

# apprenticeship FRAMEWORK

## Professional Framework in Leadership and Management 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](http://www.acwcerts.co.uk/framework_library)

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# Professional Framework in Leadership and Management in Social Care

## Contents

Framework information.....	3
Contact information.....	4
Revising a framework.....	5
Purpose of the framework.....	6
Entry conditions.....	10
Level 5: Leadership and Management of Social Care Services.....	12
Pathway 1: Leadership for Health and Social Care Services (Adults' Management) .....	13
Pathway 2: Leadership for Health and Social Care Services (Adults' Residential Management) .....	22
Pathway 3: Leadership for Health and Social Care Services (Children and Young People's Residential Management).....	31
Pathway 4: Leadership in Health and Social Care Services (Children and Young People's Management).....	40
Equality and diversity.....	49
On and off the job training.....	51
Wider key skills.....	56

# 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	<b>This framework includes:</b>
Framework ID: FR04088	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: DD/MM/YYYY	<b>This framework is for use in: Wales</b>

### Short description

This framework has been designed to provide the social care sector with higher level skilled managers it requires to achieve the high quality modern social care envisaged in the Social Services and Wellbeing (Wales) Act 2014, through succession planning for workers within the sector. It offers this progression to experienced staff to obtain the required professional qualifications for management and leadership in social care. In Wales, managers of residential care homes for children or adults and domiciliary care managers are required to register with Care Council for Wales (Social Care Wales from 2017). This is a qualification based register and this framework provides the qualifications required to achieve this regulated status. It offers progression from the Advanced Practitioner Framework.

There are 4 pathways: Management Adult Services, Management of Residential Services for Adults, Management Child and Young People's services, Management Residential Services for Children and Young people.

# Contact information

## Proposer of this framework

|Details of who proposed the framework|

### Developer of this framework

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

Your email address: | jacky.drysdale@socialcare.wales

# Revising a framework

## Why this framework is being revised

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

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

## Summary of changes made to this framework

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

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

## Qualifications removed

*(no information)*

## Qualifications added

*(no information)*

## Qualifications that have been extended

*(no information)*

# Purpose of this framework

## Summary of the purpose of the framework

### 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.

Support from Employers.

Since Sept 2013- Jan 2016 there have been 728 completions of this framework in Wales, (with a 200% increase since April 2015 to Jan 2016) which indicates support from employers across Wales.

#### **For further Information please see:**

Sustainable Social Services for Wales : A Framework for Action

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

Sector Skills Assessment Care Council for Wales April 2012

<http://www.ccwales.org.uk/sector-skills-council-about-us/> <http://www.ccwales.org>

[.uk/profiles-of-the-registered-workforce/?force=1&bc=0:52%7C52:181%7C181:3963%7C](http://www.ccwales.org.uk/profiles-of-the-registered-workforce/?force=1&bc=0:52%7C52:181%7C181:3963%7C)

<https://stats.wales.gov.uk/Catalogue/Health-and-Social-Care>

<http://gov.wales/topics/health/socialcare/act/?lang=en>

## **Aims and objectives of this framework (Wales)**

### **Aim**

This framework will develop the leaders and managers of social care services for the future.

### **Objectives**

- Develop effective leaders and management across the social care sector.
- Provide experienced staff with the qualifications and knowledge required to achieve professional registration with Care Council for Wales (Social Care Wales from 2017) , the workforce regulator.
- Provide knowledge and skills to lead a dynamic and changing workforce and lead the development of innovative and effective new services required to deliver the Social Services and Wellbeing (Wales) Act 2014
- Assist with succession planning to replace the ageing management population in the sector.
- Provide opportunities for Welsh speakers to be developed, encouraged and attracted to management positions.



# Entry conditions for this framework

## General requirements.

The Professional Framework for Leadership and Management in Health and Social Care Services is suitable primarily for applicants who have substantial experience in the sector. They **must be in a management position currently**, perhaps as an assistant or deputy manager and are seeking to improve their progression opportunities and assist with the succession planning for managers within their employment situation. 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 employers 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 these 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, middle managers or 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 or level 2 ESW/GCSE English/Welsh and ESW/GCSE maths /AON

Since there are age and experience restrictions on management posts within the sector set by service regulations, it is likely that entrants to this framework will be aged over 21.

