

# apprenticeship FRAMEWORK

## Children and Young People's Workforce (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies both to new Apprenticeship starts from 21 September 2018 and all Apprenticeships commenced before and not completed by 21 September 2018.

For more details of the changes please read the following preface page to the framework document.

### Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04456](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04456)

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## CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 21 SEPTEMBER 2018.

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies both to new Apprenticeship starts from 21 September 2018 and all Apprenticeships commenced before this date and not completed by 21 September 2018.

The SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements. This now allows for the acceptance of a wider range of UK-wide qualifications and also certain international qualifications, where these are supported by a suitable NARIC Statement of Comparability.

Full details relating to the exceptions eligibility criteria are contained in:

Section 5 of SASE for Intermediate Level Apprenticeships  
Section 31 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements.

Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

**Please note that the Transferable Skills tables within this document have not been updated to reflect the recent SASE changes and do not include the expanded range of acceptable qualifications. Refer to SASE for a full list of acceptable qualifications.**

The updated version of SASE can be accessed here:

<https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england>

# Children and Young People's Workforce (England)

## Contents

Framework summary .....	4
Framework information .....	6
Contact information .....	7
Revising a framework .....	8
Purpose of the framework .....	9
Entry conditions .....	14
Level 2: Intermediate Apprenticeship for the Children and Young People's Workforce .....	16
Pathway 1: Children and Young People's Workforce .....	17
Level 3: Advanced Apprenticeship for the Children and Young People's Workforce .....	29
Pathway 1: Early Years Educator .....	30
Pathway 2: Children and Young People's Social Care .....	45
Pathway 3: Residential Childcare .....	56
Equality and diversity .....	68
On and off the job guided learning .....	70
Personal learning and thinking skills .....	74
Additional employer requirements .....	77

# Framework summary

## Children and Young People's Workforce

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

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 2 include:

##### Pathway 1: Children and Young People's Workforce

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - L2 Certificate for the Children and Young People's Workforce

B2 - \*Level 2 Diploma for the Early Years Practitioner

B3 - \*Level 2 Diploma in Children's Play, Learning and Development (Early Years Practitioner)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

## Children and Young People's Workforce

### Advanced Apprenticeship for the Children and Young People's Workforce

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 3 include:

##### Pathway 1: Early Years Educator

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 3 Diploma for the Early Years Workforce (Early Years Educator)

**This pathway also contains information on:**

- Employee rights and responsibilities

- Functional skills

### **Pathway 2: Children and Young People's Social Care**

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - L3 Diploma for the Children and Young People's Workforce

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

### **Pathway 3: Residential Childcare**

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 3 Diploma for Residential Childcare (England)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

# 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: 27	<b>This framework includes:</b>
Framework ID: FR04456	Level 2 Level 3
Date this framework is to be reviewed by: 30/09/2016	This framework is for use in: <b>England</b>

## Short description

- This framework is to develop knowledge and skills relating to the Children & Young People's Workforce (Early Years Educator; Children's Social Care; Residential Childcare).
- At L2 (Intermediate Apprenticeship), the qualification confirms competence **under supervision** in these areas and serves as a progression pathway to the required qualification at level 3 and above for registration and regulatory requirements in the sector.
- At L3 (Advanced Apprenticeship), the qualification confirms competence in this area and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the early learning and childcare sector, children's social care and residential childcare.

# Contact information

## Proposer of this framework

The National College for Teaching and Leadership (taking over responsibility for this framework following closure of the Children's Workforce Development Council (CWDC)).

### Developer of this framework

Name:  
Organisation: The National College for Teaching and Leadership (now DfE)  
Organisation type: Standard Setting Body  
Job title:  
Phone:  
Email:  
Postal address:  
Website: <https://www.education.gov.uk/contactus/dfe>

### Issuing Authority's contact details

Issued by: Skills for Care & Development  
Issuer contact name: Sue Johnson  
Issuer phone: 0113 2411200  
Issuer email: [sscinfo@skillsforcareanddevelopment.org.uk](mailto:sscinfo@skillsforcareanddevelopment.org.uk)

# Revising a framework

## Contact details

Who is making this revision: Peter Barron  
Your organisation: Skills for Care  
Your email address: [slqa@skillsforcare.org.uk](mailto:slqa@skillsforcare.org.uk)

## Why this framework is being revised

To add in new obligatory qualifications complying with the DfE's requirements for level 2 Early Years' Practitioners which came into force on 1 September 2019.

## Summary of changes made to this framework

Three new qualifications added and one removed.

