

apprenticeship FRAMEWORK

Children's Care, Play, Learning and Development (Wales)

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Children's Care, Play, Learning and Development (Wales)

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Framework summary

Children's Care, Play, Learning and Development

Foundation Apprenticeship in Children's Care, Play, Learning and Development

Pathways for this framework at level 2 include:

Pathway 1: Children's Care, Play, Learning and Development

Competence qualifications available to this pathway:

C1 - Level 2 Children's Care, Play, Learning and Development: Practice

Knowledge qualifications available to this pathway:

K1 - Level 2 Children's Care, Play, Learning and Development: Core

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Children's Care, Play, Learning and Development

Apprenticeship in Children's Care, Play, Learning and Development

Pathways for this framework at level 3 include:

Pathway 1: Children's Care, Play Learning and Development

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

K1 - Level 2 Children's Care, Play, Learning and Development: Core

Combined qualifications available to this pathway:

B1 - Level 3 Children's Care, Play, Learning and Development: Practice

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: 5	This framework includes:
Framework ID: FR04447	Level 2 Level 3
Date this framework is to be reviewed by: 01/09/2021	This framework is for use in: Wales

Short description

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

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

Level 3 Apprenticeship confirms competence for workers who operate more autonomously, undertaking curriculum planning, activity planning and some aspects of staff supervision

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

Contact information

Proposer of this framework

Employers across the early years and child care sector have been actively involved in the review and development of the new qualifications within this framework since September 2015. There have been a myriad of engagement events run by Social Care Wales, Qualifications Wales, the Consortium and other umbrella groups representing the sector. Social Care Wales have spoken to around 270 early years and child care employers/workers specifically around the development of this new framework between May 2019 and August 2019. We have also engaged with over 300 representatives from learning providers in the same timeframe.

Developer of this framework

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Revising a framework

Contact details

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Why this framework is being revised

This framework is being rewritten to incorporate the new qualifications arising from the Qualifications Wales *Review of Health, Social Care and Childcare Qualifications* published in August 2016, and the development phase that followed.

Please note the qualifications available within these frameworks are a result of Qualifications Wales using their powers to restrict who can deliver funded qualifications in Wales and are therefore only delivered by City and Guilds and/or WJEC through their consortium arrangement.

Summary of changes made to this framework

The QCF qualifications are being removed since the registration date for all of them will end on 31st August 2019. The new qualifications are inserted.

The ESQ requirement for level 2 Frameworks are being reduced to the minimum requirement, from the current enhanced requirements.

Qualifications removed

Level 2

500/9661/8 NCFE/ CACHE L 2 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) Level 2

501/1814/6 Pearson Edexcel L 2 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) Level 2

501/1867/5 OCR L 2 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) Level 2

501/1904/7 City and Guilds of London Institute L 2 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) Level 2

600/1801/x Agored Cymru L 2 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) Level 2

Level 3

501/1024/X NCFE/CACHE L 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland)

501/2249/6 Pearson Edexcel L 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland)

501/2279/4 Pearson EDI L 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland)

501/1410/4 City and Guilds L 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland)

600/0099/5 OCR L 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland)

600/1802/1 Agored Cymru L 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland)

Qualifications added

C00/1238/5 WJEC Level 2 Children's Care, Play, Learning and Development: Core

C00/1245/8 City & Guilds Level 2 Children's Care, Play, Learning and Development: Practice

C00/1245/9 City & Guilds Level 3 Children's Care, Play, Learning and Development: Practice

As an Employer Requirement (so not mandatory for the completion of framework) one of the following will be important to learners (and their employers) where wrap around or sessional care is also offered to children aged 8-12 years withing early years settings.

