

apprenticeship FRAMEWORK

Children's Care, Learning and Development (Wales)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Children's Care, Learning and Development (Wales)

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Framework information

Information on the Issuing Authority for this framework:

[Skills for Care & Development]

[The Apprenticeship sector for occupations in social care and the care of children and young people.]

Issue number: [4]	This framework includes:
Framework ID: [FR04087]	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: [01/09/2018]	This framework is for use in: Wales

Short description

[The Children’s Care, Learning and Development Apprenticeship Framework is for people who work with children (and their families) in settings or services where the main purpose is care, learning and development e.g. nurseries, daycare, creches, childminders and Cylchoedd Meithrin (Welsh medium nurseries). It is suitable for people wishing to join the sector and for people already working in it who wish to develop their knowledge and skills and become occupationally competent.

Level 2 Foundation Apprenticeship is suitable for people who work in supervised settings. The qualification confirms occupational competence for workers under supervision in Wales and contributes towards high quality childcare in Wales.

Level 3 Apprenticeship confirms competence for workers who operate more autonomously, undertaking curriculum planning, activity planning and some aspects of supervision within the settings listed above. It contributes towards high quality childcare in Wales.

Please note Teaching Assistants should undertake the more relevant STL (Supporting Teaching and Learning) Framework and Playworkers should complete the Playwork Framework.

Contact information

Proposer of this framework

[(no information)]

Developer of this framework

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Revising a framework

Why this framework is being revised

[The framework is being revised to remove the ICT/Digital Literacy requirements following feedback from learning providers and employers that the new ESDL qualifications are delaying or preventing completions

We are also removing the ERR requirements permitted under changes to SASW in October 2016.]

Summary of changes made to this framework

[The framework is being revised to remove the ICT/Digital Literacy requirements following feedback from learning providers and employers that the new ESDL qualifications are delaying or preventing completions

We are also removing the ERR requirements permitted under changes to SASW in October 2016.]

Qualifications removed

[(no information)]

Qualifications added

[(no information)]

Qualifications that have been extended

[(no information)]

Purpose of this framework

Summary of the purpose of the framework

[This framework is to develop knowledge and skills and provide occupational competence for people who work with children (and their families) in settings or services (primarily those in the early years) that focus on children's care, learning and development. It is suitable for people seeking to join the early years or children's care, learning and development sector, and provides training and development opportunities for workers already employed within the sector.

'International research demonstrates the potential long-term benefits of investment in childcare, especially for disadvantaged groups. Early year's provision can boost children's cognitive and social skills, which gives them a better foundation for success at school. It is this potential for educational success that is followed by increased success later on in life.'

from the Welsh Government's 'Nurturing Children -Supporting Parents' policy statement Feb 2011

The Welsh Government has a powerful vision for the children and 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 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 repeated in *More Great Child Care* (DfES England Jan 2013) and *Building a Brighter Future: Early Years and Child Care Plan* (July 2013)

The key objectives from the Welsh Government in relation to childcare are:

- Ensuring quality
- Developing the workforce
- Joining-up programmes including Flying Start and Foundation Phase
- Supporting Childcare Enterprise
- Ensuring sufficiency of provision
- Developing the infrastructure
- Diversifying the sector
- Improving information

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

aims.

The settings and examples of job roles.

The settings that deliver child care are diverse and it is not possible to list them all, but the following are examples of Job Settings

- Daycare
- Crèches
- Childminders' own homes
- Extended schools
- Pre-schools/ playgroups/ Cylchoedd Meithrin (Welsh medium playgroups)
- Primary care
- Community based services including Integrated Child Care Centres
- Flying Start programmes

The job titles vary from employer to employer but at Level 2 - for those who are working under supervision such as a nursery assistant worker/practitioner or playgroup assistant practitioner, cynorthwydd cylch. These workers provide care that supports the physical, intellectual, language, emotional and social development of children.

Level 3 - for those who work on their own initiative, planning and organising their own work and/or supervising others, for example, a nursery practitioner, playgroup leader or arweinydd, or a childminder working on their own at home. These workers also provide care that supports the physical, intellectual, language, emotional and social development of children but work more autonomously and have some development or supervisory activities for other staff. Some level 3 workers will be employed to support two government initiatives in Wales Flying start (for 0-3 year olds) and Foundation Phase for 3-8 year olds.

