








## **Children, Young People and Families Residential Practitioner**

Level 4 Apprenticeship

# ... Who are we?

We are a government approved training provider, operating for over 20 years who;

-  Give Strong Information, Advice and Guidance to Individuals ensuring they understand the context of their learning and assessment methods.
-  Monthly 121 support sessions with an experienced skills coach who has worked within the childcare sector and share a passion for their vocation.
-  Flexible and bespoke blended delivery models to meet employers and learner needs.
-  Offer fully funded, part funded and commercial options for apprenticeships and diplomas.
-  Provide extensive frontloaded support for employers, line managers and apprentices to ensure apprentices are setup for the best programme start.

# Apprenticeship Standards

- Apprenticeships mix on-the-job training with face-face and online learning
- Provides learners with the **skills**, **knowledge** and **behaviours** related to their job role
- Embedded within the Apprenticeship is the **Level 3 Diploma for Residential Childcare**
- Apprenticeship minimum duration is 12 months, with a recommended programme length of **15 months**
- Apprenticeship standard suitable for those **aged 16+** (no upper limits).
- A **DBS declaration** showing you have undertaken the Disclosure and Barring Service process and can provide the result
- Holistic **End Point Assessment** by an **external EPAO** at the end of your programme, to assess and grade you against the Knowledge, Skills and Behaviours you have developed across your programme.

Children, Young People and Families  
Residential Practitioner (Level 4)

Knowledge, Skills &  
Behaviours

Level 3  
Diploma for  
Residential  
Childcare

Functional  
Skills Level 2  
Maths &  
English



End Point Assessment

# Knowledge, Skills & Behaviours

## Knowledge

- Communication
- Factors that contribute to uncertainty
- Equality and Diversity
- Safeguarding
- Child and young person development
- Meeting needs
- Effective assessment
- Monitoring changes
- Interventions
- Duties, responsibilities, boundaries and ethics
- Theories and guidelines
- Systems and policy frameworks
- Professional judgement
- Ethics, values and challenging self
- Shared goals and outcomes
- Legislation and compliance
- Aspirations for a child
- Group living and dynamics
- Special educational needs and disability
- Ethos of the home
- Team dynamics

## Skills

- Communication
- Encourage individuals to engage positively
- Equality, diversity and inclusion
- Safeguarding and managing risk
- Influences on the individual
- Holistic plans and delivery of interventions
- Barriers to accessing resources
- Evidence-based approaches
- Resilience, consistency and persistence in practice
- Decision making
- Challenge or alternative perspectives
- Own continuous professional development
- Legislation, systems and policy frameworks
- Evaluation of practice
- Sharing and agreeing goals and outcomes
- The professional parent
- Creating and reviewing placement plans
- Support traumatized children and young people to live together
- Ethos of the home
- Collaborative team working

## Behaviours

- Care
- Compassion
- Courage
- Communication
- Competence
- Commitment

# Level 3 Diploma for Residential Childcare



Level 3 Diploma for Residential Childcare (England) serves as the required qualification under The Children's Homes (England) Regulations 2015.

Legally you are required to achieve this qualification **within 2 years of starting** in a residential childcare role.

The qualification enables the learner to gain essential skills and knowledge to support children and young people in residential childcare settings

It also offers the learner the opportunity to cover optional topics which are particularly suited to specific residential childcare and respite care settings.

Age range covered by this qualification: **Birth to 25 years**

*(extended age range takes account of entitlements for children and young people with complex disabilities or conditions).*

Learners must complete a minimum of **19 units**. 16 Mandatory units, and a further 3 Optional Units.

