

Level 3, Pathway 3: Residential Childcare

Description of this pathway

Residential Childcare pathway (level 3 pathway for those working with children and young people in residential settings)

Total minimum credit value for this pathway is 79 credits:

- Combined competence and knowledge qualification - 61 credits (minimum)
- Maths, English and ICT (transferable skills) - 15 credits
- ERR qualification - 3 credits

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

The Children's Homes (England) Regulations (2015) state that any individual working in residential childcare 'has the appropriate experience for the work that the individual is to perform' (para 32.3 b). It is therefore likely that learners will be aged 18 or over , but this will be at the discretion of the registered manager rather than a legal requirement.

It is possible that learners may come to this pathway without any prior qualifications. However, as the level of this pathway (level 3) determines that the apprentice should be working at a level where they may either be working on their own or supervising others, the apprentice should have prior experience of the sector and be employed in a position whereby they would be able to demonstrate the competencies required at this level.

Where an apprentice has previously completed the Intermediate Apprenticeship for the Children and Young People's Workforce or the Level 2 Certificate for the Children and Young People's Workforce as a stand-alone qualification, there may be opportunity for credit accumulation and transfer (CAT) against the combined qualification contained in the Advanced Apprenticeship. This is dependent on which optional units the learner completed at level 2.

Job title(s)	Job role(s)
Residential Childcare Worker	Working in settings such as residential care homes, residential special schools, therapeutic communities, secure children's homes, shared care and short break settings. Responsible for promoting a caring, healthy, stimulating, safe, secure environment for children and young people in their care.

Combined qualifications available to this pathway

B1 - Level 3 Diploma for Residential Childcare (England)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/4852/4	NCFE CACHE	61	466 - 513	N/A
B1b	601/5268/0	City & Guilds	61	466 - 513	N/A
B1c	601/5174/2	FAQ	61	466 - 513	N/A
B1d	601/5369/6	HABC	61	466 - 513	N/A
B1e	601/5266/7	IAO	61	466 - 513	N/A
B1f	601/5383/0	OCR	61	466 - 513	N/A
B1g	601/5402/0	Pearson BTEC	61	466 - 513	N/A
B1h	601/4840/8	Skillsfirst	61	466 - 513	N/A

Relationship between competence and knowledge qualifications

There are no separate knowledge qualifications for this framework. The following mandatory units (below) from the combined knowledge/skills qualification provide the knowledge only elements:

- RCC 3.1 Understand the development of children and young people in residential childcare (3 credits)
- RCC 3.2 Understand how to safeguard and protect children and young people in residential childcare (7 credits)
- RCC 3.3 Understand how to support children and young people who have experienced harm or abuse (3 credits)
- RCC 3.8 Understand how to support positive outcomes for children and young people in residential childcare (2 credits)

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Consultation with the Early Learning and Childcare sector was held during Summer 2010. From this consultation it was determined that ICT is relevant to effective performance in the sector. ICT has therefore been included as a mandatory element of the Children and Young People's Workforce framework.

Progression routes into and from this pathway

Progression into this pathway:

Residential childcare workers need to be a minimum of 18 years old (see Entry Requirements) and would ideally have some previous experience in a related setting.

It is not a necessity to gain the Intermediate Apprenticeship for the Children and Young People's Workforce or the L2 Certificate for the Children and Young People's Workforce in order to access the Advanced Apprenticeship.

It is possible that learners may come to this pathway without any prior qualifications; however, as the level of this pathway (L3) determines that the apprentice should be working at a level where they may either be working on their own or supervising others, the apprentice should have prior experience of the sector and be employed in a position whereby they would be able to demonstrate the competencies required at this level.

There are many vocationally related qualifications (at this level and at level 2) which do not confer occupational competence; however, these qualifications would provide a good level of underpinning knowledge for this pathway, e.g. Level 2 National Award in Health and Social Care, Level 3 Advanced GCE in Health and Social Care.

Progression from this pathway:

This pathway provides the suitable level of occupational competence to meet minimum regulatory and registration requirements for the sector.

Achievement of this pathway will enable apprentices to access higher level jobs within the sector, e.g. senior residential childcare worker, advanced practitioner in residential childcare, senior support worker in residential childcare.