Outline of the Workforce

There are approximately 18,978 people working in the regulated Early Years and Childcare sector in Wales (figures from CSSIW 2011 the regulator of these services). In addition there are around 4,500 training to work in the sector at any one time. Welsh Government want all children to have a flying start in life; be well-educated; enjoy the best possible health; live in a decent home; have access to an enriched environment including play, leisure, sporting and cultural activities; be listened to, treated with respect and feel safe. Good quality childcare also promotes the economic development and regeneration for Wales by providing by enabling parents to join, or remain in, the wider workforce. The workforce has expanded by 8% (2010) since the last audit in 2005 partly through the development of initiatives such as Flying Start and the Foundation Phase, as a drive to improve the educational experiences and outcomes of children in Wales.

While many people working in the sector still work on a part- time basis, full-time work in the

sector is more common than it was 5 years ago. A fifth of early years and childcare workers have other jobs as well, mainly in related care or education work. This means that a broad based, generic initial qualification that enables the selection of particular units to meet the needs of a setting, ages of children, needs of particular children such as babies or toddlers is very important to ensure a flexible, qualified and competent workforce

The early years and childcare workforce does not reflect the makeup of the wider society in that it is predominantly staffed by White British, female employees. The number of Welsh-speaking employees is also lower than it was in 2005. The profile of the Early Years and Childcare workforce as of 2012 has changed since 2005 with far more workers aged 40 and over, and fewer younger workers under the age of 25. This framework will seek to address these discrepancies. (Further information is contained within the Equality and Diversity Section of this Framework).

The Need for Child Care Workers in Wales

There are some significant challenges to ensure that the right type of childcare, is in the right place, and of a quality that will support the development of children in their early years. A priority is to promote accessible, affordable and high quality childcare which offers a dual benefit – for early year’s development; and enables parents to work or undertake education or training leading to work as such childcare is pivotal in supporting Wales out of the recession and tackling economic inactivity.

Recent and on-going changes to the non-devolved Welfare Reform System aimed at increasing lone parent participation in the labour market also impact on childcare in Wales. The previous UK Government implemented a series of changes to the Welfare System that affected lone parents that were in receipt of Income Support – moving them to Jobseekers Allowance. This was intended to increase lone parent participation in the labour force and meant that individuals claiming Income Support solely on the basis of being a lone parent were no longer entitled to Income Support if: their youngest child was aged 10 and over from October 2009; and if their youngest child was aged 7 and over from October 2010. The Conservative-Liberal Democrat UK Government agreed “that receipt of benefits for those able to work should be conditional on the willingness to work.”, forcing a large number of lone parents back into the job market and increasing the numbers of people seeking child care. This also provides a possible market for new workers and apprentices.

To understand the patterns of supply and demand for childcare, Local Authorities in Wales continue to undertake the childcare sufficiency assessments (a duty under the Childcare Act 2006). A review of the Assessments has identified common themes across Authorities including the need for local childcare in all parts of Wales, to offer more support for children

with disabilities, creating needs for local authorities to consult with each other on the needs and opportunities for child care. There was also an identified concern about sustainability in child care and apprenticeships offer a way to support recruitment and retention of the workforce development that can go some way to supporting this outcome.

Child Care is Central to Tackling Poverty

Quality, affordable and accessible childcare is a key component of the first strategic objective in the Child Poverty Strategy which is to reduce workless households. It is also important in the strategy's third objective relating to reducing inequality of educational outcomes for children living in poverty. The evidence review carried out to support the Child Poverty Strategy suggested that there are three key policy actions that are necessary to support the child poverty strategy objectives:

- identifying and meeting the gaps in provision based on results of the Childcare Sufficiency Assessments;
- improving childcare provision, including before and after school childcare, and increasing school holiday provision; and
- increasing child care in the poorest areas and increasing provision for Flying Start across Wales greater
- encouragement for public sector employers to provide childcare.

In order to support good quality childcare provision we also need to consider the sustainability and business requirements of childcare as it grows for the reasons highlighted above. The dual benefit that childcare provides to both the child and the parent highlights the connection between childcare and key Welsh Assembly Government priorities including child poverty; economic inactivity; supporting Wales out of recession; and providing children with the best possible start in life, including children with disabilities and in so doing considering the sustainability of childcare and need for business support.