600/1229/8 Level 3 QCF City & Guilds Level 3 Award In Transition to Playwork (From Early Years)

600/0500/2 Level 3 QCF NCFE CACHE Level 3 Award in Transition to Playwork (from Early Years)

Qualifications that have been extended

NONE

Purpose of this framework

Summary of the purpose of the framework

This framework is to provide occupational competence and develop knowledge and skills for people who work with young children (and their families) in settings or services (primarily those in early years) that focus on children's care, play, learning and development. For the first time this framework may also be suitable for some early years health care support workers, specifically those working in Flying Start Settings. It is suitable for people seeking to join the early years or children's care, play, learning and development or early years child specific health sector, and provides training and development opportunities for workers already employed within the sector.

People who should not do this framework

There is a separate Playwork Framework that would meet the needs of employers and learners working with older children between the ages of 8-12.

There is also a Learning Support Framework that is designed for classroom assistants.

All child care in Wales sits within the legislative and policy context of *The Well-being of Future Generations (Wales) Act 2015*, *One Million Welsh Speakers (2016)*, *A Healthier Wales (2018)* and *Prosperity for All (2018)* the employability strategy. Within all of these documents the health, wellbeing and prospects of young children are highlighted and the need to have a highly skilled workforce to support their development is acknowledged.

Taken from the Early Years, Childcare and Playwork 10 Year Workforce Plan (2017).

“The Welsh Government’s vision is to develop a highly skilled childcare and play workforce which in 10 years time, is highly regarded as a profession and as a career of choice. We want to attract the right people into the early years and childcare sector with the skills and behaviours to provide high-quality care, education and play opportunities for children. We need to ensure training and qualifications are accessible for our workforce and are based on good practice and standards. We need training which supports the workforce to fully understand how children learn and develop, and we want to support the existing workforce to gain the skills they need to progress in their careers and access more employment opportunities. In return, we will expect those working in childcare and play to be proactive learners, managing their own career development with access to clear career pathways and continued professional development.”

The Welsh Government has a powerful vision for the children and young people of Wales to ensure that their needs are met and their rights respected so that they reach their full potential. Childcare and early years’ services play a vital role in helping to deliver this vision by

supporting children and their families through high quality provision. A substantial body of evidence demonstrates that high-quality childcare provision has positive effects on child development, particularly for disadvantaged children. There is a high correlation between high quality childcare and a highly qualified workforce repeated in *More Great Child Care* (DfES Jan 2013) and *Building a Brighter Future: Early Years and Child Care Plan* (July 2013)

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

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

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

The settings and examples of job roles.

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

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

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

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

e.g. Flying Start (for 0-3 year olds) and Foundation Phase for 3-8 year olds. In addition workers may be needed to deliver the Welsh Government's promise of 30 hours funded child care places.

Outline of the Workforce

Around 23,300 people work with our youngest children in childcare settings and Foundation Phase settings in Wales. The majority of the workforce is aged 25 to 40 . There is an average of eight female staff to one male worker in each setting. Welsh Government want all children to have a flying start in life; be well-educated; enjoy the best possible health; live in a decent home; have access to an enriched environment including play, leisure, sporting and cultural activities; be listened to, treated with respect and feel safe. Good quality childcare also promotes the economic development and regeneration for Wales by providing by enabling parents to join, or remain in, the wider workforce.

Why do we need to develop the workforce? The provision of affordable, accessible, quality early years provision, available at the times parents need it, plays an essential role in the expansion of our economy, helping parents, especially mothers, to return to work and creating further employment opportunities within childcare itself. This provision continues to be important as children reach school age as it allows working parents to continue to support their families financially, knowing that their children will be cared for, kept safe, and involved in positive activities. Research tells us that high-quality early education and childcare produces greater long-term benefits for our children and strongly influences their future life chances. Where the workforce is equipped with the knowledge, skills and behaviours to provide high-quality childcare and play, the effects on children can be profound, with particular benefits for children from disadvantaged backgrounds, or children who are disabled or have additional learning needs.

Wales already has a dedicated and highly qualified childcare and play workforce, but we know that we can do more to change perceptions about a career in the sector and to ensure it is an attractive career choice. It is misleading to present working with children as an easy career option. Those who wish to change career can bring fresh perspective and a range of experience to the workforce. It is important to help the sector attract and retain quality staff, to achieve high standards of childcare and develop a workforce that is skilled enough to meet the challenges of the next decade and beyond.