### Qualifications removed

NOCN Level 2 Award In Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings - 601/7481/X

### Qualifications added

TQUK Level 2 Diploma for the Early Years Practitioner (RQF) (603/5096/9)

Innovate Awarding Level 2 Diploma for the Early Years Practitioner (603/4814/8)

SkillsFirst Level 2 Diploma for the Early Years Practitioner (RQF) (603/5179/2)

### Qualifications that have been extended

*(no information)*



# Purpose of this framework

## Summary of the purpose of the framework

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

This framework is to develop knowledge and skills relating to the Children & Young People's Workforce (i.e. those working with children aged 0-19, primarily within Early Learning & Childcare; Children's Social Care; Residential Childcare). This framework is suitable for those looking to join the Children & Young People's Workforce and also those already working in the sector.

It should be noted that this framework is not the most appropriate framework for those working in/looking to work in playwork or teaching support services (please see Skills Active or TDA frameworks). It is however the most appropriate framework for those delivering the Early Years Foundation Stage within maintained school settings.

The Children and Young People's Workforce:

There are approximately 2.7 million people working with children and young people in England. As defined in Building Brighter Futures: next steps for the Children's Workforce in April 2008, this includes volunteers and people who work with children and young people all the time, or who do so as part of jobs which also involve working with adults.

The children and young people's workforce makes up approximately 10% of the labour market in England and includes people working in all sectors of the economy. A large number are public sector employees, including in schools, colleges, local authorities and the NHS. Many work in the private sector – particularly in early years, but there are private providers in all areas of services to children and young people. And a growing part of the children and young

people's workforce is employed, or volunteers, in the third sector which is playing an increasing role in the delivery of all services to children and young people, particularly those for the most vulnerable children, young people and families.

(Source: 2020 Children and Young People's Workforce Strategy, 2008)

[webarchive.nationalarchives.gov.uk/20100202084034/http://dcsf.gov.uk/everychildmatters/strategy/childrenandyoungpeoplesworkforce/workforcestrategy/](http://webarchive.nationalarchives.gov.uk/20100202084034/http://dcsf.gov.uk/everychildmatters/strategy/childrenandyoungpeoplesworkforce/workforcestrategy/)

#### Early Years / Childcare:

There are approximately 360,300 staff working in non-maintained childcare settings (e.g. full day care, childminders, sessional day care, etc) and there are approximately 117,300 staff working in maintained early years provision (i.e. nursery schools, nursery classes or reception classes in schools).

Approximately 73% of paid staff working in childcare have at least a L3 qualification which reflects the previous government's policy aimed at encouraging staff working in under 8's daycare to achieve L3 qualifications, as set out in the Early Years Foundation Stage (EYFS) Statutory Framework.

However, there are still approximately 11% of paid staff working in childcare who have no qualifications.

(Source: Childcare and Early Years Provider Survey 2009 (published July 2010))

[dera.ioe.ac.uk/516/1/Understanding\\_childrens\\_social\\_care\\_workforce\\_research\\_07092010.pdf](http://dera.ioe.ac.uk/516/1/Understanding_childrens_social_care_workforce_research_07092010.pdf)

#### Children's Social Care and Residential Childcare:

There are approx. 38,000 children's residential workers, 3,000 registered managers and 47,000 foster care households in England. (Source: State of the Children and Young People's Workforce report 2010)

[www.gov.uk/government/publications/childcare-and-early-years-providers-survey-2009](http://www.gov.uk/government/publications/childcare-and-early-years-providers-survey-2009)

There are issues of recruitment and retention within both the statutory sector and voluntary and private sectors of the children's social care workforce. These are influenced by pay issues and the nature of the work. However, those in the private and voluntary sector who leave tend to take up employment within the children's sector. It is not clear to what degree this is a continuation of the traditional career pathway from social work assistant into qualified social work. A viable alternative career pathway within social care may impact on the pattern of recruitment and retention. (Source: Understanding the Children's Social Care Workforce - full report July 2010)

[dera.ioe.ac.uk/516/1/Understanding\\_childrens\\_social\\_care\\_workforce\\_research\\_07092010.pdf](http://dera.ioe.ac.uk/516/1/Understanding_childrens_social_care_workforce_research_07092010.pdf)

The EPPE Project (Effective Provision of Pre-school Education) 1997-2003, showed direct links between the quality of pre-school education and care, and child development. Some of the key findings are below:

Key findings over the pre-school period

### Impact of attending a pre-school:

- Pre-school experience, compared to none, enhances all-round development in children.
- Duration of attendance (in months) is important; an earlier start (under age 3 years) is related to better intellectual development.
- Full time attendance led to no better gains for children than part-time provision.
- Disadvantaged children benefit significantly from good quality pre-school experiences, especially where they are with a mixture of children from different social backgrounds.
- Overall disadvantaged children tend to attend pre-school for shorter periods of time than those from more advantaged groups (around 4-6 months less).