## Mandatory Units (16 Units)

- Understand the **development** of children and young people in residential childcare (K)
- Understand how to **safeguard** and protect children and young people in residential childcare (K)
- Understand how to support children and young people who have experienced **harm or abuse** (K)
- Promote effective **communication and information handling** in residential childcare settings (K&S)
- Support **risk management** in residential childcare (K&S)

- **Assessment and planning** with children and young people in residential childcare (K&S)
- Support **group living** in residential childcare (K&S)
- Understand how to **support positive outcomes** for children and young people in residential childcare (K)
- Support **attachment and positive relationships** for children and young people in residential childcare (K&S)
- Support the **well-being and resilience** of children and young people
- Support children and young people in residential childcare to achieve their **learning potential** (K&S)

- Support children and young people in residential childcare to **manage their health** (K&S)
- Support the development of **socially aware behaviour** with children and young people in residential childcare (K&S)
- Engage in **professional development** in residential childcare settings (K&S)
- Support the **rights, diversity and equality** of children and young people in residential childcare (K&S)
- **Participate in teams** to benefit children and young people in residential childcare (K&S)

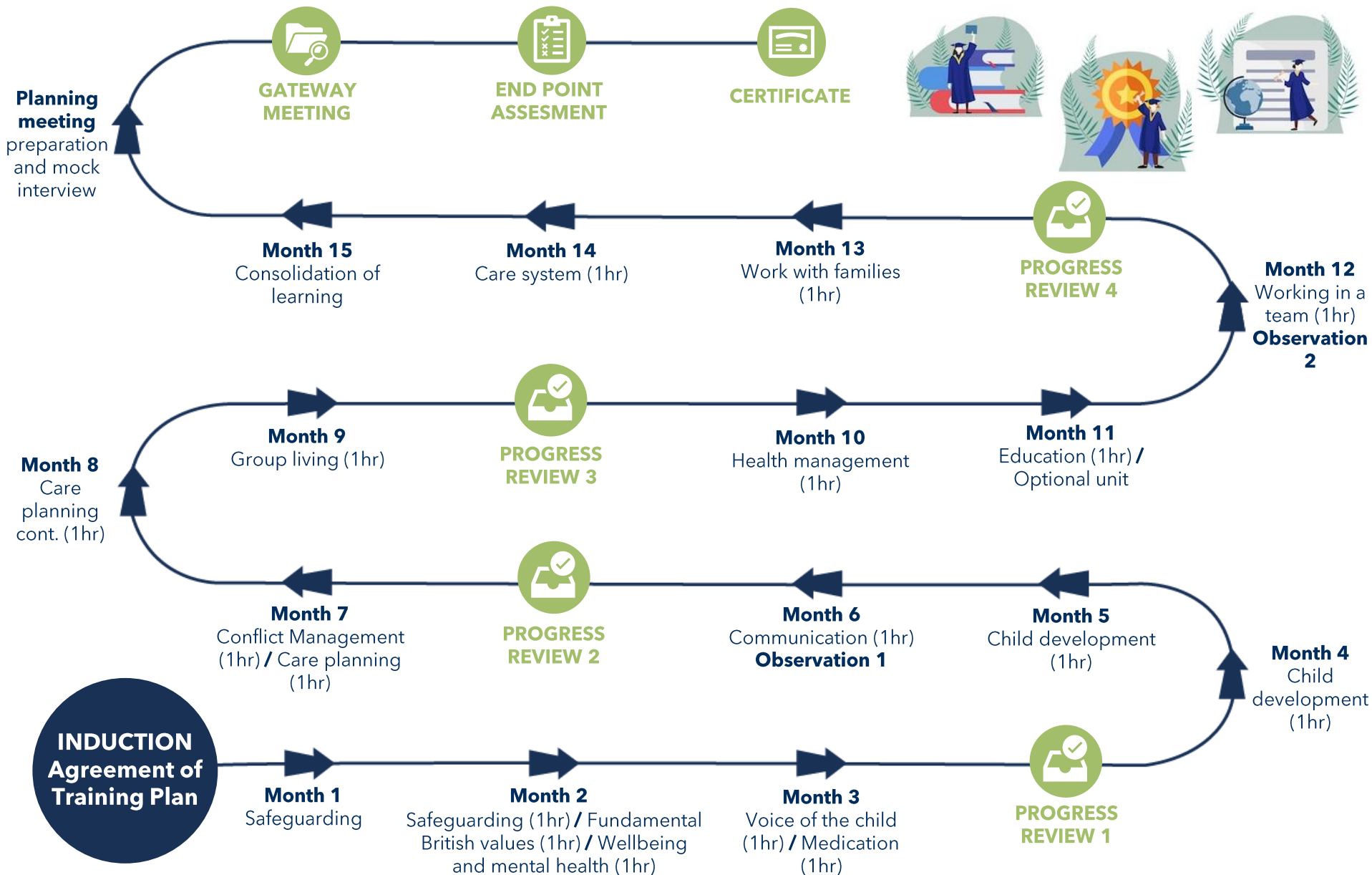
## Optional Units (Choose 3)