The quality of childcare and play provision is crucial. Practitioners require a range of skills to ensure our children receive the right learning and development support to reach their full potential. We want to support practitioners to acquire a wide range of appropriate qualifications and raise their skills levels, with a universal approach to standards and qualifications across public, private and voluntary settings. In this respect, we want to support managers of all settings to aspire to and reach level 5. We will support the sector by developing appropriate progression routes to achieve these qualifications and to access structured training and career

paths.

A Structured Training and Development Route

Government have been working in partnership with Qualifications Wales and Social Care Wales to develop new qualifications for childcare and play which will reduce the current complexity in the system and offer structured progression routes for learners. These new qualifications are included within this framework and were launched on 1st September 2019. The new qualifications offer a vocational learning and progression route for the sector from level 1 to level 5.

Child minders and Home Carers: Government are working with Social Care Wales and PACEY Cymru to develop new preregistration units for child minders based around the current CYPOP5 award. A consultation on the best way of developing an appropriate career pathway for child minders, to offer the scope and ability to progress within the wider sector as part of our plans to introduce new qualifications. The workforce requirements for a home child carer (nanny) will be aligned to those for child minders. To be accepted onto the Childcare at Home Voluntary Approval Scheme a home child carer will be required to hold the same minimum qualification as a child minder, currently CYPOP 5.

Early Years and Childhood Degrees and Higher Education Social Care Wales have been working with Higher Education Institutes to embed practical competency into degree qualifications for some time. Historically, there has been a concern that early years and childcare degrees in Wales do not contain the necessary work based competency to enable graduates to be employed as practitioners on leaving university. From September 2018, degrees have been available across Wales which embed the addition of the required practical competence. Social Care Wales in partnership with Higher Education Institutes in Wales have agreed the current recognised degree routes and have included them in Social Care Wales's recognised list of qualifications. <https://socialcare.wales/qualification-framework>

Government are also keen to work with Business Wales, Social Care Wales and Universities to support graduates who may want to consider starting their own childcare businesses as part of their career development.

The Need for Child Care Workers in Wales

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

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

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

Child Care is Central to Tackling Poverty

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

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

In order to support good quality childcare provision we also need to consider the sustainability and business requirements of childcare as it grows for the reasons highlighted above. The dual benefit that childcare provides to both the child and the parent highlights the connection between childcare and key Welsh Assembly Government priorities.

Employer Support

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

Employers will continue to use the Children's Care, Play, Learning and Development Apprenticeship to recruit staff to the sector and to support the development of existing staff to meet the industry preferred (and occupational competence) qualification.

Aims and objectives of this framework (Wales)

This framework aims to:

- Promote the development of a world class workforce : competent, credible, sufficient and

confident.

- Support employers to deliver this workforce and ensure the provision of accessible, affordable and high quality childcare that enhances the educational opportunities and outcomes of children
- Support Welsh Government to achieve their policy objectives in relation to child care and their initiatives of Flying Start and Foundation Phase by providing a high quality, sustainable workforce
- Supports the economic recovery of Wales by the provision of child care to working families

Objectives of this Framework

1. To support the continued development of a high quality workforce with a shared and current understanding of early years and child care practice in Wales.
2. To ensure a supply of occupationally competent and experienced staff to deliver that child care and contribute to an effective workforce that ensures the safety, educational and personal development of children.
3. To support the development of a flexible workforce who can work across settings and children's needs
4. To help to retain staff and encourage the progression to level 3 (and above qualifications) where appropriate and possible (thus supporting the aspirations within the 10 Year Workforce Plan and the National Minimum Standards for Regulated Child Care)
5. To ensure continued high quality child care provision that supports working families to join or remain in the workforce

Entry conditions for this framework

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

- There are no formal learning entry conditions for this framework.
- Potential apprentices must have an enhanced DBS (Disclosure and Barring Service) check.

