. Level 4 Professional Practice in **Children’s Care, Play, Learning and Development (Working with families and carers to develop parenting skills)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / Knowledge / Combined | Qualification  assessment  language(s) |
| City and Guilds | C00/3933/4 | 64 | 640 | Combined | English-Welsh |

2. Level 4 Professional Practice in **Children’s Care, Play, Learning and Development (Working with Children with Speech, Language and Communication Needs)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / Knowledge / Combined | Qualification  assessment  language(s) |
| City and Guilds | C00/3933/4 | 64 | 640 | Combined | English-Welsh |

3. Level 4 Professional Practice in **Children’s Care, Play, Learning and Development (Recognising and Supporting Children with Additional Learning Needs (ALN))**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / Knowledge / Combined | Qualification  assessment  language(s) |
| City and Guilds | C00/3933/4 | 60 | 600 | Combined | English-Welsh |

**4.** **Level 4 Professional Practice in Children’s Care, Play, Learning and Development (Preparing for Leadership and Management in Children’s Care, Play, Learning and Development) plus one of the qualifications from 1 – 3 above**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / Knowledge / Combined | Qualification  assessment  language(s) |
| City and Guilds | C00/1249/8 | 60 | 600 | Knowledge | English-Welsh |

Please see [Annex 1](bookmark://Annex_1) for the relationship between the Knowledge and Competence/ Practice qualifications.

**Essential Skills Wales (ESW)**

Essential Skills Wales qualifications assessment languages are English-Welsh.

|  |  |  |
| --- | --- | --- |
| Level 4: **Children’s Care, Play, Learning and Development** - **Professional Practice in** **Children’s Care, Play, Learning and Development** | Level | Minimum credit value |
| Communication | 2 | 6 |
| Application of Number | 2 | 6 |
| Digital Literacy **(Optional)** | 2 | 6 |

**On/Off the Job training**

|  |  |  |
| --- | --- | --- |
| Pathway | Minimum On the Job training hours | Minimum Off the Job training hours |
| Level 4: **Children’s Care, Play, Learning and Development** - **Professional Practice in** **Children’s Care, Play, Learning and Development** | 300 | 300 |

On/Off the Job qualification details (Minimum credit and hours).

Total Knowledge and Competency / Practice credits are a minimum of 60 credits with an option of 60 Knowledge credits. With the required ESQs at 12 credits, this pathway has a total minimum credit rating of 132 credits.

The total amount of training hours - which includes both on and off-the-job learning for this pathway is 600 training hours (over a minimum of 18 months).

On/Off the Job Essential Skills details (Minimum credit and hours)

* 6 credits / 45 GLH Level 2 Essential Skills Wales Communication
* 6 credits / 45 GLH Level 2 Essential Skills Wales Application of Number
* 6 credits / 45 GLH Level 2 Essential Skills Wales Digital Literacy **Optional**

**Job roles**

|  |  |
| --- | --- |
| **Job role** | **Job description** |
| Day care worker | Practitioners provide day care to children in an unsupervised or a supervisory role. |
| Day care / creche deputy manager | The advanced worker would undertake additional or specialist responsibilities in the day care provision. They may also act up for the manager in their absence. The deputy manager would be the person responsible for deputising for the manager in directing and organising the effective running of the day care provision. The deputy manager may be the “person in charge”. |
| Sessional day care / Pre-school worker | Workers provide day care to children in an unsupervised or a supervisory role. |
| Sessional day care / Preschool deputy manager | The advanced practitioner would carry out additional or specialist responsibilities in the provision. They may also act up for the manager in their absence. The deputy manager would be the person responsible for deputising for the manager in directing and organising the effective running of the setting/ provision. The deputy manager may be the “person in charge”. |

**Progression**

**Progression into the apprenticeship**

The pathway has been developed to provide scope and breadth for those in and moving into leadership and management roles in the sector.

As a guide, learners may enter from a range of routes including:

* apprenticeships (level 3)
* through other qualifications
* work experience
* unemployment but with previous related experience in early years and childcare
* NVQ/QCF diplomas at levels 3 and 4 or knowledge qualifications relevant to health and social care (e.g. from colleges or universities)

**Progression from the apprenticeship**

Learners may progress from this pathway onto further qualifications specific to their work. A wide range of qualifications are available for use within the early years and childcare sector. These may include specialist qualifications at any level, Higher Education Certificates or Diplomas, foundation degree or degree courses in early years and childcare or other work-related education and training to support continuing professional development.

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

**Pathways**

Learners must achieve the following Knowledge and Competence / Practice qualification(s) below.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / Knowledge / Combined | Qualification  assessment  language(s) |
| City and Guilds | C00/1249/8 | 60 | 600 | Knowledge | English-Welsh |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Awarding body | Qualification number | Credit value | Total qualification time | Competence / Knowledge / Combined | Qualification  assessment  language(s) |
| City and Guilds | C00/1249/7 | 120 | 1200 | Competence | English-Welsh |

**Essential Skills Wales (ESW)**

Essential Skills Wales qualifications assessment languages are English-Welsh.

|  |  |  |
| --- | --- | --- |
| Level 5: Leadership and Management ofChildren’s Care, Play, Learning and Development: Practice | Level | Minimum credit value |
| Communication | 2 | 6 |
| Application of Number | 2 | 6 |
| Digital Literacy **Optional** | 2 | 6 |

**On/Off the Job training**

|  |  |  |
| --- | --- | --- |
| Pathway | Minimum On the Job training hours | Minimum Off the Job training hours |
| Level 5: Leadership and Management of Children’s care, play, learning and development: Practice | 1200 | 600 |

On/Off the Job Essential Skills details (Minimum credit and hours)

* 6 credits / 45 GLH Level 2 Essential Skills Wales Communication
* 6 credits / 45 GLH Level 2 Essential Skills Wales Application of Number
* 6credits / 45 GLH Level 2 Essential Skills Wales Digital Literacy **Optional.**

**Other additional requirements**

Enhanced DBS checks are required and some offences may stop learners from working in these sectors.