### Effects of quality and specific 'practices' in pre-school:

- High quality pre-schooling is related to better intellectual and social/behavioural development for children.
- Settings that have staff with higher qualifications have higher quality scores and their children make more progress.
- Quality indicators include warm interactive relationships with children, having a trained teacher as manager and a good proportion of trained teachers on the staff.
- Where settings view educational and social development as complementary and equal in importance, children make better all round progress.
- Effective pedagogy includes interaction traditionally associated with the term "teaching", the provision of instructive learning environments and 'sustained shared thinking' to extend children's learning.

It is therefore vital that the workforce are able to demonstrate the right qualities and gain the appropriate qualifications in order to support children and young people to gain the best start in life and provide them with a safe and secure environment. This framework will support apprentices to do this.

At L2, the qualification is a generic qualification for the Children and Young People's Workforce and confirms competence under supervision in these areas. This also serves as a progression pathway to the required qualification at level 3 and above for registration and regulatory requirements in the sector.

At L3, the qualification confirms competence in this area and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the early learning and childcare sector.

The qualifications at both Levels 2 and 3 contain a number of units that are shared across related workforces, i.e. children's services, schools support services, health, care and playwork. This supports the development of transferrable knowledge and skills and helps to develop a more flexible workforce.

## CERTIFICATION

## Apprenticeship Certificates England (ACE)

The Federation for Industry Sector Skills and Standards (Federation) (previously known as the Alliance of Sector Skills Councils) is the designated Certifying Authority for Apprenticeships in England. To manage this process the Federation developed a bespoke, online system, known as Apprenticeship Certificates England (ACE).

The ACE system enables apprentices or training providers/employers acting on their behalf, to apply for their Apprenticeship completion certificate. It is a centralised system that meets all of the relevant regulatory and quality assurance requirements of the Apprenticeship certification process. Although the main focus of the system is to certificate Apprenticeships it also aims to reduce the administrative burden of certification and introduce consistency and standardisation across all occupational sectors.

The ACE Support Team operates a dedicated helpline for all ACE users and is available to respond to telephone and e-mail queries Monday to Friday 8.30am to 5pm. 0844 573 2560 The team includes members who provide support with both system processes and quality and regulatory guidance for certification requirements. It also has a team who regularly audit Certification Bodies to ensure that regulatory and quality standards are being adhered to and applied in a consistent manner.

Email: [ace@fisss.org](mailto:ace@fisss.org)

Website: <https://acecerts.co.uk/web/contact-us>

## Aims and objectives of this framework (England)

**The ambition is:** for a world class workforce. By world class we mean a competent, credible, sufficient, and confident workforce who are driven and able, to support and surpass individual needs of all adults, children, their families and carers who use services provided by the sector.

**The role of the framework is** to support employers of this workforce that provides quality social care, children, early years and young people's services across the UK.

**The aim of this framework is:** To support the development of a highly qualified, well skilled workforce within the Children and Young People's sector, and ensure that children and young people accessing services in England gain the best possible care and support.

### Objectives of this framework:

1. To support the development of a workforce that has a shared understanding of the basic requirements for working within the children and young people's workforce (based on the Common Core of Knowledge and Understanding).
2. To ensure that all entrants to the workforce gain the skills and knowledge that will enable them to become an effective member of the workforce and ensure that the safety and well being of children are at the heart of everything they do.

3. To support the development of a flexible workforce in order to help retain those skilled and talented workers within the wider children and young people's workforce.
4. To provide a progression pathway to occupational competence at L3 (and beyond) for those unqualified staff working in the sector or for those looking to join the sector.
5. To provide a progression pathway for staff working in the sector to meet the minimum standards as set out in regulatory and registration requirements.
6. To provide a progression pathway to enable more staff to move towards achieving Early Years Professional Status.
7. To assist in addressing skills gaps around basic literacy, numeracy and ICT.

# Entry conditions for this framework

Learners considering this framework should have an interest in working with children and should be suitable to do so as it is a requirement to undergo an enhanced Disclosure and Barring Service (DBS) check.

Learners will be required to demonstrate competence within their chosen area of the children and young people's workforce and will therefore be required to be employed within the sector.

**NB:** *Under "Standard Completion Conditions" (ASCL Act 2009) learners must be employed in order to undertake an Apprenticeship. Currently self employed workers (e.g. childminders and foster carers) are not able to undertake an Apprenticeship.* It is suggested that those foster carers and childminders who wish to undertake the L3 Diploma for the Children and Young People's Workforce do so as a stand-alone qualification.