Employers in child care carry out DBS checks, and certain offences may disqualify potential apprentices from employment and thus automatically preclude them from completing the framework. Potential apprentices should therefore discuss any relevant matters with their employer prior to enrollment. This is a requirement of safeguarding regulations.

Employers/training providers will devise appropriate recruitment systems and processes to determine whether candidates have or show the propensity to acquire/work to the principles outlined below. This may include taking up references, school profiles, work experience reports, "taster programmes" such as short placements, observation in a setting, "Choosing Well" best practice guidelines on recruitment in Wales and the careers website.

<https://www.wecare.wales/>

Initial assessment of the suitability of apprentices for the programme must include, at a minimum, an indication that the apprentice accepts the principles and values that underpin working with children which are:

Principles

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

Values

- The needs, rights and views of the child are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem, resilience and a positive self-image are recognised as essential to every child's development;

- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires reflection and a continuous search for improvement.

Initial assessment may 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 awareness of the potential physical and emotional pressures of working with children;
- An awareness of the need for child protection and the potential for abuse;
- Literacy and numeracy skills;
- An awareness that children are individuals and develop at different rates;
- A commitment to complete the apprenticeship;
- An ability to work individually and within a flexible team;
- Some awareness of multi-disciplinary practices .

It should be noted that the competence/integrated qualification within this framework requires the collection of evidence from actual work activities and therefore people undertaking the level 3 qualifications must be undertaking tasks that meet the level 3 QCF descriptors in order to complete the qualification. Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Children's Care, Play, Learning and Development

Pathways for this framework at level 2

Pathway 1: Children's Care, Play, Learning and Development

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

Description of this pathway

In this Foundation Apprenticeship in Children's Care, Play, Learning and Development learners must achieve a minimum of 30 credits for the CCPLD Core qualification; 35 credits for the CCPLD Practice qualification and 12 credits for Essential Skills Qualifications.

The minimum total is therefore 77 credits.

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

The entry requirements are the same as for the framework.

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

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Children's Care, Play, Learning and Development: Practice					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	Total Qualification Time
C1a	C00/1245/8	City and Guilds	35	175	350

Knowledge qualifications available to this pathway

K1 - Level 2 Children's Care, Play, Learning and Development: Core					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	Total qualification time
K1a	C00/1238/5	WJEC	30	300	300

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The content of the Core reflects the underpinning values, behaviours and principles that should be observed and reflected in practice in all child care activities within which learners engage. The Core qualification provides the underpinning knowledge for the Practice qualification.

Transferable skills (Wales)

Essential skills (Wales)

Subject	Minimum Level
Communication	Level 1
Application of numbers	level 1
ICT/Digital literacy	N/A

This framework reduces the communication requirement to the minimum under SASW. This now means that the Transferable Skills document and the Acceptable Evidence Guide from ACW should be used as reference for proxies.

For a full list of available proxies for starts on or after 14th October 2016 please see section 24 of the current [SASW](#).

Progression routes into and from this pathway

Progression into the framework

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

- school or college with (or without) vocational qualifications
- work
- work experience
- unemployment including pre-employment schemes and Skill Build
- redundancy
- training and/or experience which may include a portfolio showing what they have done
- Welsh Baccalaureate
- Key Skills
- level 1 or 2 knowledge qualifications relevant to children's care, play, learning and development
- other level 1 and level 2 qualifications

Many qualifications would offer an excellent background of knowledge and understanding to support learning in this framework. see List of Accepted Qualifications for the Early Years and Childcare workforce in Wales 2018 <https://socialcare.wales/qualification-framework>

Progression From the Foundation Apprenticeship Framework

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

- A range of vocational qualifications offered by awarding organisations through colleges and other learning providers to help with progression and specialist skills development including research and curriculum planning
- Business development information, advice and training to support self-employment; starting a new business in child care

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

Apprentices can also move to other parts of the sector, for example a worker specialising in working with toddlers may wish to increase their knowledge and skills in working with babies, or working with children with sensory loss or disabilities. If their job role changes or if they wish to follow career ambitions in another part of the sector there are a wide range of continuous professional education and learning opportunities. Social Care Wales are currently developing a CPD framework for early years practitioners.

