

apprenticeship FRAMEWORK

Professional Framework Advanced Practice in Social Care

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

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

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

Latest framework version?

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

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Professional Framework Advanced Practice in Social Care

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Framework information

Information on the Issuing Authority for this framework:

Skills for Care & Development

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

Issue number: 3	This framework includes:
Framework ID: FR04090	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 01/09/2018	This framework is for use in: Wales

Short description

PLEASE NOTE: SOCIAL CARE WALES REQUIRE A LEVEL 3 COMS FOR THIS FRAMEWORK. A PROXY FOR THIS IS THEREFORE AN AS LEVEL OR A LEVEL IN ENGLISH/WELSH OR ENGLISH LIT NOT A GCSE as indicated above.

Professional Framework in Advanced Practice in Social Care. This framework is intended to support the professional development of people already working within the industry and to meet the professional qualifications and requirements to begin their journey towards leadership and management within the social care setting.

It enables level 3 workers (or senior practitioners) to extend their knowledge and competence requirements to undertake more complex activities in work with people, and introduces the leadership role. While these workers are not currently required to register with the Care Council for Wales this qualification enables them to register as a social care worker.

There are 2 pathways:

2 Advanced Practitioner Pathways:

- Adult Care Services
- Children and Young People's Services

Contact information

Proposer of this framework

Details of who proposed the framework

Developer of this framework

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Issued by: Skills for Care & Development

Issuer contact name: Contact Name

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Who is making this revision | Jacky Drysdale|

Your organisation | Social Care Wales (Skills for Care and Development)|

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Revising a framework

Why this framework is being revised

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

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

Summary of changes made to this framework

|PLEASE NOTE: SOCIAL CARE WALES REQUIRE A LEVEL 3 COMS FOR THIS FRAMEWORK. A PROXY FOR THIS IS THEREFORE AN AS LEVEL OR A LEVEL IN ENGLISH/WELSH OR ENGLISH LIT NOT A GCSE as indicated above.

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

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

Qualifications removed

|N/A|

Qualifications added

|N/A|

Qualifications that have been extended

|N/A|

Purpose of this framework

Summary of the purpose of the framework

Rationale

Welsh Government remains ambitious in the development of modern social services and is committed to supporting the crucial role of public services in their delivery. In February 2011 they published ***Sustainable Social Services for Wales : A Framework for Action*** which highlighted the need to professionalise the social care workforce. This was given legislative life in May 2014, with the introduction of the ***Social Services and Wellbeing (Wales) Act 2014*** and the secondary legislation and Codes of Practice that implement the act from April 2016. People who use services and carers must have a much stronger voice and greater control over their services through the expectation of respectful conversations with staff; services must be delivered more simply and the expertise in social services be used more efficiently and more effectively allowing more integration with health, earlier interventions and more flexible services offered in and by communities. A stronger workforce, more confident in its own professional judgement is a priority and developing managers with the appropriate skills and qualifications is a key contribution to delivering this agenda.

The regulation of services and registration of workers has been strengthened through the Regulation and Inspection of Social Care (Wales) Act 2016 and remains a critical element in ensuring that services are of high quality and that the interests of people who use services, carers, families and society more widely, are protected. Standards and qualifications are key to the development of a highly skilled and a professional workforce that is trusted, respected and recognised as being able to deliver the high quality services people want and need. The professional registration of the social workforce by 2020, drives the need for more workers to be qualified to register and for more people to be qualified at higher levels. This framework provides the opportunity to drive the professionalisation agenda for higher level qualified workers..

Profile of the social care sector.

The social care sector in Wales supports 150,000 people to achieve their potential and help keep them safe.

- 79,300 adults (17% in care homes)
- 5,615 children (an increase of 10% in the last 5 years).

The net expenditure in Wales is around £1.67 billion per year (2014-15) and is delivered by around 70,000 staff across 1800 regulated settings.

- 7.2 of the total workforce are employed in this sector.