There are no formal **qualification** entry requirements in order to access the framework, but learners must complete Functional Skills qualifications for Level 2 (or equivalents) in order to successfully complete the framework.

Despite there being few formal, general entry requirements for this framework, employers and training providers are encouraged to use a range of initial assessment tools and techniques to determine the suitability of candidates to work with children and young people, and their ability to complete the full framework. Ensuring a high quality of candidate will help professionalise the workforce and overcome some of the perceptions around this sector being of low status and poorly paid.

Employers and training providers should ensure the Principles and Values essential for working with children and young people are taken into account when recruiting candidates:

## Principles

- The welfare of the child and young person is paramount.
- Workers contribute to children's care, learning and development, and safeguarding; this is reflected in every aspect of practice and service provision.
- Workers work with parents and families who are partners in the care, learning, development and safeguarding of their children, recognising they are the child's first and most enduring carers and educators.

## Values

- The needs, rights and views of the child are at the centre of all practice and provision.
- Individuality, difference and diversity are valued and celebrated.
- Equality of opportunity and anti-discriminatory practice are actively promoted.
- Children's health and well-being are actively promoted.
- Children's personal and physical safety is safeguarded, whilst allowing for risk and

challenge as appropriate to the capabilities of the child.

- Self-esteem and resilience are recognised as essential to every child's development.
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake.
- Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely.

## Level 2

Title for this framework at level 2

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

### Pathways for this framework at level 2

Pathway 1: Children and Young People's Workforce



## Level 2, Pathway 1: Children and Young People's Workforce

### Description of this pathway

Children and Young People's Workforce (generic, for those working under supervision)

Total minimum credit value for this pathway: 53 credits

- Combined knowledge and competence qualification - 35 credits
- ERR - 3 credits
- Maths (transferable skill) - 5 credits
- English (transferable skill) - 5 credits
- ICT (transferable skill) - 5 credits

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

There are no additional entry requirements for this pathway - please see general framework entry requirements.

Job title(s)	Job role(s)
Early Years Worker/Assistant/ Early Years Practitioner	working under supervision within an early learning/childcare setting, usually caring for young children, e.g. pre-school, childminder, nursery, creche
Care Worker/Assistant	working under supervision in a social care setting with children aged 0-19yrs
Assistant Youth Support & Community Worker	working under supervision with young people in a youth/community setting

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - L2 Certificate for the Children and Young People's Workforce					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/3395/8	NCFE CACHE	35	261-277	
B1b	500/9457/9	City & Guilds	35	267-280	
B1c	500/9940/1	Pearson Edexcel	35	267-280	
B1d	601/4298/4	OCR	35	261-278	
B1e	601/4109/8	Skillsfirst	35	261-297	
B1f	600/0352/2	FAQ	35	267-280	
B1g	601/3421/5	IAO	35	261-277	
B1h	601/4205/4	HABC	35	261-277	
B1i	601/6423/2	TQUK	35	261-277	
B1j	601/7784/6	BIIAB	35	261-277	
B1k	601/7897/8	I Can Qualify (ICQ)	35	261-278	
B1l	601/6088/3	Focus Awards	35	261-277	

## Combined qualifications available to this pathway (cont.)

B2 - *Level 2 Diploma for the Early Years Practitioner					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	603/3723/0	NCFE CACHE	37	293	
B2b	603/4935/9	City and Guilds	47	298	
B2c	603/4999/2	Pearson BTEC	38	258	
B2d	603/5096/9	TQUK	45	300	
B2e	603/4814/8	Innovate Awarding	38	163	
B2f	603/5179/2	SkillsFirst	37	295	

  

B3 - *Level 2 Diploma in Children's Play, Learning and Development (Early Years Practitioner)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B3a	603/0509/5	Pearson BTEC	61	360	

## Relationship between competence and knowledge qualifications

**\*As of 1 September 2019, the level 2 Diploma for the Early Years Practitioner or Level 2 Diploma in Children's Play, Learning and Development (Early Years Practitioner) is a mandatory requirement for those working with Early Years' children.**

There are no separate knowledge qualifications for this framework.