- Understand **the care system and its impact** on children and young people (K)
- Understand **the youth justice system** as it relates to residential childcare (K)
- Support young people **leaving care** (K&S)

- Understand residential childcare for children and young people with **complex disabilities or conditions** (K)
- Understand support for young people with complex disabilities or conditions making the **transition into adulthood** (K)

- Work with the **families** of children and young people in residential childcare (K&S)
- Support **use of medication** in social care settings (K&S)

# Children, young people and families residential practitioner (Level 4)



# Children, young people and families residential practitioner (Level 4)

Month	Teaching and Learning Activity	Group or 1-2-1?	Duration	Total hours in month
Month 2	Safeguarding	Group	1 hour	3 hours
	Fundamental British values	Group	1 hour	
	Wellbeing and mental health	Group	1 hour	
Month 3	Voice of the child	Group	1 hour	2 hours
	Medication	Group	1 hour	
Month 4	Child development	Group	1 hour	1 hour
Month 5	Child development theories	Group	1 hour	2 hours
	Risk management	One-to-one	1 hour	
Month 6	Communication	One-to-one	1 hour	1 hour
Month 7	Conflict management	Group	1 hour	2 hours
	Care planning	One-to-one	1 hour	
Month 8	Care planning cont.	One-to-one	1 hour	1 hour
Month 9	Group living	Group	1 hour	1 hour
Month 10	Health management	Group	1 hour	1 hour
Month 11	Education	Group	1 hour	2 hours
	Optional unit 1	One-to-one	1 hour	
Month 12	Working in a team	Group	1 hour	1 hour
Month 13	Work with families	Group	1 hour	1 hour
Month 14	Care system	Group	1 hour	2 hours
	Consolidation of learning - Legislation	One-to-one	1 hour	
Month 15	Consolidation of learning - Safeguarding	One-to-one	1 hour	1 hour
			<b>Total = 21 hours</b>	

NB. Workshops do not start until Month 2 of the programme.

## Delivery

- Monthly 1-2-1 sessions with your Skills Coach – conducted remotely unless pre-agreed otherwise (approx. 1hr)
- Learning packs issued monthly, that will clearly outline all the tasks and materials apprentices will need to access on a given theme
- Monthly group teaching and learning sessions, conducted remotely (1hr each – max. 3 per month)
- 12 Weekly Progress Review Meetings, inclusive of Line Manager or Apprentice Mentor (approx. 1 hr)
- Access to TRN Training Site and the TRN Training Resource Network - Inclusive of eLearning Modules (45mins-3hrs)
- Holistic observations of practice in the workplace
- Ongoing remote Skills Coach support via phone, email, Learning Assistant (e-portfolio) and other online platforms
- Specialist Functional Skills Maths and English support and tuition in the first 6 months (where applicable)

## Assessment Methods

- Observation
- Oral questions
- Written Questions
- Recognition of Prior Learning (RPL)
- Professional Discussion
- Witness Testimony
- Learner Account/Case Studies
- Work Product
- Online exams for Functional Skills
- Holistic Assessment
- E-Portfolio (Learning Assistant)

## Workshops:

- Your apprenticeship will include a programme of mandatory group workshops.
- Each workshop will be on a key subject theme of your apprenticeship programme such as Safeguarding.
- The sessions will run remotely via Teams and will be short (1 - 1.5 hours long) and focussed
- The sessions will be in groups encouraging peer learning and reflection with others on the same programme.
- Sessions are offered flexibly in multiple instances across a month to give you options on dates and times to maximise attendance.
- Sessions will be agreed between you, your line manager and your skills coach on a rolling 3-month basis (i.e. you will have sessions for the next 3 months diarised and agreed in advance).
- In addition, you will take part in a programme of personal development workshops (as per the format above) to enrich your broader skills outside of the Knowledge, Skills and Behaviours required of your apprenticeship programme.

