

CHILDREN AND YOUNG PEOPLE AND FAMILIES APPRENTICESHIP STANDARD



Standard Overview

This qualification has two different strands to it. We are exploring those areas that are in **OPTION 1: Practitioner in Children's Residential Care;**

At the core of this qualification you will find that:

As part of this qualification, you, as an Employer within the setting, will ensure that the apprentice will be working with children, young people and families, including carers. You, as the employer, will help them achieve positive and sustainable changes in the children within their lives. The Apprentice should demonstrate a passion to care for and about children, young people and families.

As part of their course the apprentice will be encouraged to build their skills in recognising and assessing the complex needs that children, young people and

families/carers often present. Again as part of this the apprentice should agree with you, the Employer, the child, young person and their family/carer as regards any specific interventions or referrals that may be needed to move learning forward.

The apprentice must work alongside other professionals and organisations to share the responsibility for improving outcomes. Each piece of work with a child or family will be different and the learner should be encouraged to exercise judgements on a range of evidence based approaches in order to inform their practice. This could include your input to ensure that best practice is being met and learning strengthened.

Regular supervision with an experienced practitioner will encourage reflection on the apprentice's own practice. Your comments on this, including comments

from colleagues, on their practice within the workplace, will support the apprentices learning and development. At the end of the apprenticeship the high quality practice and learning will be making a real difference to those that they work with.

OPTION 1: Practitioner in Children's Residential Care

The apprentice could be working in a number of settings e.g. a children's home, foster home, a residential special school or a secure children's home. The children might be living on their own or in a larger group. You and/or the student's mentor will support the learner in developing and delivering the child's individual plan and will work with the child to support their health, education, social and day to day needs, playing a significant role in helping them to thrive and fulfil their potential.

How we deliver

Whilst the programme's overview identifies the generic delivery plan of the apprenticeship, this is adaptable to meet all your needs within the setting and the apprentices' individual needs and course objectives. We will then use the most relevant delivery methods to support your apprentice to enable them to achieve. The methods could include:

- One to one coaching from a dedicated, professional tutor allocated to the learner for the duration of the programme
- Work based assignments and projects
- Case studies
- Job shadowing and mentoring
- Employer led in-house training for mandatory subjects
- Independent learning and research
- Exceptional support for learning throughout the course
- Review of progress to take place every 4 to 10 weeks

PROGRAMME OVERVIEW



Please see below a typical overview of this programme (subject to change).

INDUCTION	English, Maths and Cognassist initial assessment
BLOCK STUDY	English and Maths, if the required grade has not been achieved
PROFESSIONAL DISCUSSION	As and when required – agreed with Employer/Assessor
ONE TO ONE COACHING SUPPORT	All areas of the qualification
FUNCTIONAL SKILLS TEST	English and Maths
PERSONAL DEVELOPMENT PLAN	With Assessor/Employer and Apprentice
WORK PLACE OBSERVATIONS	To be organised with the setting and Apprentice for the Level 3 Diploma
SUPPORT FOR PORTFOLIO COMPLETION	To be organised with the setting with the Employer, Apprentice and Mentor for the level 3 Diploma
MOCK EPA ASSESSMENT	Skills, Knowledge and Behaviours
ENTRY TO EPA	Skills, Knowledge and Behaviours
END POINT ASSESSMENT	Skills, Knowledge and Behaviours

KEY FACTS



Duration: Standard guideline: 24 months

Timeframes are flexible depending on the employer and/or the apprentice's ability to be successful on the programme. For those with relevant qualifications and experience in the residential care field, will be 12 to 18 months. prior to taking the end point assessment.

Entry requirements: Level 2 Maths and English

Undertake the Disclosure and Barring Service process and provide the result.



Skills, knowledge and behaviours

OPTION 1: Practitioner in Children's Residential Care.

The apprentice will take the level 3 Diploma for Residential Childcare.

BEHAVIOURS	WHAT IS REQUIRED
Care	Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives.
Compassion, Consideration and Concern	Compassion, Consideration and Concern for children, young people and their families, combined with an understanding of the perspective of those you work with.
Courage	Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential.
Communication	Your work is based on building effective relationships, being perceptive and empathic and building good rapport. This therefore is where "communication" comes in.
Competence	The relationships you build to effect change for children, young people and families will be informed by social care, ethics and values and will be developed through reflective practice.
Commitment	Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient.

KNOWLEDGE	WHAT IS REQUIRED
	<ul style="list-style-type: none">■ The legislation and compliance requirements for residential care.■ The aspirations for a child in residential care.■ Group living and group dynamics.■ Legislation and the Code of Practice for Special Educational Needs and Disability.

SKILLS	WHAT IS REQUIRED
	<ul style="list-style-type: none">■ Assumes the role of professional parent.■ Contributes to creating and reviewing individual plans based on individual need.■ Is able to support traumatised children and young people to live together and make progress.

END POINT ASSESSMENT



A government approved organisation must assess apprentices towards the end of their apprenticeship. This end point assessment ensures apprentices achieve the skills, training and any qualifications necessary to complete their apprenticeship.

Methods of End Point Assessment:

The end point assessment will only take place when the Diploma has been achieved and the English and Maths at level 2. The provider, employer and apprentice will sign to say that all are happy that the apprentice is ready to take the EPA.

EPA consists of two assessment methods:

1. Observation of practice by an independent assessor in the apprentice's own workplace setting.
2. A competence interview informed by submission of a portfolio with an independent assessor. The apprentice will submit the portfolio at least three weeks before the competence interview is due to be held. The portfolio will be reviewed by the assessor and will be the subject of the competence interview.

Progression

Residential Care Manager

Business Benefits

For you the employer	Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry
Relevant	Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation
Widening participation	Apprenticeship Standards provide opportunities to employees that may not previously have been available
Development tools	A cost effective way to train your employees to undertake specific roles in your business

KNOWLEDGE!

