



Children, Young People and Families Residential Manager

Level 5 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 5 Diploma for Leadership and Management for Residential Childcare**
- Apprenticeship minimum duration is 12 months, with a recommended programme length of **18 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 Manager

Knowledge, Skills &
Behaviours

Level 5 Diploma
for Leadership
and Management
for Residential
Childcare

Functional
Skills Level 2
Maths &
English



End Point Assessment

Knowledge, Skills & Behaviours

Knowledge

- Research and development
- Management theories
- The role of the team
- Diversity, equality, rights and inclusion
- Dignity and respect
- Supervision
- Research and best practice
- Safeguarding and risk management
- Health & safety legislation and requirements
- Statutory frameworks, standards, guidance and Codes of Practice
- Quality assurance
- Developing and implementing improvement,
- Theories of intervention
- Resource management
- Development of practice
- The Commissioning cycle
- Inter-agency and multi-agency work
- Techniques to influence, persuade and negotiate with others
- Reflective practice
- Academic research

Skills

- Leadership style
- Team purpose
- Equality, resilience, dignity and respects diversity and inclusion
- Seeks the views of others supervision practice and decision making
- Evidence based practice and
- Identifies and manages risk
- Monitors, evaluates and improves the working environment
- Sets clear, measurable objectives
- Evaluate the effectiveness of outcomes
- Develops, facilitates and leads service improvement
- Manages the quality assurance of the service
- Manages and deploys total resource (e.g. people, finance, IT property)
- Commissions and contract manages external providers
- Collaborates with partner agencies
- Learning and continuous improvement
- Evaluates practice of team members
- Assesses learning styles of self and team members
- Reflective practice

Behaviours

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

Level 5 Diploma for Leadership and Management for Residential Childcare



- Level 5 Diploma for Leadership and Management 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 3 years of starting managing a home** in a residential childcare role.
- This qualification provides the skills and knowledge needed to manage practice and lead others in residential childcare settings for children and young people.
- 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 achieve **65 credits** by completing **18 units**. 57 credits must be achieved from Mandatory Group A (15 units). Learners must also complete a minimum of 3 Optional Units from Optional Group B, to achieve a minimum of 8 credits.

Apprenticeship Structure

Mandatory Units (15 Units)

- Understand children and young people's **development** in residential childcare
- Understand support for children and young people who are **vulnerable and disadvantaged**
- **Lead and manage** a team within a residential childcare setting
- Lead practice to support the **safeguarding and protection** of children and young people in residential childcare
- Lead **networks and multi-agency work** to benefit children and young people in residential childcare

- **Manage risk** in residential childcare
- Lead and manage **group living** in residential childcare
- Lead a service that can support children or young people who have **experienced harm or abuse**
- Lead practice to **achieve positive outcomes** for children and young people in residential childcare
- Implement a **Positive Relationship Policy** in residential childcare
- Lead practice for **communication and information management** in residential childcare settings

- Lead practice to support the **well-being and resilience** of children and young people in residential childcare
- Lead practice in **safe use of digital, internet and mobile technology** with children and young people
- Undertake **professional development** in residential childcare settings
- Lead practice to promote the **rights, diversity and equality** of children and young people in residential childcare

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)