## Learning Packs:

- You will be issued with a Learning Pack for each month of your programme, that will clearly outline all the tasks and materials (weblinks, tasks, questions etc.) you will need to access on a given subject theme (i.e. Safeguarding, Child Development etc.)
- The Learning pack will help you develop your Knowledge, Skills and Behaviours, and will encourage reflection on what you have learnt and developed along the way.
- The Learning Pack will also provide more specific advice and guidance on what off-the-job activities are recommended in line with a given subject theme, along with suggestions for how much time each Off the job activity should take. This will help ensure you get your legal entitlement to quality Off-the-job training time, in a way that is meaningful and relevant to you and your line manager.

Is it relevant to the apprenticeship standard?

Is the learning taking place during work hours?



Are you learning new knowledge, Skills and Behaviours?



If **yes**, then it counts as off the job!

You are required to **complete** and **record** 6 hours of off-the-job training each week for the duration of your apprenticeship.

Off the job training does not include your Functional skills, as this is funded separately

Off the Job examples:

- Researching
- Shadowing/Mentoring
- 121's
- Supervisions
- Reading care plan for new service user
- Policy updates
- Flash meetings
- In house training
- E learning courses
- Time with skills coach
- Writing assignments or recording them
- Preparing for professional discussions

# Off-the-job training activities

Off-the-job training can include the following:

Learning the theory /professional knowledge through:	Practical training through:	Protected time for learning support:
<ul style="list-style-type: none"> <li>• Teaching and learning Lectures</li> <li>• Online learning</li> <li>• Workshops</li> <li>• Masterclasses</li> <li>• Relevant reading</li> <li>• Research</li> <li>• Role play and simulation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Job shadowing</li> <li>• Mentoring</li> <li>• Attending meetings (relevant to KSB's)</li> <li>• Project work</li> <li>• Professional network</li> <li>• Events and competitions</li> <li>• Shadowing or visits to wider areas of the business</li> </ul>	<ul style="list-style-type: none"> <li>• Writing self-assessments</li> <li>• Writing assignments</li> <li>• Reflective journals</li> <li>• Revision</li> <li>• Peer Discussions</li> <li>• Preparation for assessments and exams, 121 tutorials (with apprenticeship coach, line manager or colleague) that contains guided learning or support for the apprenticeship</li> </ul>
Approx. <b>2 hours</b> per week	Approx. <b>2 hours</b> per week	Approx. <b>2 hours</b> per week

# CYP - Sector Specific Off-the-job training examples



- Ofsted Inspections
- Local Authority Inspection
- Placement plans
- Transition planning
- Mentoring and Coaching
- Delivering and attending training sessions
- Supervisions
- Appraisals
- Strategy meetings
- Referral meetings
- Handovers
- PEP reviews
- Reg 44 and 45
- Monthly audits e.g. health and safety, risk management
- Regional management meetings
- Team meetings
- Looked After Children reviews
- Research work relevant to the apprenticeship
- Writing of assignments
- Attending teaching and learning sessions

# Example shadowing opportunities - Theme: Safeguarding

**With your manager arrange to shadow any of the following events:**

- shadowing a safeguarding referral
- reporting to external authorities
- shadowing multidisciplinary meetings
- shadowing staff training of safeguarding
- shadowing how to respond to a complaint

Please record these events in the form of a reflective account and submit to your skills coach. Please take the time to reflect on what you learnt from the activity and how you may apply what you have learnt in your own practice.

## Off-the-job training reflection log

<b>Date of event</b>	<b>What was the development activity?</b>	<b>What was I expecting to learn?</b>	<b>What have I learned?</b>	<b>How will I apply this learning?</b>	<b>Time spent (hours)</b>
Signed Learner			Signed Employer		

To show understanding and commitment, we expect all apprentices to complete at least 95% of their planned off-the-job training hours in their first 6 weeks

i.e. An apprentice **must** undertake and record at least 5 hours of the minimum expected 5.5hrs required per week x 6 weeks

= **minimum 30 hours completed by the end of Week 6**

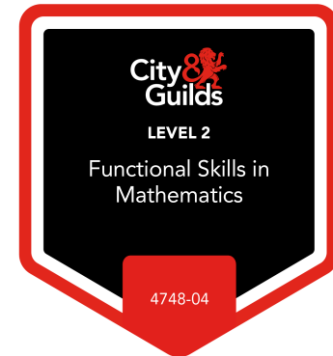
Where an apprentice has not met this minimum commitment threshold at the end of week 6, we would seek to hold a high-risk intervention meeting between all three parties; Provider (TRN), Employer and Apprentice, to agree a plan to bring the apprentice back on track.

