

apprenticeship FRAMEWORK

Professional Framework in Children's Care, Learning and Development (Non-Statutory) (Wales)

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Professional Framework in Children's Care, Learning and Development (Non-Statutory) (Wales)

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Framework summary

Professional Framework in Children's Care, Learning and Development (Non-Statutory)

Children's Care Learning and Development

Pathways for this framework at level 5 include:

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

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)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

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

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)

B2 - Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales) (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Framework information

Information on the Publishing 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: 2	This framework includes:
Framework ID: FR01998	Level 5
Date this framework is to be reviewed by: 01/06/2014	This framework is for use in: Wales

Short description

The professional framework in Children's Care, Learning and Development is for people who wish to lead and manage workers 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 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.

The qualification confirms occupational competence for workers who work at advanced practitioner level, or who lead or manage practice in Wales and contribute towards high quality childcare in Wales led by people with higher level skills.

This framework has been published on a non-statutory basis prior to the designation of Issuing

Authorities for Wales.

Contact information

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Revising a framework

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Why this framework is being revised

An awarding organisation was omitted in error from the qualifications listing on Pathway 2.

Summary of changes made to this framework

Qualification Number 501/2251/4 EDEXCEL Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (QCF) is added.

A typographical error to the GLH in Pathway is also corrected.

Qualifications removed

None

Qualifications added

Qualification Number 501/2251/4 : EDEXCEL Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (QCF)

Qualifications that have been extended

None

Purpose of this framework

Summary of the purpose of the framework

Purpose

This framework enables learners to develop knowledge and skills and have their occupational competence tested in leading practice and managing 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 is not intended for classroom assistants working with children over 8 years olds 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

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. Effective Provision of Pre-school Education (EPPE) research study in 2004, indicated that there is a significant correlation between high quality childcare and a highly qualified workforce, and Welsh Government in *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 is a step towards achieving that objective.

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 setting illustrated by the list above. These workers provide care that supports the physical, intellectual, language, emotional and social development of children.

Outline of the Workforce

An estimate of the size of the early years and childcare workforce across Wales in 2012 is estimated to be 17,478. There are around 4,500 people training to work in the sector at any one time.

- In the full day care sector (mainly day nurseries); the increase in the number of workers since 2010, (2%) correlates with expansion in this part of the sector.
- There was a 5% increase in the number of full day care settings between 2010 and 2012 and a 7% increase in the number of registered full day care places.
- There are 4,424 regulated settings in Wales (figures from CSSIW 2012 the regulator of these services).
- There were at least 1,973 different employers of Early Years & Childcare workers in Wales in 2012 the vast majority of them being small (fewer than 50 employees) or micro-businesses (10 employees or fewer).
- The 2012 survey found that 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.

Welsh Government has announced a doubling of the Flying Start provision in Wales (childcare to young children under three years within areas of deprivation). This will require uplift in the numbers of workers (additional 1500 workers) trained to a minimum of level 3 and with particular skills in this area of child care between 2012-2014.

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%).

Whilst the EY&C workforce still remains predominantly female, the 2012 survey found an overall increase in the number of male workers. In 2010, less than 1% of workers were men compared with 4% in 2012. Men are found most commonly in out of school settings (13% of workers) and in mid-Wales (8% of workers). The proportion of men working in full day care settings rose from 1% in 2010 to 3% in 2012. The latest survey found a small number of men working in sessional care settings (1.5%) compared with none amongst those surveyed in 2010. There seems to have been a change in the age profile of Early Years & Childcare workers with more under 25s and fewer over 40s than in 2010. This reverses a trend found between 2006 and 2010 of more, older workers, however it also means that there will be a younger workforce seeking to establish and develop their skills and careers.

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. 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 have undertaken the first 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.

It 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.

Although this is a new framework there have been opportunities for people to complete funded level 4 and 5 training using both MSD(A) and Flexible Funding over the past 8 years. This has resulted in around 460 completions each year. There will be a need to increase the numbers of highly skilled workers and managers particularly in relation to Flying start provision to meet the demands from Welsh Government.

For further Information please see:

Sustainable Social Services for Wales : A Framework for Action

<http://wales.gov.uk/topics/health/publications/socialcare/guidance1/services/?lang=en>

Sector Skills Assessment Care Council for Wales April 2012 <http://www.ccwales.org.uk/sector-skills-council-about-us/>

<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 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

- 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

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. The Advanced practitioner qualifications meet the Welsh Government's expectations for higher level skills qualifications in particular activities including the Foundation Phase and Flying Start.

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.