There is also opportunity for apprentices to go on to further study at higher levels, particularly working towards

- Level 5 Diploma in Leadership and Management for Residential Childcare
- Foundation Degrees in Health & Social Care or Therapeutic care

For further information see the Professional Pathways model for residential childcare at <http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/social-care/professional-pathways-etool/>

More academic qualifications are available at graduate level (e.g Degree in Social Work) for an apprentice who wishes to progress in this way.

Currently there is no Higher Apprenticeship available for this part of the sector, but plans are being explored to develop an Apprenticeship Standard for managers in residential childcare.

UCAS points for this pathway: N/A

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

The ERR element of this framework will be met by completion of an externally assessed and verified qualification which covers all nine of the national outcomes/standards required by SASE. To achieve the ERR national outcomes the apprentice must demonstrate that he/she:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

All apprentices must complete one of the following qualifications (mandatory requirement):

- NCFE CACHE L2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 600/0046/6
- C&G L2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 501/1723/3
- Pearson Edexcel L2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 501/1589/3
- NCFE L2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 600/0061/2
- OCR L2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 501/1444/X
- FAQ L2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 600/0342/X
- Skillsfirst L2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 600/1391/6
- Ascentis L2 Award in Employment Responsibilities and Rights in Health, Social Care or

Children and Young People's Settings - 600/1447/7

- IAO Level 2 Award in Employment Rights and Responsibilities in Health, Social Care or Children and Young People's Settings - 600/5593/5
- HABC Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 600/3828/7
- TQUK Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 601/4052/5
- Gateway Qualifications Level 2 Award In Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings 601/6853/5
- NOCN Level 2 Award In Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings - 601/7481/X
- BIIAB Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 601/6473/6
- ICQ Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 600/6575/8
- Focus Awards Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (QCF) - 601/7689/1

If an apprentice has previously completed the ERR Award, providing this can be evidenced, they will not be required to complete this again.

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

How equality and diversity will be met

The challenge for the children and young people's workforce is that there are, unfortunately, a number of perceived and real barriers linked with working in parts of the children's workforce, mainly around working in the early learning and childcare sector. These include the perception that men should not work with young children (the workforce is predominantly white and female), that it is poorly paid, and that there is no need to be qualified. These are not issues experienced solely by the workforce in England but affects partner Nations across the UK.

The sector has worked for a long time to overcome these barriers and some success has been made with regard to recruiting more men into the sector (including via Apprenticeships) and the regulatory requirements stipulating the minimum levels of qualifications held by those working in the sector has helped push up the numbers of qualified workers. There is also the ambition to have a level 3 minimum qualified, graduate-led workforce which is also helping raise the workforce above and beyond level 2.

As the workforce has become more professionalised, rates of pay have increased. Parents are much more aware of the impact that having well qualified, well-motivated workers has on their children's development. However, the sector is still comparatively low-paid.

This framework will help to address the gender imbalance through open recruitment processes and should actively encourage apprentices from a wide range of backgrounds, regardless of gender, ethnic origin, religion/belief, sexual orientation or disability, who have the appropriate qualities to work with children and young people.

The framework also helps to support the progression of the workforce from level 2 qualifications and opens up opportunities to go on to higher education.

All partners involved in the delivery of the Apprenticeship – National Apprenticeship Service (NAS), providers, assessment centres and employers must be committed to a policy of equal opportunities with a stated equal opportunities policy and procedure.

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:

- The Equality Act 2010
- Health & Social Care Act 2008
- The Sex Discrimination Act, 1975 and Code of Practice
- The Race Relations Act, 1976 and Code of Practice
- Race Relations (Amendment) Act 2000

- The Disability Discrimination Act, 1995 and Code of Practice
- Data Protection Act 1998
- Employment Right Act 1996
- The Gender (Re-assignment) Act 1999
- Harassment Act 1997
- 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
- Proposed Code of Practice – Recruitment & Employment of Gay Men & Lesbians

The apprentice's knowledge about equal opportunities policies and procedures can be used as evidence for the Employment Responsibilities and Rights component and parts of the knowledge qualification.

Providers will monitor equality of opportunity practice and procedures within their own organisation and take positive action when necessary. It is also recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion.

The Sector Skills Councils will retain overall responsibility for the development of the Apprenticeship and for monitoring equality of opportunity, primarily by the analysis of NAS statistical returns. Where questions arise concerning policy and practice, the Sector Skills Councils will work closely with the local NAS office concerned to identify causes and to implement positive action where appropriate.