## 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.
- An ability to work in small informal teams, demonstrating their listening skills and contributing towards decision making and professional practice.
- A positive non-judgemental and open-minded attitude and value-system. A standard of literacy and numeracy in keeping with the demands of the job.

The job roles covered by this framework do involve working with vulnerable adults and children and are therefore liable to a clean enhanced Disclosure and Barring Service checks (previously known as criminal records bureau checks). In addition there are a range of characteristics and personal attribute that are required for all workers in these sectors.

Everyone in these posts will be require 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. The main purpose of the Care Council's fitness to practise process is to make sure those on the Register (registrants) have the skills, knowledge and character to practise their profession safely and effectively.

#### **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 (and/or Welsh) and problem solving. These are not meant as a barrier to entry but more to gauge the ability of the applicant to achieve the programme and to tailor the individual learning plan to meet their needs and those of the employer. For existing staff it is certainly recommended that learning providers complete an initial ESW assessment that will demonstrate the likelihood for a candidate to be able to undertake the Diploma qualification. **Good verbal and written communication in English and or Welsh is essential to high quality care practice as well as achieving the apprenticeship framework so it is essential this is in place.**

#### **Transferable skills:**

Care Council for Wales believes that the professionalisation of the workforce will be assisted by improving the literacy, numeracy and digital literacy competence of the managers in the sector. From Sept 2015 people can use the ESW/ESqs or Key Skills. From 14th October 2016, A list of proxies are available at the front of this document,

**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.**

### **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 already be working in the sector or will 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.]

# Level 5

Title for this framework at level 5

## Leadership and Management of Social Care Services

Pathways for the framework at level 5:

- |            |   |
|------------|---|
| Pathway 1: | Leadership for Health and Social Care Services (Adults' Management)                                 |
| Pathway 2: | Leadership for Health and Social Care Services (Adults' Residential Management)                     |
| Pathway 3: | Leadership for Health and Social Care Services (Children and Young People's Residential Management) |
| Pathway 4: | Leadership in Health and Social Care Services (Children and Young People's Management)              |

# Level 5, Pathway 1: Leadership for Health and Social Care Services (Adults' Management)

## Description of this pathway

Leadership for Social Care Services (Adults' Management) is for managers, deputy managers and assistant managers who work with adults in non-residential settings or services whose main purpose is adults' care and support.

NB: Managers who are working in adults' residential care should undertake the pathway for residential care for adults and the Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Residential Management) Wales and Northern Ireland which has been developed specifically for them.

**This pathway has a total credit value of 102 credits**

**Knowledge credits (at least ) 19 from the mandatory units**

**Competence credits at least 71**

**Essential Skills Wales 12 No ICT or Digital Literacy now required**

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

Learners must be employed in a management role (not in a residential setting) supporting the care of adults.

Job title(s)	Job role(s)
Manager Domiciliary Care Services	Management of day to day care provision that is delivered in a service user's home. This may include being the registered manager of the service and being registered with the Care Council for Wales.
Deputy Manager Domiciliary Care Services	Delegated management of day to day care provision that is delivered in a service user's home. This may include being registered with the Care Council for Wales.
Assistant Manager Domiciliary Care Services	Delegated management of day to day care provision that is delivered in a service user's home. This may include being registered with the Care Council for Wales or a developmental or 'acting management role'.
Manager Non residential Care Services	Management of day to day care provision that is delivered in a non residential setting (e.g. Day Care) . This may include being the registered manager of the service and being registered with the Care Council for Wales.
Deputy Manager Non Residential Care Services	Delegated management of day to day care provision that is delivered in a non residential setting (e.g. Day Care) . This may include being registered with the Care Council for Wales.
Assistant Manager Non Residential Care Services	Delegated management of day to day care provision that is delivered in a non residential setting (e.g. Day Care) . This may include being registered with the Care Council for Wales or a developmental or 'acting management role'.

# 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 Management) Wales & NI

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1998/9	City and Guilds	90	547-689	X.
B1b	600/0051/X	Pearson Education Ltd	90	563-631	
B1c	600/3817/2	SQA	90	572-682	
B1d	601/7955/7	Agored Cymru	90	572-682	

## 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. Additional knowledge components will be completed within the optional units, thus the knowledge component will significantly exceed the 10 credit requirement.