The Integrated Childcare Policy Group have been reviewing and developing these priorities to identify connections across policy areas, some of which are highlighted above. This work will continue to be developed to provide an Integrated Policy Statement for Childcare.

Welsh Government Policy papers include Tackling Poverty Action Plan (2012), Building Resilient Communities: Taking Forward the Tackling Poverty Action Plan (2013)

Employer Support

There are 2,400 businesses in the sector employing staff alongside 2,000 self-employed registered child minders. This figure represents 2.6 percent of all businesses in Wales. Most of the employers in the sector are SMEs or micro businesses and rely on apprenticeships to support their recruitment and training costs.

Employers continue to use the Children's Care Learning and Development Apprenticeship to recruit staff to the sector and to support the development of existing staff to meet the industry preferred (and occupational competence) qualification. Each year around 1,400 level 2 frameworks are completed in Wales and around 700 level 3 frameworks. It is therefore a large market. The Welsh Assembly in their recent Policy Statement have made a commitment to increasing the number of apprenticeships in this area and to increasing the levels of qualifications of the staff (also reflected in the *National Minimum Standards for Regulated Child Care in Wales : 2012*). For more labour market intelligence please see <http://www.ccwales.org.uk/development-and-innovation/early-years-and-childcare-workforce/workforce-wales-2010>

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 child care and their initiatives of Flying Start and Foundation Phase by providing a high quality, sustainable workforce
- Supports the economic recovery of Wales by the provision of child care to working families

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 child care practice in Wales.
2. To ensure a supply of occupationally competent and experienced staff to deliver that child care 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 children's needs
4. To help to retain staff and encourage the progression to level 3 (and above qualifications) where appropriate and possible (thus supporting the aspirations within the National Minimum Standards for Regulated Child Care)
5. To ensure continued high quality child care provision that supports working families to join or remain in the workforce

Entry conditions for this framework

Apprentices for this framework must have an interest and commitment to working with children (particularly young children) and be suitable to do so. It is anticipated that apprentices will come from a variety of previous experiences and opportunities:

- There are no formal learning entry conditions for this framework, however since apprentices must reach level 2 communication by the end of the programme it is anticipated that entrants will have a level 1 communication assessment on joining the programme.
- Potential apprentices must have an enhanced DBS (Disclosure and Barring Service) check. Employers in child care carry out DBS checks, and certain offences may disqualify potential apprentices from employment and thus automatically preclude them from completing the framework. Potential apprentices should therefore discuss any relevant matters with their employer prior to enrolment. This is a requirement of the Safeguarding Children Act (2004).

Employers/training providers will devise appropriate recruitment systems and processes to determine whether candidates have or show the propensity to acquire/work to the principles outlined below. This may include taking up references, school profiles, work experience reports, "taster programmes" such as the "Trainee" programmes in Wales, short placements, observation in a setting, "Choosing Well" best practice guidelines on recruitment in Wales. <http://www.ccwales.org.uk/recruiting-well/>. Initial assessment of the suitability of apprentices for the programme must include, at a minimum, an indication that the apprentice accepts the principles and values that underpin working with children which are:

Principles

- The welfare of the child is paramount
- Practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision
- Practitioners work with parents and families and are partners in the care, learning and development of the 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.

Initial assessment will also include identifying in applicants:

- The ability to relate to children;
- Good communication skills with adults as well as children;
- Appropriate degree of personal confidence and maturity;
- An understanding of, and respect for, diversity, in terms of the makeup of the family, racial origin, cultural beliefs and disability;
- An understanding of the need for confidentiality;
- A willingness to learn and reflect on their own practice the ability to assess situations and seek advice and support;
- The ability to remain calm in a crisis or an emergency;
- An understanding of the potential physical and emotional pressures of working with children;
- An understanding of the need for child protection and the potential for abuse;
- Literacy and numeracy skills;
- An awareness that children are individuals and develop at different rates;
- A commitment to complete the apprenticeship;
- An ability to work individually and within a flexible team;
- Some awareness of multi-disciplinary practices.

