

# apprenticeship FRAMEWORK

## Professional Framework in Children's Care, Learning and Development

### 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](http://www.acwcerts.co.uk/framework_library)

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# Professional Framework in Children's Care, Learning and Development

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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	<b>This framework includes:</b>
Framework ID: FR04089	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: DD/MM/YYYY	<b>This framework is for use in: Wales</b>

## Short description

*PLEASE NOTE: SOCIAL CARE WALES REQUIRE A LEVEL 3 COMMS FOR THIS FRAMEWORK. A PROXY FOR THIS IS THEREFORE AN AS LEVEL OR A LEVEL IN ENGLISH/WELSH OR ENGLISH LIT NOT A GCSE AS INDICATED ABOVE.*

The professional framework in Children's Care, Learning and Development is for people who wish to lead practice and manage workers with children (and their families) in settings or services where the main purpose is care, learning and development e.g. nurseries, day care, crèches, child minders and 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 within the sector. People undertaking this professional framework will have considerable experience (and already have a qualification at level 3) in children's care or early years practice. Under the SASW guidance it is anticipated that these workers will be over 19 years of age since the NMS for Childcare Practice indicates that managers must have at least 2 years practice experience. Individuals undertaking this framework must have a management role or be undertaking leadership or management activities to provide the evidence required for the competence qualification.

The qualification confirms occupational competence for workers who lead or manage practice or workers in Wales and contributes towards improving the quality of childcare in Wales led by people with higher level skills.

# Contact information

## Proposer of this framework

[Details of who proposed the 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

### Purpose

The Welsh Government has a 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. The review of early childcare and education practice in Wales conducted by Professor Karen Graham in 2014, has been largely accepted by Welsh government and a new 10 year workforce plan is being produced to ensure several of the recommendations become a reality in Wales. The review further a significant correlation between high quality childcare and a highly qualified workforce and does indicate that some graduate level (level 6) managers will enhance the quality of childcare in Wales. This has been an aspiration for Welsh Government since the publication of *Nurturing Children: Supporting Families 2011* made a commitment towards increasing the skills levels of all child care workers and consulting with the sector on increasing the number of graduate level workers in the sector. This framework remains a step towards achieving that objective, however other qualification development also provides alternative pathways to achieve this aim.

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

- Ensuring quality
- Developing the workforce
- Joining-up programmes
- 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 and Flying Start programmes. The job titles vary from employer to employer but at Level 5 - for those who are providing supervision, extending and advancing practice, management and leadership in settings illustrated by the list above. These workers provide care that supports the physical, intellectual, language, emotional, cultural, spiritual and social development of children.

This framework enables learners to develop knowledge and skills and have their occupational competence tested in leading practice and managing early years and child care settings. It is aimed at people who work with children (and their families) in settings or services (in the early years of life) that focus on children's care, learning and development. It is suitable for people already well experienced in early years or children's care, learning and development sector, and provides training and development opportunities for workers to progress from level 3 through advanced practitioner programmes to becoming managers and leadership in the sector. It forms part of the recently developed Childhood Practice Framework of learning and assessment that moves learners from level 3 to level 6. It is not intended for classroom assistants working with children over 8 years old who should undertake the Support in Teaching and Learning Frameworks.

*'International research demonstrates the potential long-term benefits of investment in childcare, especially for disadvantaged groups. Early years 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 Families' policy statement Feb 2011

#### Outline of the Workforce

An estimate of the size of the early years and childcare workforce across Wales in 2014 is estimated to be around 17,500 rising to 23,300 when play work and a wider workforce are included. There are around 4,500 people training in colleges and learning providers to work in the sector at any one time. These figures do not include university students.

- The number of regulated child care settings has increased by 68 settings between 2010-11 and 2013-14 and provides 3273 additional places.
- This represents an overall increase in provision of around 10% in full day care and shows small decreases (less than 0.1%) in childminders, crèches, after schools care and holiday care between Jan 2013 and Jan 2015 (according to an analysis of the childcare sufficiency assessments for local authorities in Wales)
- There are 4446 regulated settings in Wales (figures from CSSIW in 2014 the regulator of these services).
- There were around 2000 different employers of Early Years & Childcare workers in Wales in 2014-15 the vast majority of them being small (fewer than 50 employees) or micro-businesses (10 employees or fewer).
- Three-quarters of childcare settings are operated as private businesses with a fifth in the voluntary sector and around 8% are 'other' types – mainly public sector.
- There has been an increase in Flying Start take up by more than 100% since 2012.