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

Employee rights and responsibilities

ERR is no longer a requirement due to changes to SASW in October 2016

Additional employer requirements

Employers who operate wrap around or sessional care for children between the ages of 8-12 within early years settings, now require (under service regulations) to ensure that the workers providing that service also have a playwork qualification. Therefore for any apprentice who works with children aged 8-12 for any time, their employer will require them do one of these qualifications as part of the framework.

600/0500/2 Level 3 QCF NCFE CACHE Level 3 Award in Transition to Playwork (from Early Years)

C00/0345/3 600/1229/8 Level 3 QCF City & Guilds Level 3 Award In Transition to Playwork (From Early Years)

Level 3

Title for this framework at level 3

Apprenticeship in Children's Care, Play, Learning and Development

Pathways for this framework at level 3

Pathway 1: Children's Care, Play Learning and Development

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

Description of this pathway

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

Learners on this Apprenticeship in Children's Care, Play, Learning and Development must achieve a minimum of 30 credits to achieve the Core qualification and 50 credits to achieve the practice qualification and an additional 12 credits from the ESW.

Total number of credits for the framework is therefore 92.

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

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

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work. **In order to complete the mandatory units, apprentices must be working with children under 8 years old.**

Job title(s)	Job role(s)
Manager	The manager would be the person responsible for setting the operational direction and organising the effective running of the day care provision. The manager will normally be the “person in charge” and may be the “registered individual” under the Regulations for Regulated Child Care.
Nursery Practitioner	Working with children below school age in a nursery setting. Supporting the physical, intellectual, language, emotional and social development of children (though a play based curriculum). Planning activities, curriculum areas and/or supervising staff.
Senior Nursery Practitioner/Room Leader	Working with children below school age in a nursery setting. Supporting the physical, intellectual, language, emotional and social development of children. Supervising others and planning or developing the curriculum.
Child Minder	Working in an unsupervised setting with children between 0-16 in their own home. Supporting the physical, intellectual, language, emotional and social development of children. Offering childcare without support from others.
Integrated Children's Centre Practitioner	Working with children and their families in a multi agency environment. Supporting the physical, intellectual, language, emotional and social development of children (though a play based curriculum in Wales).Planning activities, curriculum areas and/or supervising staff.
Crèche Leader/Practitioner	Working with children below school age in a Crèche setting.Supporting the physical, intellectual, language, emotional and social development of children (though a play based curriculum in Wales). Planning activities, curriculum areas and/or supervising staff.
Early Years Health Support Workers	Working with children and their families in a multi agency environment. Supporting the health and wellbeing, physical, intellectual, language, emotional and social development of children (though a play based curriculum in Wales).Planning activities, curriculum areas and/or supervising staff.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Children's Care, Play, Learning and Development: Core					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	Total qualification time
K1a	C00/1238/5	WJEC	30	300	300

Combined qualifications available to this pathway

B1 - Level 3 Children's Care, Play, Learning and Development: Practice					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	Total qualification time
B1a	C00/1245/9	City and Guilds	50	240	500

Relationship between competence and knowledge qualifications

On completion of the Core qualification, a minimum of 30 credits will be obtained, plus 50 credits for Practice Qualification the required transferable skills (ESW) 12 credits. **(The total number of credits is therefore 92).**

While 30 of these knowledge credits are at level 2 there are sufficient knowledge credits in the integrated practice qualification to meet the SASW requirements.

Level 3 Knowledge Credits from the Practice Qualification. This qualification is required for learners to work as a qualified childcare practitioner as setn out in Social Care Wales Qualification Framework for Social Care and Child Care

A Madatory unit : 14 credits assigned to level 3 knowledge:

Promoting core practice in children’s care, play, learning and development

The knowledge content of this unit reflects the underpinning values, behaviours and principles that should be observed and reflected in practice in all child care activities within which learners engage. This content builds on the underpinning knowledge developed in the Level 2 Children’s Care, Play, Learning and Development: Core, also included within this framework, if it has not already been achieved.