Learners for this framework must:

- Have an interest and commitment to working with children (particularly young children) and be suitable to do so i.e. meet all required safeguarding criteria (clean enhanced CRB check), and 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 an approved 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, people who have completed Key Skills qualifications before August 2011 can use these qualifications against the ESW requirements.

Everyone is expected to complete the required ESW components of this framework.

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 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 be already 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 will count towards the qualifications in this framework. for accrediting prior learning and recognising prior experience. 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.

Accrediting prior experience in the sector:

Since applicants will be already 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 will count towards the qualifications in this framework.

Level 5

Title for this framework at level 5

Children's Care Learning and Development

Pathways for this 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 for senior practitioners, deputy managers and assistant managers who work within early years and childcare settings. They support the physical, intellectual, language, emotional and social development of children.

The qualification provides an opportunity to develop knowledge and skills that will aid progression to a management role for those practitioners who wish to follow this career pathway.

The total is 98 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.

18 credits for ESW.

ICT is not required for a level 5 framework in Wales, but is included within this framework as an introduction for all staff to become familiar with ICT.

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.

Job title(s)	Job role(s)
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	
B1b	501/1930/8	City and Guilds	80	502-570	
B1c	501/2250/2	EDEXCEL	80	477-525	
B1d	600/0400/9	EDI	80	477-525	
B1e	600/0095/8	OCR	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 **17 credits are knowledge components** of this qualifications. This means that the **competency based component** of the diploma is at **least 63 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

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	3	6
Application of numbers	2	6
IT	1	6

Progression routes into and from this pathway

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 child care 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>

UCAS points for this pathway: N/A

Employee rights and responsibilities

Not required for level 5 Frameworks in Wales.

Learners who are new to management, or plan to become managers will find that the information contained within the Employee Rights and Responsibilities booklet (produced by Care Council for Wales for Apprenticeships at level 2 and 3) provides useful knowledge for their role as a manager and for some of the knowledge requirements for the unit 'Lead and manage a team within an early years and child care setting.'

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 **18 credits for ESW**. **The total is therefore 108 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	
B1b	501/1925/4	City and Guilds	90	583-631	
B1c	600/0401/0	EDI	90	583-631	
B1d	600/0097/1	OCR	90	583-631	
B1e	501/2251/4	Edexcel	90	583-631	

B2 - Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales) (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	600/6259/9	CACHE	90	583-631	N/A

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
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 years 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

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	3	6
Application of numbers	2	6
IT	1	6

Progression routes into and from this pathway

Progression Routes into this pathway :

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.

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>

UCAS points for this pathway: N/A

Employee rights and responsibilities

Not required for level 5 Frameworks in Wales.

Learners who are new to management, or plan to become managers will find that the information contained within the Employee Rights and Responsibilities booklet (produced by Care Council for Wales for Apprenticeships at level 2 and 3) provides useful knowledge for their role as a manager and for some of the knowledge requirements for the unit 'Lead and manage a team within an early years and child care setting.'

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

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, 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 (Wales)

Summary of on- and off-the-job training

Pathway One : Advanced Practitioner CCLD : 1600 hours

- GLH for Leadership for Children's Care, Learning and Development (Advanced Practice) (Wales and Northern Ireland)) 525 hours
- GLH ESW 3 skills = 180 hours
- All Training hours are delivered within contracted hours (on the job experience, modelling and development = 895 hours)

Pathway 2: Leadership and Management in CCLD : 1700 hours

- GLH for Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland) 631 hours
- GLH ESW 3 skills = 180 hours
- 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: 320 Hours

- Learning to underpin knowledge requirements: 80 hours
- Time to assimilate in practice, through e.g. coaching or mentoring : 60 hours
- ESW 180 hours

• OFF THE JOB LEARNING HOURS FOR Leadership and Management in CCLD : 370 Hours

- Learning to underpin knowledge requirements : 100 hours
- Time to assimilate in practice through e.g. coaching or mentoring : 90 hours
- ESW 180 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

For learners with prior un-certificated learning experience, the off the job learning must have been attained within 3 years of 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 (Wales)

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, eg 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.

Additional employer requirements

Although there is not a specific list of employer additionalities, employers are encouraged to negotiate with their training/college providers to agree any appropriate units they feel would offer enhancement within the particular context or setting; e.g. Foundation Phase or Flying Start

Many employers have indicated a growing need for staff to have a cultural awareness of Wales and some awareness of the Welsh language. We encourage learning providers to provide introductory Welsh conversational courses or undertake a Welsh Language and Cultural Awareness unit from QCF or QALL as appropriate.

These will be funded within the framework to 6 credits.

The required Integrated Qualification is an accepted required qualification to register as manager with the service regulator Care and Social Services Inspectorate Wales.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org