Welsh Government has been working since 2012 to achieve a doubling of the Flying Start provision in Wales (childcare to young children under three years within areas of deprivation). In 2012 there were around 18,000 places in Flying Start services, in 2014 that increased to 37,260 (exceeding the target by 13%). This has necessitated an increase in the numbers of both level 3 and level 5 qualified leaders and managers.

#### Workforce Age, Ethnicity, Language and Gender

The Early Years & Child Care workforce in Wales is predominantly white with around 1% of workers having a non-white ethnic heritage (compared with 2.1% of the population of Wales). The largest proportion of black and minority ethnic workers were in the out of school sector (2.4%). The workforce as recorded by these settings is predominantly White, age 25 to 40 years old and female. Respondents recorded their staff as being just under 97% female and 3% male. Staff were evenly

divided between part-time and full-time workers. New staff joining settings tend to come from another role in early years, childcare or play in Wales (51%) but full-time education or training is also a significant route-in (26%), just slightly higher than raising a family/care responsibilities (23%).

In terms of Welsh Speakers, in 2010, 18% of Early Years & Childcare workers said they spoke Welsh at work, a similar figure to those speaking Welsh across the population of Wales. In the 2012 survey, a far higher proportion of 45% of workers were identified as able to use Welsh by employers. There will of course therefore be a requirement to ensure that training, education and learning is available through the medium of Welsh to these aspiring level 5 workers.

#### The Need for Child Care Workers in Wales.

There are some significant challenges to ensure that the right type of child care, is in the right place, and of a quality that will support the development of children in their early years. Welsh Government are finalising their 10 Year Workforce Plan for the early years and child care workforce. A priority is to promote accessible, affordable and high quality childcare which offers a dual benefit – for early years development; and enables parents to work or undertake education or training leading to work. As such child care is pivotal in supporting Wales out of the recession and tackling economic inactivity.

To understand the patterns of supply and demand for childcare, Local Authorities in Wales produce 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, 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 seen as a priority sector by the Welsh Government, not only to ensure an excellent start to children on their educational journey, but also to promote the economic development and regeneration for Wales by providing access to high quality childcare and enabling parents to join, or remain in, the wider workforce.

#### 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 greater encouragement for public sector employers to provide childcare.

#### Support from Employers.

This framework was developed and first published in December 2012. In September 2013 Care



Council for Wales began certifying the completed frameworks and since that date 765 (Dec 2015) learners have completed the framework. There are a large number of employers involved in using this provision from local authorities to micro businesses and it has been particularly useful to uplift the staff working in Flying Start setting, where for the first time Welsh Government have required L5 qualifications. The qualifications within the framework and the framework itself were developed in partnership with a wide range of employers and learning providers. The Qualifications and Standards subcommittee (and the Workforce Development Committee itself) consisting of individuals who use services, employers (statutory, independent and third sector), learning providers (including colleges, HEIs, independent and third sector) have all participated in the development and approval of this framework.

For further Information please see:

<http://gov.wales/topics/educationandskills/earlyyearshome/independent-review-of-childcare-and-early-education-registration-regulation-and-inspection-executive-summary-and-recommendations/?lang=en>

<http://www.ccwales.org.uk/early-years-and-childcare-worker/>

<http://gov.wales/docs/statistics/2015/150714-flying-start-summary-statistics-2014-15-en.pdf>

<http://www.assembly.wales/Research%20Documents/Flying%20Start%20-%20Research%20note-03032014-254185/rn14-005-English.pdf><http://wales.gov.uk/topics/childrenyoungpeople/publications/childcarepolicy/?lang=en>

<http://wales.gov.uk/topics/childrenyoungpeople/poverty/newcpstrategy/?lang=en>

<http://wales.gov.uk/topics/childrenyoungpeople/rights/uncrc/?lang=en>

<http://wales.gov.uk/topics/childrenyoungpeople/publications/childcaresufficiency/?lang=en>

<http://melynconsulting.co.uk/wp/?p=276>

## Aims and objectives of this framework (Wales)

This framework aims to:

- Promote the development of a world class childcare 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 the improvement in leadership and management knowledge, skills and competence that enhances the quality of childcare provision and outcomes for 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
- Support the economic recovery of Wales by the provision of child care to working families.