Transferable skills (Wales)

Essential skills (Wales)

Subject	Minimum Level
Communication	2
Application of numbers	2
ICT/Digital literacy	N/A

This framework uses the minimum requirement under SASW. This now means that the Transferable Skills document from ACW should be used as reference for proxies.

For a full list of available proxies for starts on or after 14th October 2016 please see section 35 of the current [SASW](#).

Progression routes into and from this pathway

Progression into the Apprenticeship framework

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

- school or college
- work
- work experience
- unemployment (via pre-employment courses or traineeships)
- redundancy
- training and/or experience which may include a portfolio showing what they have done
- Welsh Baccalaureate
- Key Skills, ESW or ESQs
- level 2 or 3 knowledge qualifications relevant to children's care learning and development, or playwork
- other level 2 or 3 qualifications
- The Foundation Apprenticeship in CCLD/CCPLD

There are a wide range of vocationally related qualifications offered in children's care, play, early years and education that do not offer occupational competence. These qualifications would offer an excellent background of knowledge and understanding to support learning in this

framework. For more information on requirements to work within the Children's Care, Play, Learning and Development sector, including specific job roles, refer to the 'Qualification framework for social care and regulated childcare in Wales' which can be accessed on the Social Care Wales' website.

<https://socialcare.wales/resources/qualification-framework-for-the-social-caresector- in-wales>

Progression from the Apprenticeship Framework

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

<https://www.wecare.wales/>

There are opportunities for workers to undertake further training or assessment of competence that enables them to move to other management jobs. In many early years settings a level 3 qualification is the requirement, however in Flying Start settings a level 5 qualification is required and Welsh Government have an ambition to extend this to other settings included in their 10 Year Workforce Plan :

- The Step up to Management Course
- A range of vocational qualifications offered by awarding bodies through colleges and other learning providers to help with progression and specialist skills development including playwork, research and curriculum planning
- Level 5 Diploma in Children's Care Learning and Development (Advanced Practice) Wales and Northern Ireland to help people move into a management post or develop more specialist and complex practice skills.
- Leadership and management training (including the QCF Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) Wales and Northern Ireland.
- Business development skills to become self-employed and create new child care businesses

Social Care Wales are currently developing a CPD framework for early years practitioners.

There are a range of Early Years foundation degrees and degrees (EYPS) available across Wales which offer a qualification recognised to practice as an early years practitioner. They all contain the Early Years Practitioner Status (EYPS) in their title.

Progression should not only be seen as vertical and many former apprentices chose to remain as level 3 workers. Workers can move to other parts of the sector, for example a worker specialising in working with toddlers may wish to increase their knowledge and skills in working with babies, or working with children with sensory loss or disabilities.

There may also be some progression in accessing playwork, teaching, social work or nursing degrees and professional training . Progression to these routes would however require the candidate to meet the HE entry requirements and complete the 3 year degree programme.

Some possible job progressions include:

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

UCAS points for this pathway:

(No requirement specified)

Employee rights and responsibilities

ERR is no longer a requirement due to changes to SASW in October 2016

Additional employer requirements

Employers who operate wrap around or sessional care for children between the ages of 8-12 years within early years settings, now require (under regulations) to ensure that the workers providing that service also have a playwork qualification. This qualification meets that requirement and therefore for any apprentice who works with children aged 8-12 for any time, their employer will require them do one of these qualifications as part of the framework.

600/0500/2 Level 3 QCF NCFE CACHE Level 3 Award in Transition to Playwork (from Early Years)

C00/0345/3 600/1229/8 Level 3 QCF City & Guilds Level 3 Award In Transition to Playwork (From Early Years)

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

How equality and diversity will be met

The sector is dominated by women. In the past it has been young women (under 25), but there has been a change in the demography since 2010, with a significant shift to women between 25- 40 years in the workforce and a reduction in the numbers of younger people.