### Adults' Management Mandatory Units 53: Minimum of 19 Knowledge Credits

HSCM1 Lead person centered practice

Credit Value 4

Knowledge 2

Competence 2

LM1c Manage a team within health and social care or children and young people's setting

Credit value 7

Knowledge 3

Competence 4

LM2c Develop professional supervision practice in health and social care or children and young people's work settings

Credit Value 5

Knowledge 2

Competence 3

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



... Professional Framework in Leadership and Management in Social Care (Wales)  
..... level 5  
..... Pathway 1

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

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 leadership and management roles in the sector. As a guide, applicants may enter via a range of routes including from:

- Apprenticeships (level 3) and Professional Frameworks in Advanced Practice
- Via other qualifications (for example in management or nursing)
- Work experience
- Unemployment but with previous related experience
- Health and Social Care NVQ at lower levels
- Knowledge qualifications relevant to health and social care (e.g. from colleges or universities)
- Non-social care leadership and management roles, joining the sector
- Social work qualifications
- Nursing qualifications

## Progression FROM the Professional Framework

Learners may progress from this pathway onto further qualifications specific to their work context through CPEL for registered managers. A wide range of qualifications and CPD units 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 in the diplomas.

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](http://careerpathways.skillsforcare.org.uk/what_is/what_types.html)

Progression to other specific job roles:

... Professional Framework in Leadership and Management in Social Care (Wales)  
..... level 5  
..... Pathway 1

- Care manager
- Social Service Officer
- Officers in charge/registered manager residential care
- 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:

*(no information)*

# Employee rights and responsibilities

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

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

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

## Delivery and assessment

| Framework Developer to complete with relevant info |

|

# Level 5, Leadership for Health and Social Care Services (Adults' Residential Management)

## Description of this pathway

Leadership for Health and Social Care Services (Adults' Residential Management) is for managers, deputy managers and assistant managers who work with adults in a residential setting whose main purpose is adults' care and support.

NB: Managers who are working in adults' non- residential care should undertake the Level 5 Diploma in Leadership for Health and Social Care Services (Adults' Management) Wales and Northern Ireland which has been developed specifically for them.

## This pathway has a total of 102 credits

Knowledge credits (at least ) 20 from the mandatory units

Competence credits at least 70

Essential Skills Qualifications 12 credits

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

Learners must be employed in a management role in a residential setting, supporting the care of adults.

Job title(s)	Job role(s)
Manager Adult Residential Care Service	Management of day to day care provision that is delivered in a residential setting for adults (including e.g. older people, learning disability, physical disability). This may include being the registered manager of the service and being registered with the Care Council for Wales.
Deputy Manager Adult Residential Care Service	Delegated management of day to day care provision that is delivered in a residential setting for adults (including e.g. older people, learning disability, physical disability). This may include being registered with the Care Council for Wales.
Assistant Manager Adult Residential Care Service	Delegated management of day to day care provision that is delivered in a residential setting for adults (including e.g. older people, learning disability, physical disability). This may include being registered with the Care Council for Wales, or in a developmental or 'acting up role'.

# 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 Residential Management) Wales and Northern Ireland

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1994/1	City and Guilds	90	565-685	N/A
B1b	600/0292/X	Pearson Education Ltd (Edexcel)	90	578-687	
B1c	600/3818/4	SQA	90	578-687	
B1d	601/7953/3	Agored Cymru	90	578-687	

## 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. Additional knowledge components will be completed within the optional units, thus the knowledge component will significantly exceed the 10 credit requirement.

### Adults' Residential Management : 52 Units Mandatory : Knowledge - a minimum of 20 Credits

HSCM1 Lead person centered practice

Credit Value 4

Knowledge 2

Competence 2



LM1c Manage a team within health and social care or children and young people's setting

Credit value 7

Knowledge 3

Competence 4

LM2c Develop professional supervision practice in health and social care or children and young people's work settings

Credit Value 5

Knowledge 2

Competence 3

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

P3 Lead and manage group living for adults

Credit value 5

Knowledge 1

Competence 4

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

... Professional Framework in Leadership and Management in Social Care (Wales)  
..... level 5  
..... Pathway 2

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:

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**

Apprentices 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 leadership and management as well as from Advanced Practice roles. As a guide, applicants may enter via a range of routes including from:

- Apprenticeships (level 3) or Advanced Practitioner Frameworks,
- Via other qualifications (for example in management or nursing)
- Work based routes
- Unemployment, 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