Objectives of this Framework

- 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.
- 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.
- To support the development of a flexible workforce who can work across settings and children's needs with high level skills and higher level qualifications.
- To provide a progression pathway and support succession planning opportunities for the leaders and managers of child care for the future.
- To help to retain staff and encourage the progression from level 3 (and above qualifications) where

appropriate and possible (thus supporting the aspirations within the National Minimum Standards for Regulated Child Care)

- To ensure continued high quality child care provision that supports working families to join or remain in the workforce.
- To support the delivery of new childhood practice frameworks that support the development and delivery of level 6 management in childhood practice qualifications.

# Entry conditions for this framework

## *Entry Requirements*

This framework provides a professional route to train and develop the leaders and managers in children's learning and development to the required regulatory standards. This is a workforce of people who support young vulnerable children and therefore is regulated through the Care and Social Services Inspectorate for Wales. The leadership and management qualifications within this framework provide the professional qualifications necessary to become the registered manager of regulated day care in Wales that provides Flying Start services. The advanced practitioner qualifications, offer professional development that meets the Welsh Government's expectations for higher level skills qualifications in particular activities including the Foundation Phase and Flying Start. They also provide a pathway to the level 6 management in childhood practice qualifications.

It is primarily suitable for experienced child care workers who have already completed the level 3 Apprenticeship in Children's Care Learning and Development or other approved level 3 early years and child care course in full time education. **To complete the framework however learner must have a managerial and/or leadership functions.**

## *Learners for this framework must:*

- Have an interest and commitment to working with children (particularly young children- seven years old and under) and be suitable to do so i.e. meet all required safeguarding criteria (clean enhanced DBS check)
- Have previous experience and qualifications in the area.
- They must be able to undertake tasks that lead practice and/or management of services and individual workers (see QCF level descriptor Information below) to ensure the assessment of the required competences within a real work setting.
- Demonstrate their ability through initial assessment to communicate in English and/or Welsh at ESW level 2 (GCSE A\*-C) and the application of number to an ESW level 1 at entry.
- Completed a level 3 early years and child care course before commencing this framework. Entrants are therefore likely to be over 19 and may be 21+ years old

## *Principles of child care practice in Wales*

- 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*

It is highly likely that applicants will be asked to undertake (or will already have completed at interview) a variety of tests which will include communication skills, English (or Welsh) and problem solving. These are not meant as a barrier to entry but more to gauge the ability of the applicant to achieve the programme and to tailor the individual learning plan to meet their needs and those of the employer. For existing staff it is certainly recommended that learning providers complete an initial ESW assessment that will demonstrate the likelihood for a candidate to be able to undertake the Diploma qualification.

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 make-up 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;
- Have the capacity to develop literacy and numeracy skills to the required levels
- An awareness that children are individuals and develop at different rates;
- Some knowledge of child development;
- A commitment to complete the framework and evidence that work is available for them at the required level
- An ability to work individually and within a flexible team.

### *Transferable skills:*

Care Council for Wales believes that the professionalisation of the workforce will be assisted by improving the literacy, numeracy and ICT competence of the workforce in the sector. While there are no allowances for the use of proxy qualifications or relaxation rulings against Essential Skills Wales within SASW requirements, people who have completed Key Skills

qualifications can use these qualifications against the ESW requirements. **From 1st September 2015 both the original and new ESW qualifications are acceptable, as are Key Skills. Other proxies for transferable skills indicated at the beginning of this document. are acceptable for learners starting after 14th October 2016. HOWEVER PLEASE NOTE: SOCIAL CARE WALES REQUIRE A LEVEL 3 COMS FOR THIS FRAMEWORK. A PROXY FOR THIS IS THEREFORE AN AS**

*LEVEL OR A LEVEL IN ENGLISH/WELSH OR ENGLISH LIT NOT A GCSE as indicated in the generic information at the beginning of the document.*

### **Rules to avoid the need to repeat qualifications**

Processes exist to make sure those applicants with relevant prior knowledge, qualifications and/or experience are not disadvantaged by having to repeat learning. Training providers, awarding organisations, and colleges will be able to advise on the current rules for accrediting prior learning and recognising prior learning and experience. This may be particularly relevant if you are changing service areas e.g. from adult care to child care, schools to nurseries. Refer to the on and off-the-job training sections for more detail of prior learning and experience.