It should be noted that the integrated qualification required within this framework requires the collection of evidence from actual work activities and therefore people undertaking the level 3 qualifications must be undertaking tasks that meet the level 3 QCF descriptors in order to complete the qualification. 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 judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

]

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Children's Care, Learning and Development

Pathways for the framework at level 2:

Pathway 1: Children's Care, Learning and Development

Level 2, Pathway 1: Children's Care, Learning and Development

Description of this pathway

[Learners must achieve a minimum of 39 credits to achieve the diploma qualification and 12 credits for Essential Skills Qualifications. **The total is therefore 51 credits.**

The Diploma qualifications are made up of 27 credits from Mandatory Group A and a minimum of 12 credits from Optional Group B.]

Entry requirements for this pathway in addition to the framework entry requirements

[The entry requirements are the same as for the framework.]

Job title(s)	Job role(s)
Nursery Assistant	Work with children and practitioners to support the physical, intellectual, language, emotional and social development of children. Work with children of pre-school age in a nursery setting (with a play based curriculum in Wales).
Cynorthwydd Cylch	Work with children and practitioners to support the physical, intellectual, language, emotional and social development of children. Work with children over 2 in cylch meithrin to promote the education and development of children to learn and socialise in a Welsh medium environment.
Out-of-School Childcare Assistant	Supports children and practitioners who work with children of school age in an out-of-school club setting (with a play based curriculum in Wales).
Playgroup Assistant	Supports children and practitioners who work with children over 2 in a pre-school or playgroup setting. Support the education and development of children to learn and socialise.
Crèche Assistant	Work with children and practitioners to support the physical, intellectual, language, emotional and social development of children of pre-school age, in a crèche setting.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Diploma in Children’s Care Learning and Development (Wales and Northern Ireland) Level 2

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	500/9661/8	CACHE	39	307-312	N/A
B1b	501/1814/6	Pearson Edexcel	39	307-312	N/A
B1c	501/1867/5	OCR	39	307-312	N/A
B1d	501/1904/7	City and Guilds of London Institute	39	307/312	N/A
B1e	600/1801/x	Agored Cymru	39	307-312	N/A

Relationship between competence and knowledge qualifications

[There is no separate knowledge qualification for this framework. The separate knowledge components within the integrated qualification are listed below and are mandatory for the Apprenticeship Framework in Wales.

- J/601/4527 Understand how to safeguard the welfare of children and young people 3 credits
- M/601/3498 Understand partnership working in services for children and young people 2 credits
- H/601/3305 Child and Young Person Development 2 credits
- F/601/3442 Introductory awareness of sensory loss 2 credits
- F/601/3442 Introductory awareness of models of disability 2 credits

Total of 11 Knowledge based credits

These requirements differ slightly from the Rules of Combination for the Diplomas completed outside the framework. There are an additional 28 competence based credits within the Diploma, all of these have some aspects of underpinning knowledge within them.]

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES NO

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

[Communication must be at Level 2.

Communication is the central skill for these posts and to ensure the safety of the children being cared for, Communication must be at Level 2]

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES NO

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Progression routes into and from this pathway

Progression into the framework

Apprentices will be from different age groups, with differing backgrounds and experience. As there are no formal entry criteria, apprentices do not have to enter from previous qualification routes. As a guide, applicants may enter via a range of routes including from:

- school or college
- work
- work experience
- unemployment including pre-employment schemes and Skill Build
- redundancy
- training and/or experience which may include a portfolio showing what they have done
- Welsh Baccalaureate Principal Line of Learning in Society, Health and Development
- Key Skills
- level 1 or 2 knowledge qualifications relevant to children's care learning and development
- other level 1 and level 2 qualifications

Many qualifications would offer an excellent background of knowledge and understanding to support learning in this framework. See List of Accepted Qualifications for the Early Years and Childcare workforce in Wales 2009 -2010 <http://www.ccwales.org.uk/edrmsdocredirect.aspx?db=2&doc=81227>

Progression From the Foundation Apprenticeship Framework

Career progression routes exist for entrants who may move up through levels of work, for example, from nursery assistant to nursery practitioner (room leader) eventually to nursery manager, following significant additional training and experience. There are opportunities for workers to undertake further training or assessment of competence that enables them to move to level 3 (and above) jobs. However progression in the sector should not only be seen as vertical and a number of options are available for specialisation, either in terms of the needs or ages of children, or the settings in which the care is provided.