## **Progression FROM the Higher level Apprenticeship**

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' 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](http://careerpathways.skillsforcare.org.uk/what_is/what_types.html)

Progression to other specific job roles:

- Care manager
- Social Services Officer
- Officers in charge/registered manager

... Professional Framework in Leadership and Management in Social Care (Wales)  
..... level 5  
..... Pathway 2

- 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:**

Framework Developer to complete with relevant info

# Employee rights and responsibilities

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

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

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

## Delivery and assessment

Framework Developer to complete with relevant info

# Level 5, Pathway 3: Leadership for Health and Social Care Services (Children and Young People's Residential Management)

## Description of this pathway

Leadership for Health and Social Care Services (Children's and Young People's Residential Management) is for managers, deputy managers and assistant managers who work with children and young people in residential settings .

NB: Managers who are working in children's and young people's care in non residential settings should undertake the pathway for Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management) Wales and Northern Ireland which has been developed specifically for them.

**This pathway has a total credit value of at least 102**

**Knowledge credits (at least ) 25 from the mandatory units**

**Competence credits at least 65**

**Essential Skills qualifications 12**

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

Learners must be in a management role within a residential child care setting.

Job title(s)	Job role(s)
Residential Child Care Manager	Management of day to day care provision that is delivered in a residential setting to children and young people. This may include being the registered manager of the service and being registered with the Care Council for Wales.
Deputy Residential Child Care Manager	Delegated management of day to day care provision that is delivered in a residential setting to children and young people. This may include being registered as a worker with the Care Council for Wales.
Assistant Residential Child Care Manager	Delegated management of day to day care provision that is delivered in a residential setting to children and young people. This may include being registered as a worker with the Care Council for Wales, in a development role or an 'acting up' role.



# 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 People's Residential Management) Wales

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/2301/4	City and Guilds	90	518-619	N/A
B1b	600/0060/0	Edexcel	90	518-619	
B1c	600/3814/7	SQA	90	518-619	
B1d	601/7952/1	Agored Cymru	90	518-619	

## 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. Additional knowledge components will be completed within the optional units, thus the knowledge component will significantly exceed the 10 credit requirement.

### **Residential Child Care Management Mandatory Unit Credits 64: a minimum of 25 credits ARE Knowledge**

LM1c Lead and manage a team within a health and social care or children and young people's setting

Credit Value 7  
Knowledge 2  
Competence 5

LM2c Develop professional supervision practice in health and social care or children and young people's work settings

Credit Value 5  
Knowledge 2  
Competence 3

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

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

Knowledge 6  
Competence 0

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

Credit value 6  
Knowledge 2  
Competence 4

CCLD 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

P4 Lead and Manage group living for children

Credits 6  
Knowledge 2  
Competence 4

**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, the framework has been developed to provide scope and breadth for those in, and moving into leadership and management as well as from Advanced Practice roles. As a guide, applicants may enter via a range of routes including from:

- Apprenticeships (level 3) or Advanced Practitioner Frameworks,
- Via other qualifications (for example in management or nursing)
- Work based routes
- 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
- Teaching qualifications
- Nursing qualifications

## Progression FROM the Higher level Apprenticeship

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 to Adults' Advanced Practice to 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/introductionsw.aspx>

Social care worker [http://careerpathways.skillsforcare.org.uk/what\\_is/what\\_types.html](http://careerpathways.skillsforcare.org.uk/what_is/what_types.html)

Progression to other specific job roles:

- Care manager
- Officers in charge/registered manager
- Day services manager

... Professional Framework in Leadership and Management in Social Care (Wales)  
..... level 5  
..... Pathway 3

Apprentices 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.nhs Careers.nhs.uk/index.shtml>

### **UCAS points for this pathway:**

Framework Developer to complete with relevant info

# Employee rights and responsibilities

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

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

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

## Delivery and assessment

Framework Developer to complete with relevant info

# Level 5, Pathway 4: Leadership in Health and Social Care Services (Children and Young People's Management)

## Description of this pathway

Leadership for Social Care Services (Children and Young People's Management) is for managers, deputy managers and assistant managers who work with children and young people in non-residential settings .

NB: Managers who are working in children and young people's care residential settings should undertake the pathway for Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Care Management) Wales which has been developed specifically for them.

**This pathway has a total credit value of at least 90**

**Knowledge credits (at least ) 23 from the mandatory units**

**Competence credits at least 67**

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

The learner must be employed as a manager in a non residential care setting for children and young people.