#### *Accrediting prior experience in the sector:*

Since applicants will already be working in the sector or who have recently worked in the sector can apply to have their experience formally recognised by an Awarding Organisation and this may count towards the qualifications in this framework, as RPL. This may be particularly relevant if you are changing service areas. Refer to the on and off-the-job training sections for more detail of prior learning and experience.

#### *Assessment of Learning.*

In the completion of this framework learning providers should be promoting the Learner's Charter and adopting the Best Practice Guide for Learning and Assessment in social care, early years and childcare in Wales. You will find details on the expected standards and the Learner's Charter at the links below.

[http://www.ccwales.org.uk/uploads/Exec\\_Support/Consultation\\_docs\\_2014/Best\\_Practice\\_Guidance\\_English.pdf](http://www.ccwales.org.uk/uploads/Exec_Support/Consultation_docs_2014/Best_Practice_Guidance_English.pdf)

# Level 5

Title for this framework at level 5

## Professional Framework in Children's Care Learning and Development

Pathways for the framework at level 5:

Pathway 1: Advanced Practitioner in Children's Care, Learning and Development

Pathway 2: Leadership and Management in Children's Care, Learning and Development

# Level 5, Pathway 1: Advanced Practitioner in Children's Care, Learning and Development

## Description of this pathway

The **Advanced Practitioner Pathway** is suitable for cpd for room leaders, senior practitioners, deputy or assistant managers, who work within early years and childcare settings with children under the age of 7 and who have some level of managerial or leadership activities. They support the physical, intellectual, language, emotional and social development of children. The qualification provides an opportunity to develop knowledge and skills that support a management role for those practitioners who wish to follow this career pathway.

*The total size of the framework is 92 credits.*

Learners must achieve a minimum of 80 credits to achieve the integrated diploma qualification: of these a minimum of **18 relate to knowledge requirements** and **62 to competence elements**. There are an additional **12 credits for Essential Skills Qualifications**. **No ICT or Digital Literacy now required.**

While there are no additional requirements other than the general entry conditions. **The applicant must meet the level 5 descriptors in their job role and functions and be working in an early years and childcare setting and be undertaking supervisory, leadership or managerial activities.**

### *Level 5 Descriptor*

Achievement at level 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. Applicants will require to be in a position that provides real life work opportunities that meet this criteria.

*The total number of credits for the Diploma in CCLD is 80:*

Of these 52 credits make up the mandatory units and the 18 credits are knowledge components of this qualifications. This means that the competency based component of the diploma is at least 62 credits.

Each component has separate assessment outcomes and are therefore assessed separately. They are specifically identified below:

K/602/3463 Support children's care, learning and development in the early years: (8 credits of which 2 are Knowledge):

Understand the impact of early years curriculum models on the application of theoretical perspectives of children's care, learning and development

F/601/9449 Understand children and young person's development (6 Credits of which all 6 are Knowledge)

J/601/9369 Lead practice that supports positive outcomes for child and young person development (6 credits: of which 2 are knowledge):

Understand theoretical approaches to child and young person development

A/601/9370 Develop and implement policies and procedures to support the safeguarding of children and young people (6 credits of which 2 is knowledge): Understand the impact of current legislation that underpins the safeguarding of children and young people

R/602/3456 Professional practice in children's care, learning and development (6 credits: of which 1 is knowledge): Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development

K/602/3172 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings (5 credits of which 1 is knowledge based):

Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.