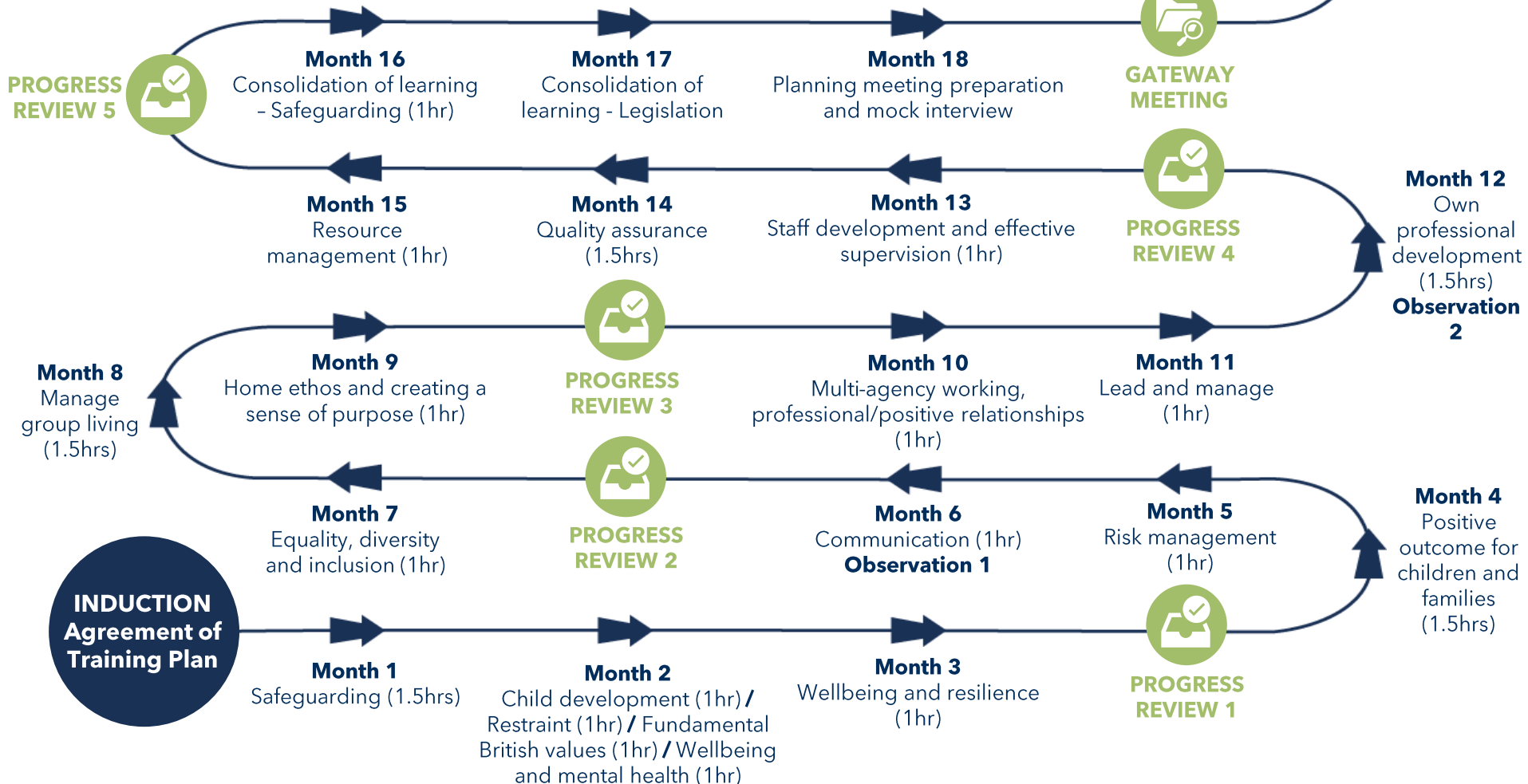
- Understand residential childcare for children and young people with **complex disabilities or conditions** (K)
- Understand support for young people with complex disabilities or conditions making the **transition into adulthood** (K)

- 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 manager (Level 5)



In addition, the programme will be supported by employer-led shadowing and mentoring, and learner-led independent research and project work.



Children, young people and families residential manager (Level 5)

Month	Teaching and Learning Activity	Group or 1-2-1?	Duration	Total hours in month
Month 1	Safeguarding	Group	1.5 hours	1.5 hours
Month 2	Child development	Group	1 hour	4 hours
	Restraint	One-to-one	1 hour	
	Fundamental British values	Group	1 hour	
	Wellbeing and mental health	Group	1 hour	
Month 3	Wellbeing and resilience	Group	1 hour	1 hour
Month 4	Positive outcome for children and families	Group	1.5 hours	1.5 hours
Month 5	Risk management	Group	1 hour	1 hour
Month 6	Communication	One-to-one	1 hour	1 hour
Month 7	Equality, diversity and inclusion	Group	1 hour	1 hour
Month 8	Manage group living	Group	1.5 hours	1.5 hours
Month 9	Home ethos and creating a sense of purpose	Group	1 hour	1 hour
Month 10	Multi-agency working, professional/positive relationships	Group	1 hour	1 hour
Month 11	Lead and manage	Group	1 hour	1 hour
Month 12	Own professional development	One-to-one	1.5 hours	1.5 hours
Month 13	Staff development and effective supervision	Group	1 hour	1 hour
Month 14	Quality assurance	Group	1.5 hours	1.5 hours
Month 15	Resource management	Group	1 hour	1 hour
Month 16	Consolidation of learning - Safeguarding	One-to-one	1 hour	1 hour
Month 17	Consolidation of learning - Legislation	One-to-one	1 hour	1 hour
Month 18				
			Total = 22.5 hours	

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.

Off The Job Hours

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:
• Teaching and learning Lectures • Online learning • Workshops • Masterclasses • Relevant reading • Research • Role play and simulation activities	• Job shadowing • Mentoring • Attending meetings (relevant to KSB's) • Project work • Professional network • Events and competitions • Shadowing or visits to wider areas of the business	• Writing self-assessments • Writing assignments • Reflective journals • Revision • Peer Discussions • Preparation for assessments and exams, 121 tutorials (with apprenticeship coach, line manager or colleague) that contains guided learning or support for the apprenticeship
Approx. 2 hours per week	Approx. 2 hours per week	Approx. 2 hours 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

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

Minimum Commitment Thresholds

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!