- Additional units from the optional units of the level 2 Diploma in Children's Care Learning and Development.
- Some units from the level 3 Diploma in Children's Care Learning and Development
- A range of vocational qualifications offered by awarding organisations through colleges and other learning providers to help with progression and specialist skills development including research and curriculum planning
- Business development information, advice and training to support self-employment; starting a new business in child care

- QCF Diplomas at levels 3 for people in supervisory posts
- Care Council for Wales are currently developing a CPD framework for early year's practitioners.

There are also a range of playwork qualifications that provide, knowledge skills and occupational competence in this specialist area.

A new full time 2 year level 3 Extended Diploma in Children's Care Learning and Development is planned and will be available for the academic year 2012-13.

Apprentices can also move to other parts of the sector, for example a worker specialising in working with toddlers may wish to increase their knowledge and skills in working with babies, or working with children with sensory loss or disabilities. If their job role changes or if they wish to follow career ambitions in another part of the sector there are a wide range of QCF units that facilitate this continuous professional education and learning.

Following additional training and learning workers may move to either teaching assistant jobs (at level 3) or playwork jobs at levels 2 or 3.

]

UCAS points for this pathway:

[Framework Developer to complete with relevant info]

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice’s ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

[Framework Developer to complete with relevant info]

[

Level 3

Title for this framework at level 3

Apprenticeship in Children's Care, Learning and Development

Pathways for the framework at level 3:

Pathway 1: Children's Care, Learning and Development

Level 3, Pathway 1: Children's Care, Learning and Development

Description of this pathway

For those who work with children in a range of settings primarily focused on care, learning and development. Workers support the physical, intellectual, language, emotional and social development of children in their care. At this level, workers are either operating without supervision undertaking complex roles and tasks or supervising other staff.

Learners must achieve a minimum of 65 credits to achieve the diploma qualification and an additional 12 credits from the ESW. **Total number of credits for the framework is therefore 77.**

The Diploma qualification of 65 credits is comprised of 49 credits from Mandatory Group A and a minimum of 16 credits from Optional Group B.

Entry requirements for this pathway in addition to the framework entry requirements

While there are no additional entry requirements for this framework it should be noted that the integrated qualification within this framework requires the collection of evidence from actual work activities and therefore people undertaking the level 3 qualifications must be undertaking tasks that meet the level 3 QCF descriptors in order to complete the qualification.

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 judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

In order to complete the mandatory units, apprentices must have access to work with children under 8 years old.

Job title(s)	Job role(s)
Nursery Practitioner	Working with children below school age in a nursery setting. Supporting the physical, intellectual, language, emotional and social development of children (through a play based curriculum). Planning activities, curriculum areas and/or supervising staff.
Senior Nursery Practitioner/Room Leader	Working with children below school age in a nursery setting. Supporting the physical, intellectual, language, emotional and social development of children. Supervising others and planning or developing the curriculum.
Child Minder	Working in an unsupervised setting with children between 0-16 in their own home. Supporting the physical, intellectual, language, emotional and social development of children. Offering childcare without support from others.
Integrated Children's Centre Practitioner	Working with children and their families in a multi agency environment. Supporting the physical, intellectual, language, emotional and social development of children (through a play based curriculum in Wales). Planning activities, curriculum areas and/or supervising staff.
Crèche Leader/Practitioner	Working with children below school age in a Crèche setting. Supporting the physical, intellectual, language, emotional and social development of children (through a play based curriculum in Wales). Planning activities, curriculum areas and/or supervising staff.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Diploma in Children’s Care Learning and Development (Wales and Northern Ireland) Level 3

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1024/X	CACHE	65	450-460	N/A
B1b	501/2249/6	Pearson Edexcel	65	450-460	N/A
B1c	501/2279/4	Pearson EDI	65	450-460	N/A
B1d	501/1410/4	City and Guilds	65	450-460	N/A
B1e	600/0099/5	OCR	65	450-460	N/A
B1f	600/1802/1	Agored Cymru	65	450-460	N/A

Relationship between competence and knowledge qualifications

There is no separate knowledge qualification for this framework. The knowledge components within the integrated qualification are listed below and are mandatory for the framework in Wales.