Since 2007 the workforce has been increasingly regulated by registration with Care Council for Wales. There has been a steady increase in the numbers of registered managers until 2015 which saw a very slight drop of 0.4%. In 2015 there were:

- 1243 Managers registered to manage residential care homes for adults
- 184 managers registered to manage residential care for children
- 632 managers registered for domiciliary care provision

Social services and social care are facing real increases in demand for services and the numbers of looked after children and those on the child protection register are also growing. The number of people registered with local authorities in Wales as having a learning disability is increasing and there is an increasing number of older people with complex care needs (including dementia) who require or could benefit from support - and whose support needs are extensive. All of these bring a need for more leaders and managers qualified to the required levels, registered with Care Council for Wales and committed to leading the development of cost effective innovative solutions to these demands.

The past decade has seen a transformation in the workforce across Wales. Through made-in-Wales solutions, significant gains in recruitment and retention have been achieved; quality standards have improved; the numbers of staff with qualifications have spread throughout the service; and partnerships between employers and providers have been strengthened significantly. However there remain many challenges including an ageing workforce particularly in management posts and too few managers who can speak Welsh.

The skills drivers within our sector in Wales are:

- Respect for human rights and the needs of service users, to prevent and postpone dependency, promote greater independence and choice;
- Reductions in both public and private expenditure (but with significant protection of funding for older adults);
- Changes in service provision driven by the need for efficiency/ productivity gains, including a reduction in any remaining barriers between social care and healthcare to encourage preventative action (e.g. in public health, further development of re-ablement services, through more efficient funding mechanisms);
- Statutory and regulatory requirements upon service providers/ employers;
- Registration requirements for some parts of the workforce.
- Demographic change – numbers of service users and demand for services is growing;
- Technical advances and new technologies has created new types of working in social care; alongside this has been a trend towards greater independence for service users; together these are leading to new ways of working across the social care workforce.
- The need for more Welsh speakers across the sector.

New service delivery models and processes requiring team working skills in increasingly multi-disciplinary settings are developing, together with a wider market for independent sector providers across health, care, welfare and education services and potentially new forms of service provider (e.g. community owned services, mutual, co-operatives). This growth in services brings a need for more managers and leaders with knowledge and skills in:

- Supporting new types of working such as portfolio jobs and careers;
- A wider and more diverse set of personal care, person centred planning, problem solving and interpersonal skills needs associated with increased personalisation/self directed support;
- Greater awareness of and ability to make full use of new technology across the workforce, as well as technical

skills needs and associated communication skills (e.g. as telecare/telehealth services increase);

- Skills/training, Qualification and Continuous Professional Development requirements reflecting regulatory and performance expectations from service providers/employers, as well as registration requirements for some parts of the workforce;
- Increasing emphasis upon services, practices and approaches that maximise independence (e.g. respite, reablement and rapid response services) and the interface between social care and healthcare;
- Potential leadership and management skills to reflect changes in social policy and the business environment.

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/>

Profile of the Residential Care Child Care Managers and Staff (October 2012)

Profile of the Adult Care Home Managers in Wales (October

2012) <http://www.ccwales.org.uk/news/2012/10/09/first-profile-of-adult-care-home-managers-published/>

Aims and objectives of this framework (Wales)

Aim

This framework will provide qualifications and experience to experienced staff within the sector to:

- increase their professionalism and qualification levels and be ready and able to meet the demands of management within a developing policy environment in Wales.

Objectives

- Provide more workers with higher skills level to meet the demands for more diverse, dispersed and autonomous working practices.
- To meet the changes in services, heralded by Welsh Government Policy through their policy documents and the Social Services and wellbeing (Wales) Act 2014
- To provide development opportunities for staff to become professional workers registered with Care Council for Wales
- To address the need for succession planning to replace the ageing management workforce within the sector.
- To support the advancement of Welsh speaking staff to management.
- To provide workers who can meet the statutory and regulatory requirements within the sector.
- To provide more highly skilled workers to address the increased demands on services made by demographic changes within the population (e.g. older people, requiring more care due to dementia).

Entry conditions for this framework

General requirements.