- 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)



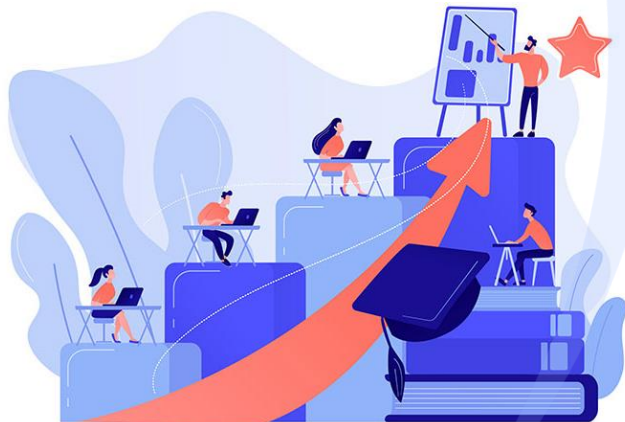
Gateway Meeting – Towards the end of your apprenticeship you will meet with your Skills Coach and Line Manager to review your progress and confirm that all requirements have been met and you will then move on to the End Point Assessment

End Point Assessment;

1. Submission of an on-programme portfolio
2. Situational Judgement Test. 120 mins online assessment, made up of 9 closed book scenario-based questions
3. Competence interview discussing your portfolio. 55 – 65 mins

Each component will be graded Pass or Distinction

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

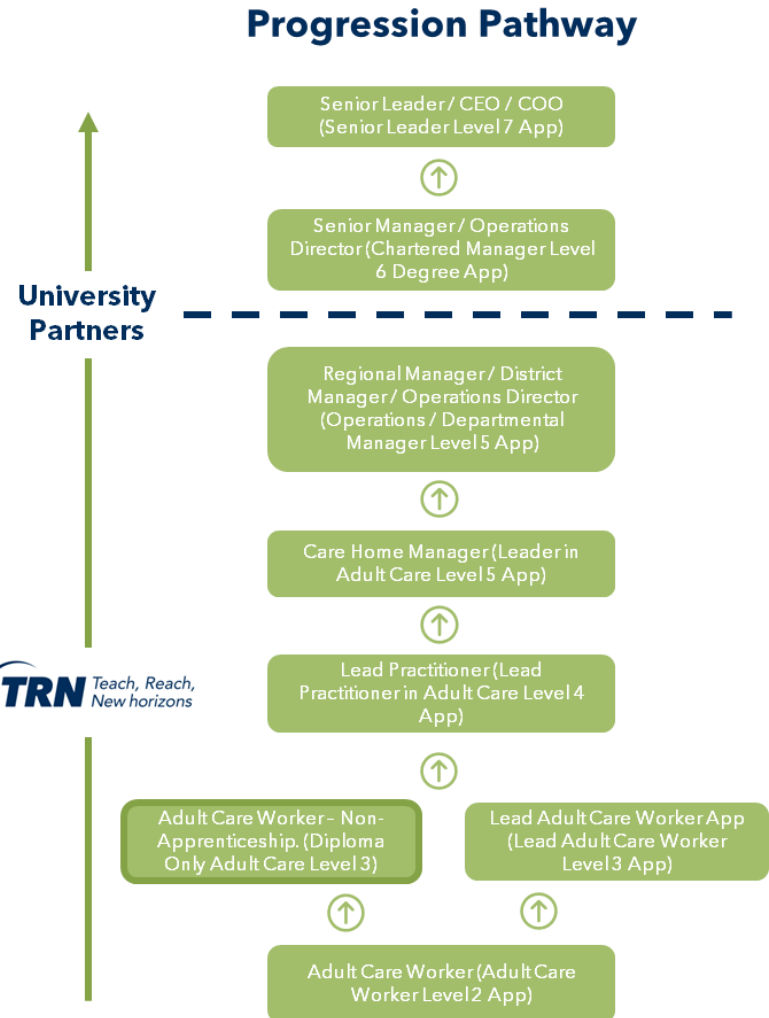
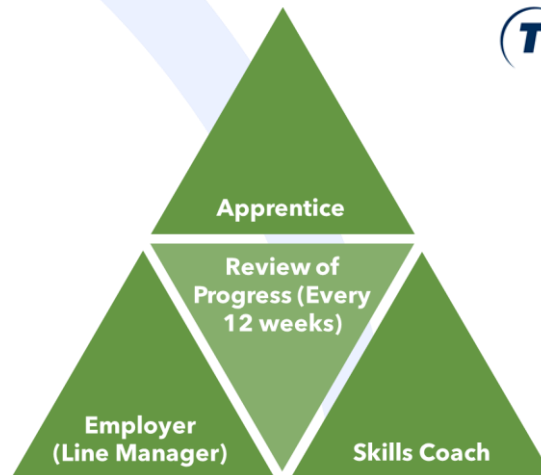


Progress Reviews & Progression

- 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.



Enrolment Process

- 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**
- **Initial Level 5 Pre 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*