



CHILDREN AND YOUNG PEOPLE'S WORKFORCE APPRENTICESHIP FRAMEWORK



Framework Overview

Apprenticeships are made up of a framework of qualifications. This means that the apprentices will achieve a range of qualifications as they progress through their training and education.

Frameworks are used to assess apprenticeships. Each framework contains pathways which set out different roles. Throughout their apprenticeship, apprentices gain the technical knowledge, practical experience and wider skills they need for their job and career.

The apprentice gains these through a mix of learning in the workplace, formal off the job training and the opportunity to practice new skills in a real work environment plus time spent with their assessors and mentors.

Apprentices working towards frameworks have their skills and knowledge continually evaluated by their training provider during their apprenticeship. Individual qualifications are identified overall, the apprenticeships are simply 'achieved'. This is known as formative assessment.

Assessments are usually carried out by the training provider, and externally assured by an awarding organisation for recognised qualifications. On completion a framework certificate provides formal recognition that an individual has achieved all aspects of their apprenticeship.

How we deliver

There are many ways in which the course can be delivered. One of the key areas for this includes OneFile. OneFile is one of the leading e-portfolio systems for apprenticeships as it is both a learning tool and a record of competences that are attained whilst working through a variety of tasks within their qualification and those relevant to the setting or type of qualification. It also enables tracking of a learner's abilities, what they have covered within their apprenticeship and importantly what they still need to do. This is also relevant to the employer. This is used as part of the reflection process where you as the employer and the mentor/assessor work with the apprentice to review what has happened since their last review and aids the formation of targets and a focus for employer and assessor to monitor along with the apprentice. This helps and supports all those involved within the apprentice process via the range of methods used to collate evidence which supports each individual's learning process. There are various formats that are or can be used to enable the apprentice to successfully complete their qualification.

- One to one coaching from a dedicated, professional tutor allocated to the learner for the duration of the programme
- Completion of work based assignments and projects which are completed within the Onefile e-portfolio
- 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



Level 2 Certificate for the Children and Young People's Workforce (England):

The Level 2 Certificate for the Children and Young People's Workforce (England) is designed to help an apprentice to build the knowledge and skills that are needed when working under supervision with children and young people from birth to 19 years of age within your work setting.

The course is suitable for learners who are working in roles that support learning and development. This will be assessed by an assessor by using a range of methods.

The qualification is made up of 29 credits which must be achieved from the Mandatory Group A and a further 6 credits which must be achieved from Optional Group B. These will be selected through discussion with the employer and apprentice.

Mandatory Units: Group A

- SHC 21 Introduction to communication in health, social care or children's and young people's settings
- SHC 22 Introduction to personal development in health, social care or children's and young people's settings
- SHC 23 Introduction to equality and inclusion in health, social care or children's and young people's settings
- TDA 2.1 Child and young person development
- TDA 2.2 Safeguarding the welfare of children and young people
- TDA 2.7 Maintain and support relationships with children and young people
- TDA 2.9 Support children and young people's positive behaviour
- CCLD MU 2.2 Contribute to the support of child and young person development
- MU 2.4 Contribute to children and young people's health and safety
- MU 2.8 Contribute to the support of positive environments for children and young people
- MU 2.9 Understand partnership working in services for children and young people

OPTIONAL UNITS. Group B

- CYP Core 3.1 Understand child and young person development
- CYP Core 3.2 Promote child and young person development
- CYP Core 3.3 Understand how to safeguard the wellbeing of children and young people
- CYP Core 3.4 Support children and young people's health and safety
- CYP Core 3.5 Develop positive relationships with children, young people and others involved in their care
- CYP Core 3.6 Working together for the benefit of children and young people
- CYP Core 3.7 Understand how to support positive outcomes for children and young people
- CYPOP17 Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage
- CYPOP22 Understand the speech, language and communication needs of children and young people with behavioural, social and emotional difficulties
- CYPOP30 Support the creativity of children and young people
- TDA 2.14 Support children and young people at meal or snack times
- TDA 2.15 Support children and young people with disabilities and special educational needs
- TDA 2.16 Support children and young people's play and leisure
- OP 2.15 Contribute to the support of children's communication, language and literacy
- OP 2.17 Contribute to the support of children's creative development
- SHC24 Introduction to duty of care in health, social care or children's and young people's settings



KEY FACTS



Duration: *Standard guideline: 12-25 months*

Entry requirements: *Level 2 Maths and English*

This is currently recommended to be four GCSEs and should include English and maths.

Functional Skills – English, Maths and ICT

Apprentices will be required to complete Functional Skills in these areas if they have not achieved the accepted grades at GCSE level at the point of starting their apprenticeship. A Level 2 Apprenticeship requires the successful completion of Functional Skills at Level 1 Maths, Level 2 English and Level 1 ICT – students will be required to attend taught input at College in order to achieve these.

Employer Rights and Responsibilities

The apprentice collates evidence during the completion of their main qualification – some of this is obtained through work that is completed within other areas of the apprenticeship. This includes the following:

Apprentices have the same rights as other employees. They are entitled to a contract of employment and a minimum of 20 days paid leave each year, plus bank holidays.

You as an employer and the College, as a training provider, will set out detail as to what the apprentice will need to provide and what to expect from an apprentice.

Personal Learning and Thinking Skills

Personal Learning and Thinking Skills qualifications capture the essential skills of: managing yourself; managing relationships with others and managing your own learning, performance and work. It is these skills that will enable the young people to enter work and adult life as confident and capable individuals.

The six personal learning and thinking skills are:

- Independent Enquiry;
- Creative Thinking;
- Reflective Learning;
- Teamwork;
- Effective Participation;
- Self-Management.

Off the Job Learning (OTJT)

This is learning which is undertaken outside of the normal day-to-day working environment but during apprentices paid working hours and leads toward the achievement of an apprenticeship. OTJT cannot include time spent working towards English, Maths or ICT qualifications, or on training to acquire skills, knowledge and behaviours that are not required as part of the learner's apprenticeship standard or framework.

OTJT can be completed at the apprentices' normal day-to-day normal place of work, but not as part of their normal working duties. OTJT can include training methods such as "shadowing", "learning walks" etc. It can also include time spent learning new skills/underpinning knowledge with the training provider during College sessions and carrying out research to support their knowledge and understanding. Time spent completing theory based tasks for their apprenticeship, including completing assignments and reflections on practice.

Progression

The apprentice can then progress on to the Advanced Apprenticeship in Childcare Level 3.

Business Benefits

Understanding the benefits of apprenticeships for employers

1. Making the most of government funding that is available to you.
2. By carrying out apprentice training you should save on the costs of recruitment.
3. In doing this you improve the services that you provide.
4. Support employees to develop skills, knowledge and behaviours that are directly relevant to those jobs.
5. Motivate your employees.
6. Develop high calibre staff.
7. Secure the best new talent.

! KNOWLEDGE!