Where commitment levels are shown to be too low, TRN reserves the right, in consultation with you and your employer to withdraw you from the programme.

Your engagement and commitment to the programme are key to its success!

- Ofsted Inspections
- Local Authority Inspection
- Placement plans
- Transition planning
- Mentoring and Coaching
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- Research work relevant to the apprenticeship
- Writing of assignments
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- It is a requirement of this apprenticeship to have achieved a **Level 2 Functional Skills** qualification in English and Maths prior to moving forward to End Point Assessment
- If you have **GCSE A-C // 4+** grades in Maths and English (or equivalent) and can provide evidence of this via a certificate/ statement of results you won't undertake Functional Skills exams but you will still be supported with Maths and English training throughout your course.
- You will have full access to our **BKSB training platform** where you will work through an individualised training plan
- Allocation of specialist Functional Skills Tutor who will provide dedicated Maths and English support across the first 6 months of your programme.
  
- **Duration** = Completion in the first 3 - 6 months of your programme
  
- **Commitment** = a minimum of 2 hours per week on BKSB (Per functional skill)



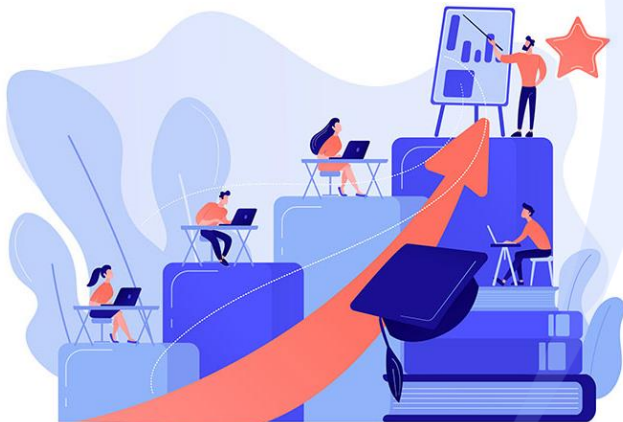
**Gateway Meeting** – Towards the end of your apprenticeship you will meet with your Skills Coach and Line Manager to review your progress and confirm that all requirements have been met and you will then move on to the End Point Assessment

## End Point Assessment;

1. Submission of an on-programme portfolio
2. Observation of practice in apprentice's own workplace setting. 10 min briefing presentation, 60 min Obs, 20 mins Q&A
3. Competence interview discussing your portfolio. 60 mins

Each component will be graded Pass or Distinction

Your overall EPA will be graded Pass or Distinction, based on each component grade

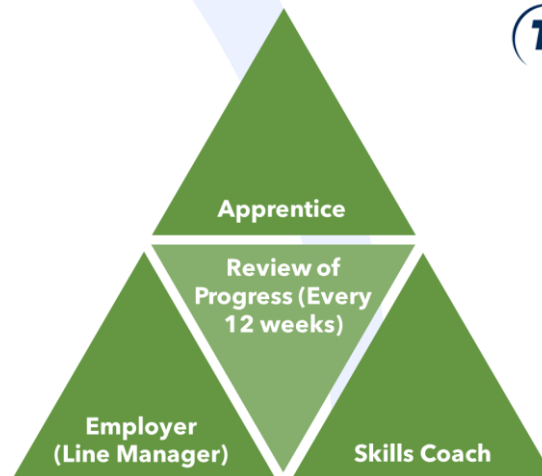


# Progress Reviews & Progression

- Tripartite Meeting every 12 weeks
- Employer contribution and participation is key - we expect employers to be involved in 100% of reviews and attend at least 75% of all reviews (either remotely or F2F).
- Review of progress made (against a broad list of indicators) from apprentices' starting points. Is the apprentice developing substantial and significant new knowledge, skills and behaviours?
- Employers view on the application and impact of On and Off the job training on the apprentices' role and how they carry out their duties in the workplace.
- Apprentices' self-assessment on their progress to date.
- Identifies any required adaptations that may be needed to the original agreed training plan
- Concludes by setting clear and challenging targets and actions plans to further develop Knowledge and Skills