**Job roles**

Go to the Social Care Wales [qualification framework](https://socialcare.wales/qualifications-funding/qualification-framework) for specific job roles in childcare. This will explain which qualifications are required recommended for practice.

**Level 5 Children’s Care, Play, Learning and Development**

|  |  |
| --- | --- |
| **Job role** | **Job description** |
| Flying Start Leader / Manager / Person in charge | The leader or manager of a Flying Start setting will usually also be the “person in charge” and will directly manage the setting. They may also be the Responsible Individual |

**Progression**

**Progression into the apprenticeship**

The pathway has been developed to provide scope and breadth for those in and moving into leadership and management roles in the sector.

As a guide, learners may enter from a range of routes including:

* apprenticeships (level 3) and the Level 4 Professional Practice Pathways
* through other qualifications (for example in management)
* work experience
* unemployment but with previous related experience in early years and childcare
* NVQ/QCF diplomas at levels 3 and 4 or knowledge qualifications relevant to health and social care (e.g. from colleges or universities)

**Progression from the apprenticeship**

Learners may progress from this pathway onto further qualifications specific to their work. A wide range of qualifications are available for use within the early years and childcare sector. These may include specialist qualifications at any level, Higher Education Certificates or Diplomas, foundation degree or degree courses in early years and childcare or other work-related education and training to support continuing professional development.

The Level 5 apprenticeship accumulates 120 credits which may be considered towards Higher Education study.

**Equality and diversity**

The Welsh Government is committed to a more equal Wales through the operation of the Well-being of Future Generations Act. In addition, the Welsh Government “believes that every person should be treated fairly, and we are working towards a more equal Wales, a country which ensures equity of access to services, tackles inequality and discrimination and seeks fairer outcomes for all our citizens, both current and future generations.” (Jane Hutt MS, Cabinet Secretary for Social Justice, Trefnydd and Chief Whip: Strategic Equality and Human Rights Plan 2025 to 2029).

It is important that apprenticeship pathways are inclusive and can demonstrate an active approach to identifying and removing barriers to entry and progression. Pathways should advance equality of opportunity between those who share protected characteristics and those who do not, as identified in the Equality Act 2010.

The protected characteristics identified in the Equality Act are:

* age
* disability
* gender re-assignment
* race
* religion or belief
* sex
* sexual orientation
* pregnancy and maternity.

Marriage and civil partnership is also included although only in respect of the requirement to eliminate discrimination in employment.

Training providers and employers **must** also comply with the other duty under the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry based upon those nine protected characteristics. Reasonable adjustments can be considered in line with qualification requirements.

Sector bodies continue to raise awareness of the need to promote equality and anti-discriminatory practice to employers, training providers and learners to try and encourage local recruitment to reflect the community. Apprenticeship completion data provides an insight into how apprenticeships reflect equality and promote anti-discriminatory practice across Wales.

Our labour market intelligence also shows that it’s equally important that we increase the numbers of Welsh speakers in childcare and improve access to services through the medium of Welsh by this initiative. This will help meet the Welsh Government expectation of Cymraeg 2025: A million Welsh speakers. Apprenticeships in Wales can be done in Welsh, or bilingually.

The responsible sector bodies have materials to promote and engage both learners and employers. This has involved producing bilingual material, which promotes an inclusive and anti-discriminatory workforce.

## [Employment Responsibilities and Rights (ERR)](bookmark://ERR)

Employment Responsibilities and Rights (ERR) is no longer compulsory. But it is recommended that all learners (especially the 16 -18 years group) receive a company induction programme.

Social Care Wales has co-produced an [induction framework](https://socialcare.wales/qualifications-funding/induction-frameworks) for early years and childcare managers. It is available for all managers to use if they’re new to their role, service or organisation, or as continuing professional development.

## Responsibilities

It is the responsibility of the training provider and employer to ensure that the requirements of this pathway are delivered in accordance with the Welsh Government/Medr Apprenticeships Guidance.

**You can get more information from Medr.**

## Annex 1

**Level 4 – Children’s Care, Play, Learning and Development - Professional Practice in Children’s Care, Play, Learning and Development**

**Relationship between knowledge and competence qualifications**

This qualification provides knowledge for learners to achieve the Competence / Professional Practice qualification inChildren’s Care, Play, Learning and Development.

Total knowledge credits are a minimum of 30 credits, and the Competency / Practice credits are a minimum of 30 credits. With the required ESWs at 12 credits, this pathway has a **minimum** total credit rating of 72, depending on which pathway is chosen.

In addition, if the Level 4 Preparing for Leadership and Management qualification is chosen, the total Knowledge credits are 90 credits and Competency / Practice credits are a minimum of 30 credits. With the required ESWs at 12 credits, this pathway has a **minimum** total credit rating of 132, depending on which pathway is chosen.

The content covers:

Mandatory for all **Professional Practice** pathways:

* Leading child-centred practice Professional practice
* Study skills.

Mandatory for chosen **Professional Practice** pathway:

* Working with families and carers to develop parenting skills
* Working with Children with Speech, Language and Communication Needs (SLCN)
* Recognising and Supporting Children with Additional Learning Needs (ALN).

Mandatory for chosen **Preparing for Leadership and Management** pathway:

* Leading child-centred practice
* Theoretical frameworks for leadership and management
* Understand how to lead and manage effective team performance.