- L/601/1693 Understand child and young person development 4 credits
- Y/601/1695 Understand how to safeguard the wellbeing of children and young people 3 credits
- M/601/1699 Understand how to support positive outcomes for children and young people 3 credits
- R/601/1436 Principles for implementing duty of care in health, social care or children’s and young people’s settings 1 credits

There are 11 credits which are mandatory and are knowledge only.

There are an additional 54 credits which have both knowledge and competence requirements (assessed separately) depending on the selection made and the setting. The total number of knowledge and competence credits therefore exceeds the SASW requirements.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** **NO**

Progression routes into and from this pathway

No ICT or Digital Literacy now required

Progression into the Apprenticeship framework

Apprentices will be from different age groups, with differing backgrounds and experience. As there are no formal entry criteria, apprentices do not have to enter from previous qualification routes. As a guide, applicants may enter via a range of routes including from:

- school or college
- work
- work experience
- unemployment (via pre-employment courses or Traineeships)
- redundancy
- training and/or experience which may include a portfolio showing what they have done
- Welsh Baccalaureate Principal Line of Learning in Society, Health and Development
- Key Skills or ESW
- level 2 or 3 knowledge qualifications relevant to children's care learning and development
- other level 2 or 3 qualifications
- The Foundation Apprenticeship

There are a wide range of vocationally related qualifications offered in children's care, early years and education that do not offer occupational competence. These qualifications would offer an excellent background of knowledge and understanding to support learning in this framework. See List of Accepted Qualifications for the Early Years and Childcare workforce in Wales 2009 -2010 <http://www.ccwales.org.uk/edrmsdocredirect.aspx?db=2&doc=81227>

Progression from the Apprenticeship Framework

Career progression routes exist for entrants who may move up through levels of work, for example, from nursery assistant to nursery practitioner to nursery manager eventually, following significant additional training and experience. There are opportunities for workers to undertake further training or assessment of competence that enables them to move to level 4 or 5 jobs.

There are opportunities for workers to undertake further training or assessment of competence that enables them to move to management jobs:

- Additional units from the optional units of the level 3 Diploma in Children's Care learning and Development.
- Some units from level 5 qualifications in child care
- A range of vocational qualifications offered by awarding bodies through colleges and other learning providers to help with progression and specialist skills development including research and curriculum planning
- Level 5 Diploma in Children's Care Learning and Development (Advanced Practice) Wales and Northern Ireland to help people move into a management post or develop more specialist and complex practice skills.

- Leadership and management training (including the QCF Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management) Wales and Northern Ireland).
- Business development skills to become self-employed and create new child care businesses

Care Council for Wales are currently developing a CPD framework for early year’s practitioners.

There are a range of Early Years foundation degrees and degrees available across England, Wales and Northern Ireland that can assist with additional knowledge and skills, however none of them currently offer a qualification recongnised to practice as an early year’s practitioner.

Progression should not only be seen as vertical and many former apprentices chose to remain as level 3 workers. Workers can move to other parts of the sector, for example a worker specialising in working with toddlers may wish to increase their knowledge and skills in working with babies, or working with children with sensory loss or disabilities. If their job role changes or if they wish to follow career ambitions in another part of the sector there are a wide range of QCF units that facilitate this continuous professional education and learning.

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.

Some possible job progressions include:

Nursery manager, advanced practitioner, nursery owner, playworker (following additional training).

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** **NO**

Delivery and assessment

Framework Developer to complete with relevant info

]

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The sector is dominated at these levels by women. In the past it has been young women, but there has been a change in the demography since 2005-2010, with a significant shift to women over 40 in the workforce and a reduction in the numbers of younger people.

<http://www.ccwales.org.uk/development-and-innovation/early-years-and-childcare-workforce/workforce-wales-2010>

Care Council for Wales are very aware that the children's care sector is predominantly female dominated in terms of uptake. Childcare has traditionally been seen as 'jobs for women' and the need to attract more men into the profession to ensure childcare can be offered by men as well is important for the socialisation of children. Gender imbalance is not unique to this framework as it is also an issue for the health, care and support sector as a whole.

There is a need to attract younger staff and men into childcare. This is promoted by the publication and use of this apprenticeship framework.