On and off the job guided learning (England)

Total GLH for each pathway

Intermediate Apprenticeship for the Children & Young People's Workforce:

The total minimum amount of GLH for this pathway is 510. This includes both on and off the job GLH. It is estimated that the average time to complete this pathway is 12 months.

Advanced Apprenticeship for the Children and Young People's Workforce - Early Years Educator pathway 1:

The total minimum amount of GLH for this pathway is 400. This includes both on and off the job GLH. It is estimated that the average time to complete this pathway is 20 months.

Children and Young People's Social Care pathway 2:

The total minimum amount of GLH for this pathway is 725. This includes both on and off the job GLH. It is estimated that the average time to complete this pathway is 20 months.

Residential Childcare pathway 3:

The total minimum amount of GLH for this pathway is 749. This includes both on and off the job GLH. It is estimated that the average time to complete this pathway is 20 months.

For apprentices aged between 16-18, the Apprenticeship must last at least 12 months. For apprentices aged 19 and over, the Apprenticeship must be at least 12 months, unless relevant prior learning is recorded. Where this is the case, Apprenticeship will not be less than six months and must include new skills and new learning.

GLH are delivered during contracted working hours and the recommended working week for an apprentice is 30 hours. Where the employment pattern is part time, apprentices must work a minimum of 16 hours a week with the Apprenticeship extended in order to complete the GLH.

GLH must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor and manager and facilitate access as and when required by the apprentice either to a tutor, teacher, mentor or manager. GLH must be 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.

Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Where an apprentice has previously achieved accredited components of the framework prior to enrolling for this apprenticeship, GLH from those qualifications may be counted towards the minimum requirements.

Where an apprentice completes an Apprenticeship part way through a 12 month period (clearly after the minimum regulatory duration requirements have been met), an apprentice must receive a proportion of the annual minimum of 280 GLH, which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

Minimum off-the-job guided learning hours

Intermediate Apprenticeship for the Children & Young People's Workforce:

The off the job GLH for this pathway should be a minimum of 296. This equates to approximately 58% which exceeds the minimum requirement of 30% or 100GLH/yr. It should be noted that this GLH includes all listed elements of the framework PLUS wider learning and development activities an apprentice would be expected to experience throughout 12 months in employment.

Advanced Apprenticeship for the Children and Young People's Workforce - Early Years

Educator pathway 1:

The off the job GLH for this pathway should be a minimum of 231. This equates to approximately 57% which exceeds the minimum requirement of 30% or 100GLH/yr. It should be noted that this GLH includes all listed elements of the framework PLUS wider learning and development activities an apprentice would be expected to experience throughout 12 months in employment.

Children and Young People's Social Care pathway 2:

The off the job GLH for this pathway should be a minimum of 372. This equates to approximately 51% which exceeds the minimum requirement of 30% or 100GLH/yr. It should be noted that this GLH includes all listed elements of the framework PLUS wider learning and development activities an apprentice would be expected to experience throughout 20 months of employment. It would be expected that at least 200GLH would take place in the first 12 months.

Residential Childcare pathway 3:

The off the job GLH for this pathway should be a minimum of 283. This equates to approximately 38% which exceeds the minimum requirement of 30% or 100GLH/yr. It should be noted that this GLH includes all listed elements of the framework PLUS wider learning and development activities an apprentice would be expected to experience throughout 20 months of employment. It would be expected that at least 200GLH would take place in the first 12 months.

How this requirement will be met

Delivery and recording of off the job GLH

Evidence for GLH is generated by one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; supervision; collaborative/networked learning with peers; guided study, completion of workbooks under guidance and collation of evidence by the apprentice for the qualifications under guidance.

The apprentice will be expected to be away from the immediate pressures of the workplace in order to develop the knowledge required for the job role, e.g. access to a computer during working hours, day release, block release, web based learning, mentoring.

Evidence of completion of off the job training:

The Universal Declaration and Authorisation Form require Apprentices to tick to acknowledge that they have received the minimum levels of GLH, as required by their framework.

Minimum on-the-job guided learning hours

Intermediate Apprenticeship for the Children and Young People's Workforce:

The remaining 214 GLH will be completed through on the job hours over the 12 months for completion of this framework. Evidence will include demonstrating occupational competence, coaching sessions and performance reviews, mentoring, assessment of competence, the building of portfolios, keeping diaries/logs, peer review discussions.