The Professional Framework for Advanced Practice in Social Care Services is suitable primarily for applicants who have substantial experience in the sector. They must be currently operating at least at a level 3 job grade undertaking considerable complex work or working autonomously and are seeking to improve their progression opportunities and assist with the succession planning for managers within their employment situation. Their employers must be supportive of them developing an advanced practitioner role and undertaking additional responsibilities and activities. **To complete the framework they must be undertaking managerial responsibilities on a regular basis.**

They may wish to move from one service area to another e.g. from working with adults to working with children and young people. The current post will determine the pathway to be completed. Some employer may see this as an opportunity to develop their own future managers and offer 'acting up' positions for their staff who can be given additional responsibilities in order to complete the requirements of the qualifications.

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.

Applicants should ideally, have completed the Apprenticeship Framework at Level 3, or have the NVQ level 3 (or 4) in Health and Social Care or the level 3 Diploma in Health and Social Care and are now acting as advanced practitioners or middle managers. Applicants who have not completed these qualifications must have:

- significant previous experience of working in supervisory or management positions in the industry;
- be able to satisfy entry criteria that would enable them to undertake level 5 qualifications e.g. level 3 ESW communication, A level English and level 2 ESW GCSE maths

Since there are age and experience restrictions on some senior posts within the sector set by service regulations, it is likely that entrants to this framework will be aged over 21. For further details see : <http://www.ccwales.org.uk/work-experience/>

Personal Attributes:

There are a range of personal attributes that employers will consider before appointing people to management posts in the sector:

- Motivation to work and succeed within the sector/s.
- Good interpersonal skills, effective verbal and physical communication skills.
- Respect for individual people who use the services.
- A suitable level of physical fitness may be necessary in order to perform some aspects of the job roles, for example, assisting in the moving and handling of people who use the services.
- Willingness to undertake training and learning programmes and apply that learning in the workplace.
- Ability to demonstrate that they have the potential to complete the Diploma in Health and Social Care and other requirements that are part of the Apprenticeship.
- Willingness and ability to work a range of shift patterns since the services are offered every day of the year and 24 hours a day.
- Ability to work in small informal teams, demonstrating their listening skills and contributing towards decision making and professional practice.

The job roles covered by this framework do involve working with vulnerable adults and children and are therefore liable to a clean enhanced DBS (previously known as CRB check). In addition there are a range of characteristics and personal attributes that are required for all workers in these sectors.

People in these posts may wish to register with Care Council for Wales (Social Care Wales from 2017). To do this, they will have shown that they are suitable for work in social care by satisfying the Council that they:

- are appropriately qualified and competent
- are physically and mentally fit to work in all or selected social care environments
- are of good character and conduct
- agree to comply with our Code of Professional Practice for Social Care.

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, Maths 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.

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.

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 child care to adult care. 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 have recently worked in the sector they 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. This may be particularly relevant if you are changing service areas e.g. from child care to adult care. 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

Advanced Practitioner in Social Care

Pathways for the framework at level 5:

Pathway 1: Adult Care Services

Pathway 2: Children and Young People

Level 5, Pathway 1: Adult Care Services

Description of this pathway

The Framework consists of a total of 92 credits:

QCF Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Advanced Practice) Wales and Northern Ireland. This is a fully integrated qualification testing knowledge, competence and skills. In SASW terms it is a combined Knowledge and Competence Qualification of 80 credits.

This includes within the 41 credits of Mandatory Units :

At least **14 credits that test Knowledge** and are separately assessed and **27 that test competence** with an additional.

The remaining minimum of **39 credits** are split between knowledge and competence and the split will depend on the selection made by each candidate to meet the needs of the workplace and their job roles and functions.

The ESW requirements 12 credits

No ICT or Digital Literacy now required

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

The QCF Level 5 Diploma in Leadership for Health and Social Care Services (Adult's Advanced Practice) Wales. It will confer occupational competence to work in an advanced practitioner or supervisory role or middle management role in social care for adults. There are a range of job titles depending on the company and environment and it is impossible to list them all here. We therefore offer a generic description of the role and tasks undertaken.

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)
Advanced Practitioner	Help people in complex or challenging situations overcome difficulties, cope with many aspects of everyday living, develop socially and personally and live as independently as possible, provide support and guidance in various ways.