'The Welsh language is an essential part of the cultural identity and character of Wales. **A living language: A language for living** will reflect the vision of a Government determined to see the Welsh language thrive. A key area of the strategy is to work with local authorities to identify and advertise more Welsh-medium childcare opportunities with the aim that provision meets demand'.

Nurturing Children Supporting Families Feb 2011

To support this commitment and from our labour market intelligence, we must increase the numbers of Welsh speakers in the child care sector (which has seen a drop between 2005 and 2010) and there remains a real need to improve access to services through the medium of Welsh.

Skills for Care and Development (Care Council for Wales) who are responsible for the compliance of this framework, are not aware of any other imbalances in the take up of the framework.

Skills for Care and Development (Care Council for Wales) undertake to raise awareness and the need to promote equality and value diversity to employers, training providers and learners to try and encourage local recruitment to reflect the community, through the delivery of this apprenticeship framework.

Skills for Care and Development (Care Council for Wales) seeks to improve the equality and diversity monitoring of all our frameworks via registration data and its certification completions to assist a better understanding of this issue. In addition the responsible SSC is currently undertaking a marketing strategy producing materials to promote all its frameworks and particularly to engage both learners and employers with the Frameworks. This has involved producing bilingual material which promotes younger workers and male images in the sector.

There should be open recruitment of apprentices to the programme, which is available to all young people, regardless of gender, ethnic origin,

religion/belief, sexual orientation or disability who meet the stated selection criteria.

All partners involved in the delivery of the apprenticeship – Welsh Government DfES regional offices, providers, assessment centres and employers must be committed to a policy of equal opportunities with a stated equal opportunities policy and procedure. <http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with the following relevant legislation such as:

The Equality Act 2010

The Welsh Language Act 1993 Chapter 38

The Care Standards Act 2000

Data Protection Act 1998

Health and Safety at Work Act 1974 Human Rights Act 1998

Public Interest Disclosure Act 1998 (Whistle Blowing Charter)

Rehabilitation of Offenders Act 1974-1986 Amendment

Proposed Code of Practice – Recruitment & Employment of Gay Men & Lesbians

Skills for Care and Development will retain overall responsibility for the development of the apprenticeship and for monitoring equality of opportunity, primarily by the analysis of DfES statistical returns (LLWR). Where questions arise concerning policy and practice, the Sector Skills Council will work closely with the local DfES regional office concerned to identify causes and to implement positive action where appropriate.]

On and off the job training

Summary of on- and off-the-job training

Level 2: a total of 1982 hours over a 14 month period is expected for a worker new to the sector. Of these 126 will be off the job and 1856 will be on the job

For apprentices already employed within the sector, their previous or current work experience will have equipped them to move forward with the assessment of competence based tasks within a shorter time period and completion of the framework may take 10-14 months. The use of previous work experience or units of competence (e.g. the completion and certification of the Early Years Induction Framework developed by Care Council for Wales.) must have been completed within the previous 4 years from the start of the apprenticeship programme and the evidence presented must be formally RPL into the existing Diploma requirements and meet the agreed assessment strategy.

Level 3: A total of 3019 over an 18 month period is expected for a worker new to the sector. Of these 226 will be off the job and 2793 on the job.

For apprentices already employed within the sector, their previous or current work experience will have equipped them to move forward with the assessment of competence based tasks within a shorter time period and completion of the framework may take 14-18 months. The use of previous work experience or units of competence (e.g. the completion and certification of the Early Years Induction framework developed by Care Council for Wales) must have been completed within the previous 4 years from the start of the apprenticeship programme and the evidence presented must be formally RPL into the existing Diploma requirements and meet the agreed assessment strategy.]

Off-the-job training

Level 2

- For Pathway 1: For an apprentice, new to the sector, it is expected that they will require 126 hours off-the-job training.

Level 3

For Pathway 1:

- For an apprentice, new to the sector, it is expected that they will require 226 hours off-the-job training.