Job title(s)	Job role(s)
Manager Children and Young People's Services	Management of day to day care provision that is delivered in a non residential setting to children and young people. This may include being the registered manager of the service and being registered with the Care Council for Wales.
Deputy Manager Children and Young People's Services	Delegated management of day to day care provision that is delivered in a non residential setting to children and young people. This may include being registered with the Care Council for Wales.
Assistant Manager children and Young People's Services	Delegated management of day to day care provision that is delivered in a non residential setting to children and young people. This may include being registered with the Care Council for Wales, in a developmental or 'acting up' role.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – QCF Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Management) Wales

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/2300/2	City and Guilds	90	560-635	N/A
B1b	600/0050/8	Pearson Education Ltd (Edexcel)	90	572-682	
B1c	600/3816/0	SQA	90	563-631	
B1d	601/7954/5	Agored Cymru	90	563-631	

## 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. Additional knowledge components will be completed within the optional units, thus the knowledge component will significantly exceed the 10 credit requirement.

### Children and Young People's Management Mandatory Units Credit Value 58 : a Minimum of 23 Knowledge credits

LM1c Lead and manage a team within a health and social care or children and young people's setting

Credit Value 7

Knowledge 2  
Competence 5

LM2c Develop professional supervision practice in health and social care or children and young people's work settings

Credit Value 5  
Knowledge 2  
Competence 3

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

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

Knowledge 6  
Competence 0

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

Credit value 6  
Knowledge 2  
Competence 4

CCLD 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

... Professional Framework in Leadership and Management in Social Care (Wales)  
..... level 5  
..... Pathway 4

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

Apprentices will be from different age groups, with differing backgrounds and experience, however, the 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 Practitioner roles. As a guide, applicants may enter via a range of routes including from:

- Apprenticeships (level 3) or Advanced Practitioner Frameworks,
- 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. 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 CPEL 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/introductionsw.aspx>

Social care worker [http://careerpathways.skillsforcare.org.uk/what\\_is/what\\_types.html](http://careerpathways.skillsforcare.org.uk/what_is/what_types.html)

Progression to other specific job roles e.g:

- Care manager
- Social Service Officer

... Professional Framework in Leadership and Management in Social Care (Wales)  
..... level 5  
..... Pathway 4

- Officers in charge/registered manager
- Day services manager

Apprentices 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

Framework Developer to complete with relevant info

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# 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-child-care-workforce/workforce-wales-2010>

Care Council for Wales are very aware that the social care sector is predominantly female dominated in terms of uptake. Social Care has traditionally been seen as 'jobs for women' and the need to attract more men into the profession to ensure that social care can be offered by men as well, this is important for the dignity of service users. 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 framework.

'The Welsh language is an essential part of the cultural identity and character of Wales. A living language: A language for living will reflect the vision of a Government determined to see the Welsh language thrive. A key area of the strategy is to work with local authorities to identify and advertise more Welsh-medium childcare opportunities with the aim that provision meets demand'.  
*Nurturing Children Supporting Families Feb 2011*

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

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

Skills for Care and Development (Care Council for Wales) undertake to raise awareness and the need to promote equality and value diversity to employers, training providers and learners to try and encourage local recruitment to reflect the community, through the delivery of this 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 framework and for monitoring equality of opportunity, primarily by the analysis of DfES statistical returns (LLWR). Where questions arise concerning policy and practice, the Sector Skills Council will work closely with the local DfES regional office concerned to identify causes and to implement positive action where appropriate. |

# On and off the job training

## Summary of on- and off-the-job training

Pathway One : Management Adults : 1640 hours

GLH for Diploma in Health and Social Care Services (Adult's Management) 689 hours

GLH Essential Skills Qualifications 2 skills = 120 hours **No ICT or Digital Literacy now required**

All Training hours are delivered within contracted hours (on the job experience, modelling and development = 831 hours)

Pathway Two: Adult Residential Care : 1640 hours

GLH for Diploma in Health and Social Care Services (Adult's Residential Management) 685 hours

GLH Essential Skills Qualifications 2 skills = 120 hours No ICT or Digital Literacy now required

All Training hours are delivered within contracted hours (on the job experience, modelling and development = 835 hours)