**For those working with children of 6 and over, the following mandatory units from the combined knowledge/skills qualification (below) provide the knowledge-only elements:**

- Child and Young Person Development (2 credits)
- Safeguarding the Welfare of Children and Young People (3 credits)

- Understand Partnership Working in Services for Children and Young People (2 credits)

**NB: An apprentice must choose an additional 3 credits (minimum) from the knowledge only units within the optional unit bank. This will ensure the apprentice meets the minimum 10 credit requirement for knowledge only elements.**

The knowledge only units available within the optional unit bank are:

- Introduction to Duty of Care for Health, Social Care or Children and Young People's Settings - L2 (1 credit)
- Understand Child and Young Person Development - L3 (4 credits)
- Understand How to Safeguard the Welfare of Children and Young People - L3 (3 credits)
- Understand How to Support Positive Outcomes for Children and Young People - L3 (3 credits)
- Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social or Emotional Difficulties - L3 (3 credits)
- Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage - L4 (5 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	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	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	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	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)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	1	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:

There are a number of ways that learners can progress into this pathway. These could include:

- Working within a children or young people's setting (service), either on an employed or voluntary basis, and gaining valuable experience of the sector.
- Undertaking related qualifications at school or after leaving school: e.g. the Society, Health and Development Diploma may provide some good underpinning knowledge and an understanding of the sector. There are also a large number of foundation learning qualifications and vocationally related qualifications available that do not provide occupational competence but do provide good underpinning knowledge for the sector.

Progression **from** this pathway:

This pathway is intended to provide learners with a good starting point within the sector, working under supervision (e.g. pre-school assistant, nursery assistant). However it is expected that learners will progress, either onto the Advanced Apprenticeship pathway or onto the L3 Diploma for the Children and Young People's Workforce as a stand-alone qualification. This will ensure that, as practitioners, they meet the appropriate level of competency, as determined by registration and regulatory requirements. Progression to L3 or Advanced Apprenticeship will also enable them to move to higher levels of work or enable them to work unsupervised, eg. nursery supervisor, childminder, foster carer.

This pathway also provides a good opportunity for learners to move across the wider children's workforce, should they wish to do so. This is possible due to the "commonality" of much of the learning contained within the combined qualification - there are a number of units that are shared across qualifications in related occupations (e.g. schools support services, care, health, playwork).

For more information on working in the children and young people's workforce, see the Dfe website:

[https://www.gov.uk/children s-services](https://www.gov.uk/children-s-services)

- for Early Years - [webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/early-years/childcare-careers](http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/early-years/childcare-careers)
- for Social Care - [www.skillsforcare.org.uk/Care-careers/Starting-a-career-in-social-care/Starting-a-career-in-social-care.aspx](http://www.skillsforcare.org.uk/Care-careers/Starting-a-career-in-social-care/Starting-a-career-in-social-care.aspx)
- for Learning, Development & Support Services - [webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/nos/ccld-level-2](http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/nos/ccld-level-2)
- [webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/nos/ccld-level-3](http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/nos/ccld-level-3)

# 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
- BIIAB Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings - 601/6473/6
- I Can Qualify (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 and Young People's Settings (QCF) - 601/7689/1

## Level 3

Title for this framework at level 3

# Advanced Apprenticeship for the Children and Young People's Workforce

### Pathways for this framework at level 3

Pathway 1:	Early Years Educator
Pathway 2:	Children and Young People's Social Care
Pathway 3:	Residential Childcare

## Level 3, Pathway 1: Early Years Educator

### Description of this pathway

Early Years Educator pathway (L3 pathway for those working in childcare e.g. nurseries, pre-schools, creches, etc) (sector specific, working on own and/or supervising others)

Total minimum credit value for this pathway: 79 credits

- Combined knowledge and competence qualification - 61 Credits
- ERR - 3 credits
- Functional Skills English - 5 credits
- Functional Skills Maths - 5 credits
- Functional Skills ICT - 5 credits

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

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.

Job title(s)	Job role(s)
Nursery Worker/Supervisor	Often working in a supervisory role (but not necessarily) within a nursery/early learning and childcare setting, providing care for young children
Nursery Nurse / Nursery Teaching Assistant	Delivering the Early Years Foundation Stage within a maintained school setting

# 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 3 Diploma for the Early Years Workforce (Early Years Educator)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/2629/2	NCFE CACHE	61	486	N/A
B1b	601/3118/4	City and Guilds	64	356	N/A
B1c	601/2963/3	Pearson Edexcel	64	331	N/A
B1d	601/3816/6	FAQ	65	495	N/A
B1e	601/3890/7	IAO	67	310	N/A
B1f	601/8151/5	Skillsfirst	61	402	N/A
B1g	601/7786/X	BIIAB	64	331	N/A
B1h	601/7670/2	TQUK	62	367	N/A
B1i	601/7898/X	ICQ	64	331-358	N/A

## Relationship between competence and knowledge qualifications

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

City and Guilds 601/3118/4

Y/506/0207 Principles of safeguarding policies and procedures in early years settings (5 credits assigned to knowledge)