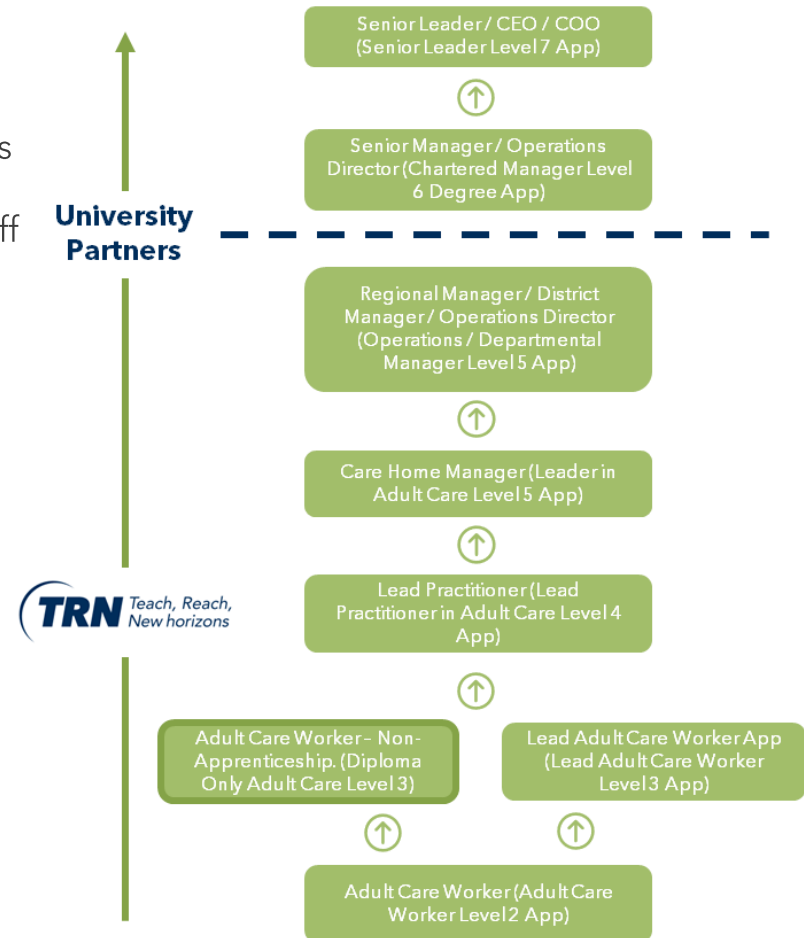
## Objective Setting:

**Workload:** It is important the apprentice is able to manage their workload independently. Creating a schedule, to work towards can help meet deadlines. Effectively prioritising work means the apprentice will be able to take on more responsibility and improve their time management skills in the long term.



University  
Partners

## Progression Pathway



- Completion of a programme specific **Skills Scan** (Assessing current confidence and experience levels against the Knowledge, Skills and Behaviours of the standard)
- Completion of an **Enrolment Form** and **ID Check** (inclusive of Right to Work in UK evidence)
- Initial Skills Check of Maths and English via **BKSB Assessment**
- Completion of the **Cognassist Neurodiversity Assessment** →
- Review of your **prior qualifications** in Maths and English -

NOTE: If you have A-C grades in Maths and English (or equivalent) and can provide evidence of this via a certificate/ statement of results you won't undertake Functional Skills exams but you will still be supported with Maths and English training throughout your course.



Cognassist is a neurodiversity platform that provides support for individuals in education and the workplace.

Cognassist's cognitive diversity assessment is a digital version of traditional paper-based psychometric tests used by neuropsychologists, cognitive scientists and educational psychologists.

Cognitive assessments are built to measure fundamental processes and functions of the human mind that impact our abilities to understand, remember and learn the information we use day-to-day. They measure capacities such as memory, perception, attention, reasoning and language



**TRN** *Teach, Reach,  
New horizons*