A/602/3189 Work in partnership in health and social care or children and young people's settings (4 credits of which 1 is knowledge)

Understand partnership working

L/602/2578 Promote professional development (4 credits of which 1 is knowledge)

Understand principles of professional development

Y/602/3183 Champion equality, diversity and inclusion (4 credits of which 1 is knowledge)

Understand diversity, equality and inclusion in own area of responsibility

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

There are no additional requirements other than the general entry conditions.

**The applicant must meet the level 5 descriptors in their job role and functions and be working in an early years and childcare setting.** They support the physical, intellectual, language, emotional and social development of children.

### Level 5 Descriptor

Achievement at level 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. **Applicants will require to be in a position that provides real life work opportunities that meet this criteria.**

<b>Job title(s)</b>	<b>Job role(s)</b>
Childhood Practice Manager	To achieve and maintain high standards of care, learning and development, support manager, develop strong links with parents and staff within an early years setting
Flying Start Practitioner	To contribute to, achieve and maintain high standards of care, learning and development, support manager, develop strong links with parents and staff within a Flying Start setting
Assistant Manager	To achieve and maintain high standards of care, learning and development, support manager and deputy manager, develop strong links with parents and staff
Advanced Practitioner	To achieve and maintain high standards of care, learning and development, support manager, develop strong links with parents and staff
Flying Start Leader	To achieve and maintain high standards of care, learning and development, support manager, develop strong links with parents and staff within a Flying Start setting
Deputy Manager	To achieve and maintain high standards of care, learning and development, support manager, develop strong links with parents and 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 – QCF Level 5 Diploma in Leadership for Children's Care Learning and Development Services (Advanced Practice) (Wales and Northern Ireland)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/1777/6	Agored	80	477-525	X.
B1b	501/1930/8	City and Guilds	80	502-570	
B1c	501/2250/2	Pearson Education Ltd	80	477-525	

## Relationship between competence and knowledge qualifications

The total number of credits for the Diploma is 80:

Of these 52 **credits** make up the mandatory units and the **18 credits are knowledge components** of this qualifications. This means that the **competency based component** of the diploma is at **least 62 credits**. Each component has separate assessment outcomes and are therefore assessed separately. They are specifically identified below:

K/602/3463 Support children's care, learning and development in the early years : (8 credits of which 2 are Knowledge) :

Understand the impact of early years curriculum models on the application of theoretical perspectives of children's care, learning and development

F/601/9449 Understand children and young person's development (6 Credits of which all 6 are

## Knowledge)

J/601/9369 Lead practice that supports positive outcomes for child and young person development (6 credits: of which 2 are knowledge):

Understand theoretical approaches to child and young person development

A/601/9370 Develop and implement policies and procedures to support the safeguarding of children and young people (6 credits of which 2 is knowledge): Understand the impact of current legislation that underpins the safeguarding of children and young people

R/602/3456 Professional practice in children's care, learning and development (6 credits: of which 1 is knowledge): Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development

K/602/3172 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings (5 credits of which 1 is knowledge based):

Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.

A/602/3189 Work in partnership in health and social care or children and young people's settings (4 credits of which 1 is knowledge)

Understand partnership working

L/602/2578 Promote professional development (4 credits of which 1 is knowledge)

Understand principles of professional development

Y/602/3183 Champion equality, diversity and inclusion (4 credits of which 1 is knowledge)

Understand diversity, equality and inclusion in own area of responsibility |

# 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:

Minimum Level 3 in Communication

## 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 Routes into this pathway include those who:**

Learners will be from different age groups, with differing backgrounds and experience. This professional framework has been developed to provide scope and breadth for those in, and moving into Advanced Practice roles and undertaking significant work without supervision, complex roles and tasks and who may have some supervisory or management level activities. It offers continuous professional development and improvement for staff and a bridge to career progression.

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

- Often via other qualifications (for example foundation degrees without competence testing)
- Have completed an Apprenticeship in Children's Care Learning and Development at level 3 and who are now extending their role to advanced practice or middle management roles;
- Have completed an approved level 3 qualification in full time education and learning and are seeking to continue their professional development to meet the regulatory requirements to manage an early years and child care setting.
- Have completed their QCF Diploma in Children's Care Learning and Development and are now operating in higher level roles.
- Work
- Unemployment, with previous related experience
- Non-child care leadership and management roles
- Social work qualifications

## **Progression for this pathway:**

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

Learners can also move to other parts of the sector, for example to work in child minding or specific area relating to pedagogic learning activities.