M/506/0195 Theories which underpin practice in the early years sector (7 credits assigned to knowledge)

Pearson Edexcel 601/2963/3

Group A

D/506/1231 Understand Children's Early Years Education and Development (9 credits assigned

to knowledge)

F/506/1237 Promote the Health, Safety and Well-being of Children in Early Years Settings (4 credits assigned to knowledge)

IAO 601/3890/7

K/506/5945 Understanding child development (4 credits assigned to knowledge)

H/506/5944 Understanding theories and philosophical approaches to child development (3 credits assigned to knowledge)

A/506/5951 Health and safety and security procedures in early years settings (3 credits assigned to knowledge)

A/506/5531 Continuing professional development for early years practitioners (2 credits assigned to knowledge)

J/506/5533 Supporting children's holistic development (2 credits assigned to knowledge)

T/506/5950 Applying the early education framework (2 credits assigned to knowledge)

M/506/5963 Assessment planning in early years settings (1 credit assigned to knowledge)

H/506/5538 Personal care and wellbeing for children in early years settings (2 credits assigned to knowledge)

F/506/5949 Plan and lead activities and educational programmes (1 credit assigned to knowledge)

A/503/5948 Safeguarding children in early years settings (3 credits assigned to knowledge)

T/506/5947 Supporting children through transitions and significant events (1 credit assigned to knowledge)

K/506/5962 Supporting positive behaviour in children during early years (1 credit assigned to knowledge)

FAQ 601/3816/6

A/506/2600 Understand supporting children's development (3 credits assigned to knowledge)

F/506/2601 Significance of attachment and how to promote it when working with young children (2 credits assigned to knowledge)

J/506/2602 Understand theoretical perspectives of young children's development (4 credits assigned to knowledge)

L/506/2603 Support children to develop holistically (1 credit assigned to knowledge)

Y/506/2605 Support the development of early literacy and mathematics (1 credit assigned to knowledge)

D/506/2606 Support young children through transitions and significant events (2 credits assigned to knowledge)

H/506/2607 Understanding current early education curriculum requirements and the importance of promoting inclusive practice (2 credits assigned to knowledge)

H/506/2607 Planning, leading and reflection on the delivery of the current early education curriculum (1 credit assigned to knowledge)

A/506/2614 Understand modelling and promoting positive behaviour when working with young children (1 credit assigned to knowledge)

R/506/2618 Understand supporting young children with additional needs (2 credits assigned to knowledge)

D/506/2623 Assessment techniques within the requirements of the current early education curriculum (2 credits assigned to knowledge)

R/506/4840 Understand the importance of continuing professional development for the Early Years Educator (1 credit assigned to knowledge)

D/506/4839 Promote legal requirement of health and safety and welfare of young children (1 credit assigned to knowledge)

T/506/2627 Understand legal requirements on safeguarding of young children in early years settings (3 credits assigned to knowledge)

L/506/2634 Working cooperatively with key person, colleagues, parent/carer and other professionals within early years settings (2 credits assigned to knowledge)

R/506/2635 Plan and implement care routines which promote health, wellbeing and healthy lifestyles (1 credit assigned to knowledge)

Y/506/4838 Maintain accurate records, paperwork and respond to accidents and emergency situations (1 credit assigned to knowledge)

D/506/2637 Understand food and nutrition when working with young children (2 credits assigned to knowledge)

H/506/2638 Provide play opportunities for young children in early years settings (1 credit assigned to knowledge)

NCFE CACHE 601/2629/2

L/505/9300 Support healthy lifestyles for children through the provision of food and nutrition (1 credit assigned to knowledge)

A/505/9809 Support healthy lifestyles for children through exercise (1 credit assigned to knowledge)

M/505/9810 Support physical care routines for children (1 credit assigned to knowledge)

T/505/9811 Promote children's emotional well-being (1 credit assigned to knowledge)

A/505/9812 Understand how to support children who are unwell (2 credits assigned to knowledge)

F/505/9813 Understand legislation relating to the safeguarding, protection and welfare of children (3 credits assigned to knowledge)

J/505/9814 Use legislation relating to the health and safety of children (1 credit assigned to knowledge)

L/505/9815 Follow legislation relating to equality, diversity and inclusive practice (1 credit assigned to knowledge)

R/505/9816 Working in partnership (1 credit assigned to knowledge)

Y/505/9817 Understand the value of play in early years (2 credits assigned to knowledge)

D/505/9818 Plan, lead and review play opportunities which support children's learning and development (1 credit assigned to knowledge)