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 Health and Social Care Services (Adults' Advanced Practice) Wales & NI					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1906/0	City & Guilds	80	525-670	N/A
B1b	600/0279/7	Pearson Edexcel Limited (Edexcel)	80	474-628	N/A
B1c	600/3819/6	SQA	80	474-628	N/A
B1d	601/7956/9	Agored Cymru	80	474-628	UCAS Value

Relationship between competence and knowledge qualifications

This is an integrated qualification where the knowledge and competence components are within the same units but are assessed separately. The knowledge based credits 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 14 credit minimum identified within the breakdown contained below.

Adults' Advanced Practice : Mandatory Units 41 credits : at least 14 credits are Knowledge

HSCM1 Lead person centred practice

Credit Value 4

Knowledge 2

Competence 2

M1 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's work settings

Credit Value 5

Knowledge 1

Competence 4

M2c Working in partnership in health and social care or children and young people's settings

Credit value 4

Knowledge 1

Competence 3

M3 Manage health and social care practice to ensure positive outcomes for individuals

Credit value 5

Knowledge 1

Competence 4

P1 Safeguarding and protection of vulnerable adults

Credit value 5

Knowledge 2

Competence 3

P5 Understand safeguarding of children and young people (for those working in the adult sector)

Credit value 1

Knowledge 1

Competence 0

SHC 51 Use and develop systems that promote communication

Credit value 3

Knowledge 1

Competence 2

SHC 52 Promote professional development

Credit value 4

Knowledge 1

Competence 3

SHC 53 Champion equality, diversity and inclusion

Credit value 4

Knowledge 2

Competence 2

SS 5.1 Assess the individual in a health and social care setting

Credit Value 6

Knowledge 2

Competence 4

Essential Skills

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

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

Communication

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

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

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

Application of Number

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

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

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

Inclusion of Digital Literacy (ICT)

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

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

Progression routes into and from this pathway

No ICT or Digital Literacy now required

Progression TO the Professional Framework for Advanced Practitioners:

Learners will be from different age groups, with differing backgrounds and experience. The 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 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:

- Apprenticeships, often via other qualifications (for example in management or nursing)
- Work
- Unemployment, with previous related experience
- Health and Social Care NVQ only competence qualification
- Knowledge qualifications relevant to health and social care
- Non-social care leadership and management roles
- Social work qualifications
- Nursing qualifications

Progression FROM the Professional Framework for Advanced Practitioners:

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 social care sector. These may include specialist qualifications at any level, Higher Education Certificates or Diplomas, foundation degree or degree courses in health and social care or other work-related education and training to support continuing professional development.

Learners can also move to other parts of the sector, for example from Adults' Advanced Practice to Adults' Residential Management. They can also move to the Children and Young People's Workforce sector or the Health sector, completing additional sector and job-relevant units available on the diploma.

Progression to professional qualification in Social Care:

<http://careerpathways.skillsforcare.org.uk/index.html>

Social worker <http://www.skillsforcare.org.uk/socialwork/introductionsw.aspx>

Social care worker http://careerpathways.skillsforcare.org.uk/what_is/what_types.html

Progression to other specific job roles:

- Care manager

... Professional Framework Advanced Practice in Social Care (Wales)
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..... Pathway 1

- Social Service Officer
- Officers in charge/registered manager
- Day services manager

Learners on the social care pathway can move to the health sector. Further detailed information and advice on careers within the health sector can be found at

<http://www.nhscareers.nhs.uk/index.shtml>

|

UCAS points for this pathway:

N/A

Employee rights and responsibilities

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

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

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

Delivery and assessment

ERR is not a requirement for L5 Frameworks and is no longer a requirement at all due to changes to SASW in October 2016

Level 5, Pathway 2: Children and Young People

Description of this pathway

The QCF Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales. It will confer occupational competence to work in an advanced practitioner or supervisory role or middle management role in social care for children and young people. There are a range of job titles depending on the company and environment and it is impossible to list them all here. We therefore offer a generic description of the role and tasks undertaken.

The Framework consists of a total of 92 credits:

QCF Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales and Northern Ireland. This is a fully integrated qualification testing knowledge, competence and skills. In SASW terms it is a combined Knowledge and Competence Qualification of 80 credits

This includes within the **46 credits of Mandatory Units : 19 credits that test Knowledge** and are separately assessed and **27 that test competence**.