Advanced Apprenticeship for the Children and Young People's Workforce Early Years Educator pathway 1;

The remaining 169 GLH will be completed through on the job hours. Evidence will include demonstrating occupational competence, coaching sessions and performance reviews, mentoring, assessment of competence, the building of portfolios, keeping diaries/logs, peer review discussions.

Children and Young People's Social Care pathway 2:

The remaining 353GLH will be completed through on the job hours. Of these, at least 80 GLH should be completed within the first 12 months to ensure the minimum total 280 GLH is completed in the first year.

Residential Childcare pathway 3:

The remaining 466 GLH will be completed through on the job hours. Of these, at least 80 GLH should be completed within the first 12 months to ensure the minimum total 280 GLH is completed in the first year.

Evidence will include demonstrating occupational competence, coaching sessions and performance reviews, mentoring, assessment of competence, the building of portfolios, keeping diaries/logs, peer review discussions.

How this requirement will be met

This requirement will be met by the apprentices undertaking their daily job roles, gaining technical experience and acquiring the knowledge required to complete the additional knowledge based requirements detailed in the framework.

On the job GLH must be recorded in a diary or portfolio, or by some method agreed between the apprentice and assessor.

There is no requirement under SASE for achievement of GLH to be evidenced at point of claiming completion certificate. The Universal Declaration and Authorisation Form requires apprentices to tick to acknowledge that they have received the minimum levels of GLH as required by their framework but ACE (Apprenticeship Certification England) does not require this to be evidenced.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Apprentices must achieve the standard of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes. For more information on these, please see: <http://we.barchive.nationalarchives.gov.uk/20110223175304/http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/personal-learning-and-thinking-skills/index.aspx>

Each PLTS has been mapped against each of the units from the main qualifications for Intermediate level and for pathway 2 (Children and Young People's Social Care) at Advanced Level in this framework. Opportunities for demonstrating each PLTS has been identified, allowing centres to assess and evidence where the apprentice has met each PLTS. The mapping document is available alongside this framework [here](http://www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Apprenticeships/Framework-certificate.aspx). (www.skillsforcare.org.uk/Qualifications-and-Apprenticeships/Apprenticeships/Framework-certificate.aspx). Centres may wish to use this as the basis for recording the assessment and achievement of PLTS or they may wish to design their own but centres must provide evidence that each PLTS has been formally assessed and achieved in order to claim certification for this framework.

Where training providers already deliver accredited PLTS specific units or qualifications, they can continue to do so and must provide evidence of their achievement (i.e. a copy of the certificate).

(Please note the PLTS have not been mapped to The Early Years Educator Pathway 1 or Residential Childcare Pathway 3.)

Creative thinking

Creative thinkers (CT)

Focus: Apprentices think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Learning outcomes - Apprentices:

CT1 generate ideas and explore possibilities

CT2 ask questions to extend their thinking

CT3 connect their own and others' ideas and experiences in inventive ways

CT4 question their own and others' assumptions

CT5 try out alternatives or new solutions and follow ideas through

CT6 adapt ideas as circumstances change.

Independent enquiry

Independent enquirers (IE)

Focus: Apprentices process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Learning outcomes - Apprentices:

IE1 identify questions to answer and problems to resolve

IE2 plan and carry out research, appreciating the consequences of decisions

IE3 explore issues, events or problems from different perspectives

IE4 analyse and evaluate information, judging its relevance and value

IE5 consider the influence of circumstances, beliefs and feelings on decisions and events

IE6 support conclusions, using reasoned arguments and evidence

Reflective learning

Reflective learners (RL)

Focus: Apprentices evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Learning outcomes - Apprentices:

RL1 assess themselves and others, identifying opportunities and achievements

RL2 set goals with success criteria for their development and work

RL3 review progress, acting on the outcomes

RL4 invite feedback and deal positively with praise, setbacks and criticism

RL5 evaluate experiences and learning to inform future progress

RL6 communicate their learning in relevant ways for different audiences.

