

## **LEVEL 4 CHILDREN, YOUNG PEOPLE AND FAMILIES PRACTITIONER**

### **Duration of the Apprenticeship**

16 Months

### **Apprenticeship Overview**

As a practitioner you will be working with children, young people and families, including carers, to achieve positive and sustainable change in their lives. You will demonstrate a passion to care for and about children, young people and families.

You will be skilled in recognising and assessing the complex needs that children, young people and families often present. You will agree with the child, young person or family any specific interventions or referrals. Your approach will be one of respectful curiosity that challenges and supports children, young people and families to achieve their potential and stay safe. You will work alongside other professionals and organisations to share the responsibility for improving outcomes.

Each piece of work with a child or family will be different and you will exercise judgement on a range of evidence-based approaches to inform your practice. You will regularly evaluate the effectiveness of your methods and actions. Regular supervision with an experienced practitioner will encourage reflection on your practice. At the end of the apprenticeship the high quality of your practice will be making a real difference to those that you work with.

### **Entry Requirements**

Undertake the Disclosure and Barring Service process and provide the result.

### **Functional Skills**

All apprentices will need to undertake Functional Skills in Maths & English at Level 2 as a mandatory part of their Apprenticeship. Apprentices who have achieved GCSE's or A levels in Maths & English A-C will be exempt from having to complete their functional skills with valid proof of their exemption certificates

### **Qualification Requirements**

As part of working towards the apprenticeship standard you will study towards and achieve the NCFE Level 3 Diploma for Residential Childcare QAN 6014852461 Credits / 513 GLH, 16 mandatory units, 7 optional units.

### **Progression opportunities**

As a Children and Young People's Family Practitioner you could progress further within their vocation specialism and/or into roles involving leadership and management of teams or departments leading to the Level 5 Children and Young People's Family Manager Apprenticeship.

## **Programme Overview**

Apprentices will learn New skills, Knowledge and Behaviours as part of their job role. Apprentices will benefit from teaching and learning on the job putting their skills into practice.

Additionally, apprentices will undertake off the job learning activities and other in work-based duties which will contribute to successful completion of their apprenticeship programme.

Apprentices will receive regular visits from their training assessors and have access to learning resources to support their learning and development on and off the job.

You could be working in a number of settings e.g. a children's home, a residential special school or a secure children's home. The children might be living on their own or in a larger group. You will take the lead in developing and delivering the child's placement plan and will work with the child to support their health, education, social and day to day needs, playing a significant role in helping them to thrive and fulfil their potential.

## **Practitioner in Children's Residential Care**

1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care

### **Knowledge and understanding of:**

- The legislation and compliance requirements for residential care
- The aspirations for a child in residential care
- Group living and group dynamics
- - Legislation and the Code of Practice for Special Educational Needs and Disability

### **Skills**

- Assumes the role of professional parent
- Contributes to creating and reviewing placement plans based on individual need
- - Is able to support traumatised children and young people to live together and make progress

1.b. Work within a team to promote the ethos of the home

### **Knowledge and understanding of:**

- The ethos of the home and how to create and promote it
- - Team dynamics and collaborative approach in residential environment

### **Skills**

- Develops and promotes the ethos of the home
- - Models collaborative team working and the ability to support and appropriately challenge each other

**Knowledge and understanding of:**

- The national systems of social welfare
- Essential networks of agencies and community groups
- Practice and principles of effective multi agency working

**Skills**

- Builds networks with others and contributes to the development and evaluation of interventions
- Challenges interagency non-performance
- Negotiates and navigates the systems of social welfare to secure effective joint outcomes

2.b. In depth understanding of a particular age group, context or family system

**Knowledge and understanding of:**

- Contemporary social issues that affect family life and the care of children and young people
- Detailed understanding of working with a particular group e.g. U5, 5-11, 12+, young adult, parents, families, children with special educational needs and disabilities
- Key ethical and professional aspects of role

**Skills**

- Engages effectively with child, young person and/or family members
- Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk

**End Point Assessment**

The end-point assessment will consist of two assessment methods:

1. Observation of practice
2. A competence interview informed by submission of a portfolio.

**Observation of Practice**

**Key Facts:**

An 80-90 minutes individual observation of the apprentice at work. This includes:

- 10 minute initial briefing session for the apprentice to outline the context of the work about to be undertaken
- The actual observation period will be 55- 60 minutes.
- 15-20 minute clarification question and answer session at the end, for the assessor to gain a clearer understanding of the choices made, the outcomes achieved and to ask the apprentice to reflect on the work undertaken during the observation.
- The observation must be designed to make sure that the apprentice demonstrates the required skills, knowledge and behaviours.
- The observation will consist of a live setting practical example, undertaken at the apprentice's normal place of work. The practical example chosen must show that the needs of a specific child or young person are at the heart of this work. This will utilise the apprentice's skills and link their theoretical knowledge to practical working.
- Graded as fail/pass/distinction.

The purpose of the observation within practice is to assess the competency of the apprentice within their work environment. The observation must afford the opportunity for the apprentice to work with or on behalf of a child or young person as an individual in their own right and as a central part of a family/carer entity and it should allow them to demonstrate the application of their knowledge, skills and behaviours.

The live setting practical example that will be observed should reflect a frequent activity from the apprentice's work activities and should include evidence of the analysis and professional judgement, practical application of and reflection on theories, models and legislation and child centred practice, values and ethical considerations with the child, young person or family.

The purpose of the **Competence Interview** is to ensure that the apprentice understands and can explain the work presented in their portfolio and that there is no plagiarism involved in the work. It is an opportunity for the assessor to discuss with the apprentice the content of the portfolio, allowing them to seek reassurance, where necessary, that the apprentice meets or exceeds the apprenticeship standard. The assessor must not assess the portfolio, but uses it to inform the questioning for the competence interview.

The competence interview is a structured discussion of 55- 60 minutes duration between the apprentice and the independent assessor, focusing on the work covered in the portfolio. It will look at both the work the apprentice has undertaken, the strengths demonstrated and will consider any gaps or weaknesses in knowledge, skills or behaviours. There will be probing questions and discussion about the professional practice undertaken within the course of the apprentice's work, based on the application of the core skills and knowledge and behaviours which will:

- confirm and validate judgements about the quality of work;
- provide evidence for any gaps or perceived weaknesses in skills and knowledge;
- explore aspects of the work, including how and why it was carried out.

The information gained from the discussion will provide a basis for the independent assessor to make a holistic decision about the grade to be awarded.

The range of assessment methods undertaken throughout the apprenticeship, including the on-programme assessments, enables the full range of knowledge, skills and behaviours to be considered.

**End-Point Grading**

<b>Assessment Method</b>	<b>Grading</b>					<b>Weighting</b>
<b>Observation of Practice</b>	If an apprentice fails any one of the assessments it will be deemed to be an overall fail	Pass	Distinction	Pass	Distinction	50%
<b>Competence Interview</b>		Pass	Pass	Distinction	Distinction	50%
<b>Overall Grade Awarded</b>	FAIL	PASS	PASS	PASS	DISTINCTION	