The remaining **34 credits** for the diploma are split between knowledge and competence and the split will depend on the selection made by each candidate to meet the needs of the workplace and their job roles and functions.

The ESW requirements 12 credits

No ICT or Digital Literacy now required

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

The QCF Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Advanced Practice) Wales in this framework will confer occupational competence to work in an advanced practitioner or supervisory role or middle management role in social care for children and young people.

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)
Advanced Practitioner: Children and Young people's services	Help people in complex or challenging situations overcome difficulties, cope with many aspects of everyday living, develop socially and personally and live as independently as possible, and provide support and guidance in various ways.

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 Health and Social Care Services (Children and Young Peoples' Advanced Practice) Wales and Northern Ireland					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1907/2	City & Guilds	80	484-570	N/A
B1b	600/0521	Edexcel	80	466-570	N/A
B1c	600/1300/X	EDI	80	466-570	N/A
B1d	600/0094/6	OCR	80	466-570	N/A
B1e	600/3815/9	SQA	80	466-570	N/A

Relationship between competence and knowledge qualifications

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.

The total number of credits for this Diploma is 80.

Children and young peoples' advanced practice Mandatory Unit Credits 46: Minimum of 19 knowledge credits

M1 Develop health and safety and risk management policies, procedures and practices in

health and social care or children and young people's work settings

Credit Value 5

Knowledge 1

Competence 4

M2c Working in partnership in health and social care or children and young people's settings

Credit value 4

Knowledge 1

Competence 3

MU 5.2 Understand children and young person's development credit value 6

Knowledge 6

Competence 0

MU 5.3 Lead practice that supports positive outcomes for child and young person development

Credit value 6

Knowledge 2

Competence 4

MU 5.4 Develop and implement policies and procedures to support the safeguarding of children and young people

Credit value 6

Knowledge 2

Competence 4

O36 Lead practice in promoting the well being and resilience of children and young people

Credit Value 8

Knowledge 3

Competence 5

SHC 51 Use and develop systems that promote communication

Credit value 3

Knowledge 1

Competence 2

SHC 52 Promote professional development

Credit value 4

Knowledge 1

Competence 3

SHC 53 Champion equality, diversity and inclusion

Credit value 4

Knowledge 2

Competence 2

Essential Skills

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

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

Communication

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

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

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

Application of Number

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

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

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

Inclusion of Digital Literacy (ICT)

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

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

Progression routes into and from this pathway

No ICT or Digital Literacy now required

Progression to the Professional Framework

Learners will be from different age groups, with differing backgrounds and experience, however, professional framework has been developed to provide scope and breadth for those in, and moving into leadership and management as well as from the Advanced Practice roles.

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

- Apprenticeships (level 3)
- Often via other qualifications (for example in management or nursing)
- Work
- Unemployment but with previous related experience
- Health and Social Care NVQ qualification
- Knowledge qualifications relevant to health and social care
- Non-social care leadership and management roles
- Social work qualifications
- Nursing qualifications
- Teaching qualifications

Progression FROM the Professional Framework

Learners may progress from this pathway onto further qualifications specific to their work context including undertaking Leadership and Management Qualifications in Care Services. A wide range of qualifications are available for use within the social care sector. These may include specialist qualifications at any level, Higher Education Certificates or Diplomas, foundation degree or degree courses in health and social care or other work-related education and training to support continuing professional development including Continuous Professional Education and Learning for registered staff.

Learners can also move to other parts of the sector, for example from Adults' Advanced Practice to Children's Residential Care Management or Adults' Residential Management. They can also move to the Health sector, completing additional sector and job-relevant units available on the diploma.