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

There is a need to attract a range of people including a range of age groups 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 Million Welsh Speakers by 2050** reflects the vision of a government determined to see the Welsh language thrive. The Welsh Medium Education Strategy supports the need to work with local authorities to identify and advertise more Welsh-medium childcare opportunities with the aim that provision meets demand'.

Skills for Care and Development (through the Welsh partner, Social Care 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 (Social Care 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 (Social Care 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 recruitment campaign called WeCare Wales which includes the importance of apprenticeships. This has produced bilingual material which promotes a mixed range of age groups and male workers images in the sector .

There should be open recruitment of apprentices to the programme, which is available to all

people, regardless of age, 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, 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
- Data Protection Act 2018 (and GDPR regulations)
- 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 orientation discrimination: a guide for employers

Social Care Wales will retain overall responsibility for the development of the apprenticeship and for monitoring equality of opportunity, primarily by the analysis of DfES statistical returns. Where questions arise concerning policy and practice. We will work closely with government and employers 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

Level 2 : a total of 1450 hours over at least a 12 month period is expected for a worker new to the sector. Of these 312 will be off the job and 1138 will be on the job

For apprentices already employed within the sector, their previous or current work experience will have equipped them to move forward with the assessment of competence based tasks within a shorter time period and completion of the framework may take 10-14 months. The use of previous work experience or units of competence e.g. the completion and certification of the Early Years Induction Framework developed by Social Care Wales will support the achievement of the Core Qualification.

Level 3 : A total of 1994 hours over an 18 month period is expected for a worker new to the sector. Of these 312 will be off the job and 1682 on the job.

For apprentices already employed within the sector, their previous or current work experience will have equipped them to move forward with the assessment of competence based tasks within a shorter time period and completion of the framework may take 14-18 months. The use of previous work experience or units of competence e.g. the completion and certification of CCPLD Core qualification or the Early Years Induction framework developed by Social Care Wales will shorten the framework completion time.

Off-the-job training

Level 2

- For Pathway 1: For an apprentice, new to the sector, it is expected that they will require 312 hours off-the-job training.

Level 3

For Pathway 1:

- For an apprentice, new to the sector, it is expected that they will require 312 hours off-the-job training.

How this requirement will be met

It might include:

- Some formal training course such as, Moving and Handling, Fire Safety, Safeguarding Children at Risk. This might happen in a college, with a learning provider or in your work place with trainers;
- The completion of the first aid training required to work in these settings
- Completing some specific modules relating to the Core qualification agreed by your learning provider and employer including child development;
- Visiting other units or settings to extend your learning and understanding of the sectors;
- Private study and research to aid your learning, including e-learning where possible and appropriate;
- Coaching, mentoring which support your learning and development that takes place away from the actual working environment.
- Time with your assessor and mentor and/or employer discussing an assessment plan for the qualifications and making careful choices about the units you will take to meet the requirements of your setting, employer and the qualification;
- It will include planning the appropriate naturalistic direct observations to ensure competence for the Practice qualification, including where children using services and their families might be involved gaining their permissions, using expert witness testimony if required etc;
- Time taken to formally assess the qualifications. This might include researching and writing comments or keeping reflective diaries, writing up reflective accounts, preparing work for and following your direct observations or completing written tasks or on-line assessments.

This Apprenticeship underlines the importance of the integration of knowledge into practice to ensure competence and protect children while preserving public confidence and safety.

On-the-job training

Level 2:

- For Pathway 1: For an apprentice, new to the sector, it is expected that they will require 1138 hours on-the-job training.

Level 3

- For Pathway 1: For an apprentice, new to the sector, it is expected that they will require 1138 per year (or 1682 over the expected 18 month period) hours on-the-job training.

How this requirement will be met

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

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

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

The assessment principles for the qualifications at the heart of this apprenticeship require direct observation in real work settings before competence is agreed. The assessment planning and reflection on your learning, however, are part of the off the job hours identified above.

Essential employability skills (Wales)

Essential employability skills

(No requirement specified)

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org