Pathway 3: Children and Young People's Residential Care : 1640 hours

GLH for Diploma in Health and Social Care Services (Children and Young People's Residential Management) 619 hours

GLH Essential Skills Qualifications 2 skills = 120 hours No ICT or Digital Literacy now required

All Training hours are delivered within contracted hours (on the job experience, modelling and development = 901 hours)

Pathway 4: Children and Young People's Management : 1640

GLH for Diploma in Health and Social Care Services (Children and Young People's Management) 635 hours

GLH Essential Skills Qualifications 2 skills = 120 hours No ICT or Digital Literacy now required

All Training hours are delivered within contracted hours (on the job experience, modelling and development = 885 hours)

On and off the job training hours:

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager;
- must allow training support via a tutor, teacher, mentor or manager;
- are delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; provide examples from the sector as to how this will be delivered in the "how this requirement will be met" in the off the job and on the job sections.

## Off-the-job training

OFF THE JOB LEARNING HOURS FOR Pathway One : Adult's Management: 320 Hours

Learning to underpin knowledge requirements: 80 hours

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

## ESW 180 hours

OFF THE JOB LEARNING HOURS FOR Pathway One : Adult's Residential Management: 320 Hours

Learning to underpin knowledge requirements: 80 hours

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

ESW 180 hours

OFF THE JOB LEARNING HOURS FOR Pathway One : Children and Young People's Residential

Management: 320 Hours

Learning to underpin knowledge requirements: 80 hours

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

ESW 180 hours

OFF THE JOB LEARNING HOURS FOR Pathway Two : Children and Young People's Management :

320 Hours

Learning to underpin Knowledge hours : 100 hours

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

ESW 180 hours

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 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 can be recognised using a QCF Credit transfer (where appropriate) or by 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](http://www.qcda.gov.uk/resources/4374.aspx)

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

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

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 practiced, demonstrated and assessed in a real work environment.

#### How this requirement will be met

##### How this requirement will be met

Off the job training is defined as any activity that takes the learner away from their normal working duties.

It might include:

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

This Professional Framework and the QCF Diploma's at its centre, underline the importance of the integration of knowledge into practice to ensure competence and protect public confidence and safety. Some of this may well be completed (or have been completed) within previous education and training which is a requirements to register with the workforce regulator, the Care Council for Wales and be the registered manager for CSSIW.

The assessment of competence is made in real work settings by skilled and occupationally competent assessors who also have additional qualifications in the assessment of competence, and are accepted as qualified by the awarding organisation. Awarding organisations also retain quality assurance and external verifying responsibilities for the diplomas within this framework, against the Skills for Care and Development assessment principles.

## On-the-job training

**On-the-job training** includes workplace activity where skills are being applied in the course of a

learner's normal work duties.

### **For Pathway 1 : Leadership for Health and Social Care (Adults' Management)**

For a learner new to the role, it is expected that they will require hours **1380** hours on-the-job training to become fully competent.

### **For Pathway 2: Leadership for Health and Social Care (Adults' Residential Management)**

For a learner new to the role, it is expected that they will require **1380** hours on-the-job training to become fully competent

### **For Pathway 3: Leadership in Health and Social Care (Children and Young People's Residential Management)**

For a learner new to the role, it is expected that they will require **1380** hours on-the-job training to become fully competent.

### **For Pathway 4: Leadership in Health and Social Care (Children and Young People's Management)**

For a learner new to the role, it is expected that they will require **1380** hours on-the-job training to become fully competent.

## **How this requirement will be met**

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

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

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

These might include:

- Supporting individuals or groups of people (including staff);
- Planning and completing activities;
- Undertaking roles and tasks as required by your employer;
- Observations, modelling and mentoring by more experienced staff and providing these activities to your own staff,
- Planning attending and leading staff meetings and in situ training

- Recording information;
- Liaison with other professionals and preparing reports or charts;
- Attending (and delivering) supervision sessions with managers/mentors/ staff to discuss performance and development in relation to the work environment;
- Attendance at meetings relating to service users (to observe or participate).

The assessment principles for the Diplomas at the heart of this 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.

On-the-job training hours are both planned, reviewed and evaluated jointly between the learner 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 learner.

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

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

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. |

# 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
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## 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, 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 levels 5: LM2c Develop professional supervision practice in health and social care or children and young people's work settings **SHC 52 Promote Professional Development**. 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.

## 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-  
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