H/505/9819 Promote enabling play environments (1 credit assigned to knowledge)

Y/505/9820 Developing children's emergent literacy skills (1 credit assigned to knowledge)

- D/505/9821 Developing children's emergent mathematical skills (2 credits assigned to knowledge)
- H/505/9822 Support children's transition to school (1 credit assigned to knowledge)
- K/505/9823 Develop children's cognitive skills (1 credit assigned to knowledge)
- M/505/9824 Promote children's speech, language and communication (2 credits assigned to knowledge)
- A/505/9826 Promoting children's physical development (1 credit assigned to knowledge)
- T/505/9825 Promoting children's personal, social and emotional development (1 credit assigned to knowledge)
- F/505/9827 Support children with additional needs (2 credits assigned to knowledge)
- J/505/9828 Use observation, assessment and planning to promote the development of children (3 credits assigned to knowledge)
- L/505/9829 Use longitudinal studies to observe, assess and plan for children's needs (1 credit assigned to knowledge)
- F/505/9830 Engage in Professional Development (1 credit assigned to knowledge)
- Skillsfirst 601/8151/5
- L/507/5030 Support numeracy and literacy development in children (3 credit assigned to knowledge)
- Y/507/5032 Understand and promote child development (5 credit assigned to knowledge)
- F/507/9396 Understand how to safeguard the wellbeing of children and practitioners (5 credit assigned to knowledge)
- J/507/9397 Promote the health and safety of children (4 credit assigned to knowledge)
- T/507/5037 Partnership working with key person, colleagues and other professionals (3 credit assigned to knowledge)
- A/507/5038 Be able to support organisational processes and procedures for recording, storing and sharing information (1 credit assigned to knowledge)
- D/507/9387 Promote the health and well-being of children (3 credit assigned to knowledge)
- L/507/5044 Promote learning and development in the early years (3 credit assigned to knowledge)
- D/507/5047 Promote diversity, equality and inclusion within the early years sector (1 credit assigned to knowledge)
- R/507/9399 Engage in personal development in an early years setting (1 credit assigned to knowledge)
- L/507/9398 Context and principles for early years provision (6 credit assigned to knowledge)
- H/507/9276 Lead and manage a community based early years setting (1 credit assigned to knowledge)
- T/507/9279 Promote the well-being and resilience of children and young people (1 credit assigned to knowledge)
- TQUK 601/7670/2
- R/506/9343 Understand child development (6 credits assigned to knowledge)

Y/506/9344 Support the holistic development of children (1 credit assigned to knowledge)  
K/506/9347 Safeguarding and child protection in early years (4 credits assigned to knowledge)  
T/506/9349 Promote the health, safety and welfare of young children (2 credits assigned to knowledge)  
T/506/9352 Support the health, wellbeing and physical care needs of children in early years settings (1 credit assigned to knowledge)  
F/506/9354 Equality, diversity and inclusion in early years settings (2 credits assigned to knowledge)  
J/506/9355 Support positive behaviour in children (1 credit assigned to knowledge)  
D/506/9345 Support children with additional support needs (1 credit assigned to knowledge)  
H/506/9346 Support attachment when working with children in early years settings (2 credits assigned to knowledge)  
M/506/9348 Support children through transitions (1 credit assigned to knowledge)  
K/506/9350 Plan, lead and evaluate purposeful play activities to support children's learning and development (2 credits assigned to knowledge)  
M/506/9351 Support the development of reading, literacy and mathematical skills in early years settings (1 credit assigned to knowledge)  
A/506/9353 Extending children's learning and thinking in early years settings (1 credit assigned to knowledge)  
L/506/9356 Assessment and observation in early years settings (2 credits assigned to knowledge)  
R/506/9357 Recording, storing, reporting and sharing information in early years settings (1 credit assigned to knowledge)  
Y/506/9358 Working in partnership with colleagues, professionals and key individuals in early years settings (3 credits assigned to knowledge)  
D/506/9359 Continuing professional development in early years education (1 credit assigned to knowledge)

BIIAB 601/7786/X

D/506/1231 Understand Children's Early Years Education and Development (9 credits assigned to knowledge)  
H/506/1232 Implementing Early Years Foundation Stage (3 credits assigned to knowledge)  
K/506/1233 Diversity, Equality and Inclusion in Early Years Settings (1 credit assigned to knowledge)  
T/506/1235 Make Accurate and Productive Use of Assessment in Early Years Settings (1 credit assigned to knowledge)  
A/506/1236 Develop Effective and Informed Professional Practice in Early Years Settings (1 credit assigned to knowledge)  
F/506/1237 Promote the Health, Safety and Well-being of Children in Early Years Settings (4 credits assigned to knowledge)  
J/506/1238 Child Protection and Safeguarding (2 credits assigned to knowledge)  
L/506/1239 Partnership Working in Early Years (1 credit assigned to knowledge)

iCQ 601/7898/X

D/506/1231 Understand Children's Early Years Education and Development (9 credits assigned to knowledge)