- Employment as an advanced practitioner, deputy or assistant manager.
- Complete the Leadership in Children's Care Learning and Development (Management) Diploma to become Registered Manager in Children's Care Learning and Development

### Setting

- Establish own business operating a day nursery or other regulated childcare setting
- Completion of the Continuous Professional Development activity outlined by Care Council for Wales.

Some people may choose to undertake additional degrees or professional qualifications e.g. in teaching or lecturing.

[http://view.vcab.com/fs/00000320/00024948/00734787/\\_uploads/Early%20Years%20eng .pdf](http://view.vcab.com/fs/00000320/00024948/00734787/_uploads/Early%20Years%20eng .pdf)

|

### UCAS points for this pathway:

[N/A]

# 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 5, Pathway 2: Leadership and Management in Children's Care, Learning and Development

## Description of this pathway

This is an integrated qualification where the knowledge and competence components are within the same units but are assessed separately. The knowledge based units required to meet the SASW requirements are all contained within the Mandatory units. Additional knowledge components will be completed within the optional units, thus the knowledge component will significantly exceed the 10 credit requirement and the 19 credit minimum identified within the breakdown contained below.

Learners must achieve a minimum of **90 credits to achieve the diploma qualification** and **12 credits for Essential Skills Qualifications**. The total is therefore **102 credits**.

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

The entry requirements for this pathway require the learner to be working in a management capacity and to be leading practice. All level 5 workers must have duties and functions available to them in a real work environment that meet the following descriptors.

Achievement at level 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.

Job title(s)	Job role(s)
Day Care Manager	Management of day to day care and development provision that is delivered in a nursery or regulated day care. This may include being the registered manager of the service with the Care Standards Inspectorate Wales.
Flying Start Manager	Management of day to day care and development provision that is delivered in under Flying Start provision. This may include being the registered manager of the service with the Care Standards Inspectorate Wales.
Integrated Child Care Manager	Management of day to day care and development provision, or part of a provision offered within an integrated childcare setting. This may include being the registered manager of the service with the Care Standards Inspectorate Wales.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/1779/x	Agored	90	583-631	N/A
B1b	501/1925/4	City and Guilds	90	583-631	
B1c	501/2251/4	Pearson Education Ltd	90	583-631	
B1d	600/6259/9	CACHE	90	583-631	

## Relationship between competence and knowledge qualifications

There are **90 credits** in total in this qualification and the **21 knowledge** requirements are located within the 64 mandatory credits. This leaves a minimum of **43 competence credits**. The knowledge components are specified below:

### *Management Pathway*

R/602/3456 Professional practice in children's care, learning and development (6 credits of which 2 is knowledge)

Understand the values, principles and statutory frameworks that underpin service provision in children's care, learning and development

F/601/9449 Understand children and young person's development (6: Credits: of which all 6 are Knowledge)

K/602/3463 Support children's care, learning and development in the early years (8 credits of which 2 are knowledge)

Understand the impact of early year's curriculum models on the application of theoretical perspectives of children's care, learning and development

J/601/9369 Lead practice that supports positive outcomes for child and young person development (6 credits, of which 2 is knowledge):

Understand theoretical approaches to child and young person development

A/601/9370 Develop and implement policies and procedures to support the safeguarding of children and young people (6 credits of which 1 is knowledge): Understand the impact of current legislation that underpins the safeguarding of children and young people

K/602/3172 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings (5 credits of which 1 is knowledge based):

Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings.

A/602/3189 Work in partnership in health and social care or children and young people's settings (4 credits of which 1 is knowledge)

Understand partnership working

L/602/2578 Promote professional development (4 credits of which 1 is knowledge)

Understand principles of professional development

Y/602/3183 Champion equality, diversity and inclusion (4 credits of which 1 is knowledge)

Understand diversity, equality and inclusion in own area of responsibility

H/602/3171 Lead and manage a team within a health and social care or children and young people's setting (7 credits of which 2 are knowledge)

Understand the features of effective team performance within a health and social care or children and young people's setting

M/602/3187 Develop professional supervision practice in health and social care or children and young people's work settings (5 credits of which 2 are knowledge)

Understand the purpose of professional supervision in health and social care or children and young people's work settings

Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings

# 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:

Minimum Level 3 in Communication

## 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 Routes into this pathway:*

### **No ICT or Digital Literacy now required**

Learners will be from different age groups, with differing backgrounds and experience. This professional framework has been developed to provide scope and breadth for those in, and moving into Management and Leadership roles and undertaking significant work without supervision, complex roles and tasks and may have some supervisory or management level activities. It offers continuous professional development and improvement for staff and a bridge to career progression and provides the required qualification to be the regulated registered manager.