Team working

Team Workers (TW)

Focus: Apprentices work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Learning outcomes - Apprentices:

TW1 collaborate with others to work towards common goals

TW2 reach agreements, managing discussions to achieve results

TW3 adapt behaviour to suit different roles and situations, including leadership roles

TW4 show fairness and consideration to others

TW5 take responsibility, showing confidence in themselves and their contribution

TW6 provide constructive support and feedback to others

Self management

Self-managers (SM)

Focus: Apprentices organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Learning outcomes - Apprentices:

SM1 seek out challenges or new responsibilities and show flexibility when priorities change

SM2 work towards goals, showing initiative, commitment and perseverance

SM3 organise time and resources, prioritising actions

SM4 anticipate, take and manage risks

SM5 Deal with competing pressures, including personal and work-related demands

SM6 Respond positively to change, seeking advice and support when needed

SM7 Manage their emotions, and build and maintain relationships

Effective participation

Effective participants (EP)

Focus: Apprentices actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Learning outcomes - Apprentices:

EP1 discuss issues of concern, seeking resolution where needed

EP2 present a persuasive case for action

EP3 propose practical ways forward, breaking these down into manageable steps

EP4 identify improvements that would benefit others as well as themselves

EP5 try to influence others, negotiating and balancing diverse views to reach workable solutions

EP6 act as an advocate for views and beliefs that may differ from their own.

Additional employer requirements

Please note that these are requirements expected of those working in the sector, as determined by employers in the sector, but they are not a condition of completion under SASE, and as such are not required in order to claim certification against this framework. It should also be noted that, as additional employer requirements, these elements are not eligible to draw down public funding from the funding agencies, therefore there may be additional cost implications for employers.

Induction Standards:

In addition to the ERR Award, all entrants to the children and young people's workforce should also complete the CWDC Induction Standards with their employer within six months of becoming employed. Evidence gathered as part of the Induction Standards will assist in achievement of the ERR Award.

A version of the CWDC Induction Standards Workbook for completion by the learner and guidance for the employer and inductee is available through the 'induction standards material' link from the archived web pages of CWDC which can be found here

<http://webarchive.nationalarchives.gov.uk/20120119192332/cwdcouncil.org.uk/induction-standards>

If an apprentice has previously completed the Induction Standards, providing they are still in the same job role with the same employer, they will not be required to complete these again. However, whenever an employee changes job role or employer, regardless of how long they have been in the workforce, they should complete the Induction Standards for that new role/employer.

Food Safety and First Aid:

Based on employer demand, all apprentices completing any of the pathways at Intermediate or Advanced levels in this framework should gain a L2 food safety certificate and a first aid certificate. For those working in the Early Learning and Childcare sector, this should be a paediatric first aid certificate.

For those working in the Early Learning and Childcare sector this can be any Paediatric First Aid qualification which meets the following Sure Start Criteria:

Sure Start Criteria for paediatric first aid courses for Early Years and Childcare settings

Generalist first aid certificates that are the normal requirements for employers, although required in work settings, are not sufficient for working with young children and babies. For

settings covering only 12-16 years olds an adult first aid certificate is appropriate.

Criteria Description

- 1 Training should be designed for workers caring for children in the absence of their parents
- 2 The training leading to a certificate or a renewal certificate should be a minimum of 12 hours
- 3 The first aid certificate is renewed every 3 years
- 4 Resuscitation and other equipment should include baby, and junior models as appropriate
- 5 Training should cover appropriate contents of first aid kit for babies and children
- 6 Training should include recording accidents and incidents

Mandatory learning outcomes:-

- a. Planning for first aid emergencies involving babies and children
- b. Dealing with emergencies involving babies and children
- c. Resuscitating babies and children
- d. Recognising and dealing with shock in babies and children
- e. Recognising and responding appropriately to anaphylactic shock in babies and children.
- f. Recognising and responding appropriately to electric shock in babies and children.
- g. Recognising and responding appropriately to bleeding in babies and children
- h. Responding appropriately to burns and scalds in babies and children.
- i. Responding appropriately to choking in babies and children.
- j. Responding appropriately to suspected fractures in babies and children.
- k. Responding appropriately to head, neck and back injuries in babies and children.
- l. Recognising and responding appropriately to cases of poisoning in babies and children.
- m. Responding appropriately to foreign bodies in eyes, ears and noses of babies and children.
- n. Responding appropriately to eye injuries in babies and children
- o. Responding appropriately to bites and stings in babies and children
- p. Responding appropriately with effects of extreme heat and cold in babies and children.
- q. Responding appropriately to febrile convulsions in babies and young children.
- r. Recognising and responding appropriately to the emergency needs of babies and children with chronic medical conditions including: - epilepsy, asthma, sickle cell, diabetes
- s. Recognising and responding appropriately to meningitis and other