How this requirement will be met

It might include:

- Some formal training course such as, Moving and Handling, Fire Safety, Protection of Vulnerable Children. This might happen in a college, with a learning provider or in your work place with trainers;

- The completion of the first aid training required for the diploma
- Completing some specific modules relating to the knowledge based units of the diploma agreed by your learning provider and employer including child development; Researching and completing the ERR booklet;
- Visiting other units or settings to extend your learning and understanding of the sectors;
- Private study and research to aid your learning, including e-learning where possible and appropriate;
- Coaching, mentoring which support your learning and development that takes place away from the actual working environment.
- Time with your assessor and mentor and/or employer discussing an assessment plan for the Diploma and making careful choices about the units you will take to meet the requirements of the diploma;
- Include selecting the correct context knowledge units from Optional unit B to ensure you understand more about the setting you are working in and the children and families who you support;
- It will include planning the appropriate naturalistic direct observations to ensure competence for the competence units within the diploma, including which service users might be involved gaining service user permissions, using expert witness testimony if required etc;
- Time taken to formally assess the knowledge based units. This might include researching and writing comments or keeping reflective diaries, writing up reflective accounts, preparing work for and following your direct observations or completing written tasks or on-line assessments.

This Apprenticeship and the QCF Diplomas that are at its centre, underline the importance of the integration of knowledge into practice to ensure competence and protect children while preserving public confidence and safety. Some of this may well be completed (or have been completed) within an Induction Programme which is a requirements for child care services in registered setting under the National Minimum Standards and regulated by CSSIW.]

On-the-job training

Level 2:

- For Pathway 1: For an apprentice, new to the sector, it is expected that they will require 1856 hours on-the-job training.

Level 3

- For Pathway 1: For an apprentice, new to the sector, it is expected that they will require 2793 hours on-the-job training.

How this requirement will be met

On the job training hours relate to all activities that would normally be undertaken in the course of your working activities.

The learner, employer and learning provider together will keep a record of how this time is spent: showing what time is taken to complete these tasks and what tasks are achieved (e.g. reflective diary, supervision notes or performance reviews and diaries can all be used as evidence). These might include:

- Supporting individuals or groups of people;

- Planning and completing activities;
- Undertaking roles and tasks as required by your employer;
- Observations, modelling and mentoring by more experienced staff attending staff meetings and in situ training
- Recording information;
- Liaison with other professionals and preparing reports or charts;
- Attending supervision sessions with managers/mentors to discuss performance and development in relation to the work environment;
- Attendance at meetings relating to children and families (to observe or participate).

The assessment principles for the Diplomas at the heart of this apprenticeship require direct observation in real work settings before competence is agreed. The only simulations allowed relate to health and safety and first aid units within the qualifications. Simulation is only allowed when specified in the unit itself therefore all competence based units require practice and then are formally assessed during on the job hours. The assessment planning and reflection however, are part of the off the job hours identified above.

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Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]

Improving own learning and performance

[This includes developing independent learners who are clearly focused on what they want to achieve and able to work towards targets that will improve the quality of their learning and performance. The standards include process skills, e.g., target-setting, planning, learning, reviewing and interpersonal skills, e.g., communicating own needs, accepting constructive feedback, negotiating learning opportunities and support

This is already covered within the Diplomas in a range of the mandatory units and specifically in:

SHC22 : Introduction to personal development in health, social care or children’s and young people’s settings.

It is therefore not a separate requirement for this framework.]

Working with others

[This includes process and interpersonal skills to support working cooperatively with others to achieve shared objectives, work cooperatively and have regard for others.

This has already covered within the Diplomas across a range of the mandatory units and therefore there was no support from the sector employers or learning suppliers that WiderKey Skills were required in addition.

CCLD MU 2.2: Contribute to the support of child and young person development
CCLD MU 2.9: Understand partnership working in services for children and young people

It is therefore not a separate requirement for this framework.]

Problem solving

[This includes encouraging learners to develop and demonstrate their ability to tackle problems systematically, for the purpose of working towards their solution and learning from this process. Three types or combinations of problems are dealt with: diagnostic problems that depend primarily on analysis to arrive at conclusions, design problems that depend mainly on synthesis to create a product or process, and contingency problems that typically involve resource planning and gaining the cooperation of others, eg when organising an event.

Problem solving is central to the role and competence of childcare workers and integral to many of the units within the Diploma. There was no support from the sector employers or learning suppliers that Wider Key Skills were required in addition.

This is therefore not an additional requirement for this framework.]

apprenticeship FRAMEWORK

For more information visit-
www.acwcerts.co.uk/framework_library