Progression to professional qualification in Social Care:

<http://careerpathways.skillsforcare.org.uk/index.html>

Social worker <http://www.skillsforcare.org.uk/socialwork/introductionsocialworker.aspx>

Social care worker http://careerpathways.skillsforcare.org.uk/what_is/what_types.html

Progression to other specific job roles e.g:

- Residential Manager
- Care manager
- Social Service Officer
- Officers in charge/registered manager
- Day services manager

Learners on the social care pathway can move to the health sector. Further detailed information and advice on careers within the health sector can be found at <http://www.nhscareers.nhs.uk/index.shtml>

UCAS points for this pathway:

N/aA

Employee rights and responsibilities

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

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

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

Delivery and assessment

ERR is not a requirement at L5 and is no longer a requirement at all due to changes to SASW in October 2016

How equality and diversity will be met

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 (24 years) .

Care Council for Wales are very aware that the social care sector is predominantly female dominated in terms of uptake of all frameworks. Childcare and social care have 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.

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

On and off the job training

Summary of on- and off-the-job training

The minimum recommended total learning hours (includes both on and off the job) for each pathway in the Social Care Advanced Practitioner's Framework are as follows:

Pathway One : Adult Care Services : 1640 hours

- GLH for Diploma in Health and Social Care Services (Adult's Advanced Practice) 628 hours
- GLH ESW 2 skills = 120 hours ICT/DL is NO LONGER REQUIRED
- **All Training hours are delivered within contracted hours (on the job experience, modelling and development = 892 hours)**

Pathway 2: Children and Young People's Care Services : 1640 hours

- GLH for Diploma in Health and Social Care Services (Children and Young People's Advanced Practice) 570 hours
- GLH ESW 2 skills = 120 hours ICT/DL is NO LONGER REQUIRED
- **All Training hours are delivered within contracted hours (on the job experience, modelling and development = 950 hours)**

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.

The will be delivered through one or more of the following methods: individual and group teaching, distance learning, e-learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study. Be systematically and formally recorded. For example, in a log book or diary, completed attendance records or on an electronic/online recording system, witness testimonies or video recordings.

Please note that this total includes both On and Off The Job learning and that all learners will be assessed on their own abilities and previous experience and some of the learning hours requirements may need to be altered in order to take account of prior learning, existing qualifications and an individual's experience. |

Off-the-job training

OFF THE JOB LEARNING HOURS FOR Pathway One : Adults: 260 Hours

Learning to underpin knowledge requirements: 80 hours

Time to assimilate in practice, trough e.g.coaching or mentoring : 60 hours

Essential Skills Qualifications 120 hours

OFF THE JOB LEARNING HOURS FOR Pathway Two : Children and Young People: 310 Hours

Learning to underpin knowledge requirements : 100 hours

Time to assimilate in practice through e.g. coaching or mentoring : 90 hours

Essential Skills Qualifications 120 hours

How this requirement will be met

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

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

- Evidence of Completion of the off the job training hours.
- Completion Certificate for the Required Level 5 Diploma in Health and Social Care (Advanced Practice)
- 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 RPL 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 through formal recognition of prior learning. For learners that have previously achieved the relevant qualifications or units, they must have attained these within 5 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 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: ADULT CARE SERVICES : 1380 HOURS TOTAL

ON THE JOB TRAINING HOURS PATHWAY TWO : CHILDREN AND YOUNG PEOPLE'S SERVICES : 1330 HOURS TOTAL

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.

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.

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.

Evidence of Completion.

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 framework 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.

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. |

Wider key skills assessment and recognition

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

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

|Enter Qualification Names|

Improving own learning and performance

|This includes developing independent learners who are clearly focused on what they want to achieve and able to work towards targets that will improve the quality of their learning and performance. The standards include process skills, e.g., target-setting, planning, learning, reviewing and interpersonal skills, e.g., communicating own needs, accepting constructive feedback, negotiating learning opportunities and support. This is already covered within the Diplomas in a range of the mandatory units at 5:

M3 Manage health and social care practice to ensure positive outcomes for individuals

SHC 52 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.

M2C 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 encouraging learners to develop and demonstrate their ability to tackle problems systematically, for the purpose of working towards their solution and learning from this process. Three types or combinations of problems are dealt with: diagnostic problems that depend primarily on analysis to arrive at conclusions, design problems that depend mainly on synthesis to create a product or process, and contingency problems that typically involve resource planning and gaining the cooperation of others, eg when organising an event.

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

This is therefore not an additional requirement. |

apprenticeship FRAMEWORK

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