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

- Often via other qualifications (for example foundation degrees without competence testing)
- Have completed an Apprenticeship in Children's Care Learning and Development at level 3, the advanced practitioner professional framework at level 5 and who are now extending their role to management roles;
- Have completed an approved level 3 or 4 qualification in full time education and learning and are seeking to continue their professional development to meet the regulatory requirements to manage an early years and child care setting.
- Have completed their QCF Diploma in Children's Care Learning and Development (level 3) or the Advanced Practitioner Diploma at level 5 and are now be operating in management roles.
- Work
- Unemployment, with previous related experience
- Non-child care leadership and management roles
- Social work qualifications

## *Progression for this pathway:*

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

Learners can also move to other parts of the sector, for example to work in child minding or specific area relating to pedagogic learning activities.

- Employment as registered manager.
- Establish own business operating a day nursery or other regulated childcare setting
- Completion of the Continuous Professional Development activity outlined by Care Council for Wales to develop specialism e.g. working in Flying Start or Foundation Phase or with Children who have Special Educational Needs.

... Professional Framework in Children's Care, Learning and Development (Wales)  
..... level 5  
..... Pathway 2

Some people may choose to undertake additional degrees or professional qualifications e.g. in teaching or lecturing.

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## 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

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# How equality and diversity will be met

## *Equality and Diversity*

The sector is dominated by women. In the past it has been young women, but there has been a change in the demography since 2005-2010,

The 10 year workforce plan published by Welsh Government in 2015 indicates that the majority of the workforce as aged 25-40, with the exception of Out of School C 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>. People completing apprenticeship frameworks in our sector are significantly older (average of 38 years) than the national all sector average (24years).

Care Council for Wales are very aware that the child care sector is predominantly female dominated in terms of uptake of all frameworks. Childcare and social care 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 and to support dignity and respect and choice for people who use social care services. 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 social care and 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. Care Council for Wales have produced a Strategy for Welsh medium services (including Welsh medium education and training and are working with Colegau Cymru and The National Training Federation for Wales to improve access to qualifications 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

The Gender (Re-assignment) Act 1999 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 Sexual Discrimination Act 1976

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

Skills for Care and Development will retain overall responsibility for the development of the framework 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

Pathway One : Advanced Practitioner CCLD : 1540 hours

- GLH for Leadership for Children's Care, Learning and Development (Advanced Practice) (Wales and Northern Ireland)) 525 hours
- GLH Essential Skills Qualifications 2 skills = 120 hours **No ICT or Digital Literacy now required**
- All Training hours are delivered within contracted hours (on the job experience, modelling and development = 895 hours)

Pathway 2: Leadership and Management in CCLD : 1640 hours

- GLH for Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland) 631 hours
- GLH Essential Skills Qualifications 2 skills = 120 hours **No ICT or Digital Literacy now required**
- All Training hours are delivered within contracted hours (on the job experience, modelling and development = 889 hours)

## Off-the-job training

OFF THE JOB LEARNING HOURS FOR Pathway One : Advanced Practitioner CCLD: 260 Hours

- Learning to underpin knowledge requirements: 80 hours
- Time to assimilate in practice, through e.g. coaching or mentoring : 60 hours
- Essential Skills 120 hours

OFF THE JOB LEARNING HOURS FOR Leadership and Management in CCLD : 310 Hours

- Learning to underpin knowledge requirements : 100 hours
- Time to assimilate in practice through e.g. coaching or mentoring : 90 hours
- Essential Skills 120 hours

How this requirement will be met

OFF THE JOB training is defined as time for learning activities which take place outside of normal work duties but within contracted hours. Off-the-job training may include any activity where a learner receives any form of instruction, tuition, assessment or progress reviews. For example, (but not exclusively) private study, coaching, mentoring, e-learning, distance learning or classroom training may count as off-the-job training.