F/506/1237 Promote the Health, Safety and Well-being of Children in Early Years Settings (4 credits assigned to knowledge)

H/506/1232 Implementing Early Years Foundation Stage (3 credits assigned to knowledge)

J/506/1238 Child Protection and Safeguarding (2 credits assigned to knowledge)

K/506/1233 Diversity, Equality and Inclusion in Early Years Settings (1 credit assigned to knowledge)

L/506/1239 Partnership Working in Early Years (1 credit assigned to knowledge)

T/506/1235 Make Accurate and Productive Use of Assessment in Early Years Settings (1 credit assigned to knowledge)

A/506/1236 Develop Effective and Informed Professional Practice in Early Years Settings (1 credit assigned to knowledge)

# 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	N/A
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:

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.

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. BTEC First Certificate in Children's Care, Learning and Development (L2); L3 Certificate in Children's Care, Learning and Development.

### Progression **from** this pathway:

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

Achievement of this pathway will enable apprentices to access higher level jobs within the sector, e.g. Nursery Supervisor, Nursery Manager, Pre-school Manager/Co-ordinator, etc. There is also opportunity for apprentices to go on to further study at higher levels, particularly working towards Foundation Degrees in Early Years. This in turn will support the achievement of Early Years Professional Status (Graduate level). See DfE website for further information on:

<https://www.gov.uk/early-years-initial-teacher-training-a-guide-for-providers>

However, if an apprentice wished to do so, more academic qualifications are available at Graduate level.

Currently there is no L4/5 QCF qualification or Higher Apprenticeship available for this sector but these are being explored.

### UCAS points for this pathway: N/A

# 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
- 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.

## Level 3, Pathway 2: Children and Young People's Social Care

### Description of this pathway

Children and Young People's Social Care pathway (L3 pathway for those working with children and young people in social care roles other than residential care)

Total minimum credit value for this pathway is 83 credits.

- Combined competence and knowledge qualification - 65 Credits
- Maths, English and ICT (transferable skills) - 15 credits
- ERR qualification - 3 credits

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

It is essential that anyone wishing to undertake this pathway must be working in the sector.

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 will 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 L2 Certificate for the Children and Young People's Workforce as a standalone 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 L2.

Job title(s)	Job role(s)
Social Care worker with Children and Young People	Social care roles with children and young people in settings other than residential homes, eg supporting a child or young person in their own home, at a contact centre or in a women's refuge. Responsible for promoting a caring, healthy, stimulating, safe environment for children and young people.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - L3 Diploma for the Children and Young People's Workforce					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/3474/4	NCFE CACHE	65	422-486	N/A
B1b	500/9170/0	City & Guilds	65	442-525	N/A
B1c	500/9504/3	Pearson Edexcel	65	442-525	N/A
B1d	601/4314/9	OCR	65	428-492	N/A
B1e	601/4060/4	Skillsfirst	65	422-496	N/A
B1f	601/4425/7	FAQ	65	422-496	N/A
B1g	601/3514/1	IAO	65	443-507	N/A
B1h	601/4206/6	HABC	65	436-507	N/A
B1i	601/6424/4	TQUK	65	442-525	N/A
B1j	601/7785/8	BIIAB	65	443-507	N/A
B1k	601/7899/1	I Can Qualify (ICQ)	65	400-496	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:

- Principles for Implementing Duty of Care (1 credit)
- Understand Child and Young Person Development (4 credits)
- Understand How to Safeguard the Wellbeing of Children and Young People (3 credits)
- Understand How to Support Positive Outcomes for Children and Young People (3 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*	A	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:

Apprentices on this pathway need to have 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 will provide development to the level of occupational competence required for the sector.

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

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

- Foundation Degrees in Health & Social care or Therapeutic care,
- Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF)

or to undertake the CWDC Professional Practice Standards in Children's Residential Care as further Continuing Professional Development (set at level 5).

For further information see the Professional Pathways model 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 level 4/5 QCF qualification or Higher Apprenticeship available for this sector but this may be explored in future.

UCAS points for this pathway: N/A

**UCAS points for this pathway: N/A**

# 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
- 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.

## 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.

# 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 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://cwcouncil.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
- 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://www.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](http://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

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apprenticeship  
**FRAMEWORKS** ONLINE

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)