Total training hours delivered within a framework may vary depending on the previous experience and attainment of the individual learner. As such, the stated minimum requirement of hours for off the job learning may be reduced accordingly. However, the minimum hours required in total for off the job training for this framework must still be able to be verified as part of the certification process.

- Evidence of Completion of the off the job training hours.
- Completion Certificate for the Required Level 5 Diploma Children's Care Learning and Development (Advanced Practice **or** Management)
- ESW certificates are required or Key Skills Certificates to the required levels completed between

Jan 2009 and August 2011.

- Where RPL is allowed previous transcripts with appropriate units identified and verified.

#### PREVIOUS ATTAINMENT

If a learner embarks on this framework having previously attained part, or all, of the relevant qualifications contained therein (or some of the units contained therein) , then this prior learning need can be recognised using either a QCF Credit transfer (where appropriate) or formal recognition of previous learning. For learners that have previously achieved the relevant qualifications or units, they must have attained these within 3 years of applying for the framework certificate. This is to ensure the currency of their previous attainment.

#### PREVIOUS EXPERIENCE

If a learner starts this framework with previous work-related experience, this prior learning needs to be recognised but, in order to count towards the certification of this professional framework, it does need to be recorded using the correct procedures. Please contact the appropriate Awarding Body for details of their "Recognition of Prior Learning" procedures. For more information on QCF Guidance on Claiming Credit please visit : [www.qcda.gov.uk/resources/4374.aspx](http://www.qcda.gov.uk/resources/4374.aspx)

For learners with prior un-certificated learning experience, the off the job learning must have been attained within 3 years of applying for the framework Certificate. Alternatively, they should have been continuously employed in the relevant job role in the industry for 3 years duration.

A declaration form to be signed by the learner and provider that the on the job and off the job training hours have been completed must be provided as evidence when applying for the framework completion certificate. This may be downloaded from Care Council for Wales Website. |

### On-the-job training

It is anticipated that this qualification will take at least 18 months to complete, even for experienced practitioners, due to the amount of knowledge and competence to be demonstrated and assessed in a real work environment.

ON THE JOB TRAINING HOURS PATHWAY ONE: Pathway One : Advanced Practitioner CCLD:  
1280 HOURS TOTAL

ON THE JOB TRAINING HOURS PATHWAY TWO : Leadership and Management in CCLD : 1330  
HOURS TOTAL

### How this requirement will be met

Please note that all learners will be assessed on their own abilities and previous experience and some of the learning hour requirements may need to be altered in order to take account of prior learning, existing qualifications and an individual's experience.

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

On-the-job training hours are both planned, reviewed and evaluated jointly between the apprentice and a tutor, or teacher; their workplace supervisor or manager and, where relevant, the apprentice's coach or mentor. On-the-job training support via a tutor, teacher, mentor or manager is made available when required by the apprentice.

On-the-job training hours are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback & assessment; collaborative/networked learning with peers; guided study.

All required learning hours will be planned, reviewed and evaluated jointly between the learner and a tutor, teacher, workplace supervisor or manager and, where relevant, the learner's coach or mentor. Allow the learner access to support from a tutor, teacher, mentor or manager, as and when required by the learner and be completed while working under an learning and development agreement and delivered during contracted working hours.

A declaration form to be signed by the learner and provider that the on the job and off the job training hours have been completed must be provided as evidence when applying for the framework completion certificate. This may be downloaded from Care Council for Wales Website.]

# 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 at 5: Professional practice in children's care, learning and development Promote professional development. 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.** ]

## 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. Work in partnership in health and social care or children and young people's settings. This is already covered within the Diplomas across a range of the mandatory units at level 5 and therefore 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. ]

## Problem solving

[This includes understanding 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, e.g. when organising an event. Problem solving is central to the role and competence of health and social care workers and integral to many of the units within the Diplomas. 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. ]

# apprenticeship FRAMEWORK

For more information visit-  
[www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)