



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

Over 800 Childcare
Qualifications/Year

87% Overall
Success Rate

Progression
Opportunities

Children, Young People and Families Practitioner (Residential Care) Apprenticeship Standard

As a Children, Young People and Families Practitioner you will be working with children, young people and families, including carers, to achieve positive and sustainable change in their lives. 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.

You will demonstrate a passion to care for and about children, young people and families, and 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 and 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.

Entry Requirements

Apprentices should be at least 18 years old and have undertaken a DBS check. It is recommended that apprentices hold a Level 3 qualification in a related area.

End Point Assessment

Knowledge, skills and behaviours will be tested by an independent End Point Assessor which will be appointed by your employer.

Prior to your End Point Assessment you will attend a Gateway meeting with your employer, GP Strategies trainer/skills coach and your mentor/supervisor/manager who will review your progress and confirm that all of the requirements of your apprenticeship have been met. You will then be referred for End Point Assessment.

Maths and English

Apprentices achieve their Level 2 English and Maths qualification as part of their apprenticeship.

The End Point Assessment will take the form of an observation of practice and a professional discussion and will be organised at a time and date convenient to both yourself and your employer.

The Level 3 Diploma and Level 2 Maths and English must be complete prior to the End Point Assessment taking place.

The outcome of your End Point Assessment test will be graded either Pass/Distinction/Fail.



The Standard

Core Knowledge

What the Children, Young People and Families Practitioners on completion must know and understand:

- Communication that enables the voice of the child, young person or family members to be heard
- Multiple factors that contribute to uncertainty in the lives of children, young people and families
- Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working
- The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding
- The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent
- Child, adolescent and adult development
- The spectrum of needs and how they may be met
- The principles of effective assessment and the importance of analysis and professional judgement
- Models for monitoring changes in a child, young person or family member's wellbeing
- A range of evidence based interventions and their strengths and weaknesses
- The duties, responsibilities, boundaries and ethical nature of the role
- Theories and guidelines underpinning sound practice
- Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding
- The role of professional judgement and analysis in complex situations
- The importance of considering ethics and values, challenging self and the systems in use
- Techniques for establishing shared goals and outcomes when building relationships with others

Residential Care Specific Knowledge

What the Children, Young People and Families Practitioners on completion must know and understand:

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

Core Skills

What the Children, Young People and Families Practitioners on completion must be able to do:

- Communicates in way that enables the voice of the child, young person or family members to be heard
- Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered
- Actively promotes respect, equality, diversity and inclusion
- Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves
- Works with and supports other professionals to respond to safeguarding concerns
- Identifies the influences on the individual and the family and supports them to make informed choices
- Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness
- Identifies and addresses barriers to accessing resources
- Identifies and manages evidence-based approaches and evaluates their effectiveness
- Contributes to the development of a resilient, consistent and persistent approach to practice
- Models clarity of purpose, clear expectations and a professional approach to decision making
- Appropriately challenges and/or offers alternative perspectives with the children, young person or family
- Contributes to own professional development
- Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families
- Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice
- Takes an active part in continuous professional development
- Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support

Residential Care Specific Skills

What the Children, Young People and Families Practitioners on completion must be able to do:

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

The Standard

Behaviours	These are the personal attributes and behaviours expected of the Children, Young People and Families Practitioner carrying out their roles:
Care	Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives.
Compassion	Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with.
Courage	Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential.
Communication	Your work is based on building effective relationships, being perceptive and empathic and building good rapport.
Competence	The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice.
Commitment	Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient.



Level 3 Diploma for Residential Childcare

Main Qualification Structure

The learner must achieve a total of 61 credits from the Diploma: 53 credits from the mandatory units, and a minimum of 8 credits (3 optional units) from the optional units.

Mandatory Units

Unit Ref	Unit No.	Unit Title	Unit Type	Level	Credit
F/506/7653	RCC 3.1	Understand the development of children and young people in residential childcare.	Knowledge	3	3
T/506/8363	RCC 3.2	Understand how to safeguard and protect children and young people in residential childcare.	Knowledge	3	7
A/506/8364	RCC 3.3	Understand how to support children and young people who have experienced harm or abuse.	Knowledge	3	3
A/506/8526	RCC 3.4	Promote effective communication and information handling in residential childcare settings.	Knowledge & Skills	3	3
J/506/7587	RCC 3.5	Support risk management in residential childcare.	Knowledge & Skills	3	2
A/506/7828	RCC 3.6	Assessment and planning with children and young people in residential childcare.	Knowledge & Skills	3	3

Mandatory Units (continued)

Unit Ref	Unit No.	Unit Title	Unit Type	Level	Credit
L/506/7588	RCC 3.7	Support group living in residential childcare.	Knowledge & Skills	3	3
A/506/7618	RCC 3.8	Understand how to support positive outcomes for children and young people in residential care.	Knowledge	3	2
M/506/7616	RCC 3.9	Support attachment and positive relationships for children and young people in residential care.	Knowledge & Skills	3	4
T/506/7617	RCC 3.10	Support the well-being and resilience of children and young people in residential childcare.	Knowledge & Skills	3	3
L/506/7798	RCC 3.11	Support children and young people in residential childcare to achieve their learning potential.	Knowledge & Skills	3	4
D/506/7594	RCC 3.12	Support children and young people in residential childcare to manage their health.	Knowledge & Skills	3	2
Y/506/8193	RCC 3.13	Support the development of socially aware behaviour with children and young people in residential childcare.	Knowledge & Skills	3	5
F/506/7782	RCC 3.14	Engage in professional development in residential childcare settings.	Knowledge & Skills	3	3
R/506/7592	RCC 3.15	Support the rights, diversity and equality of children and young people in residential childcare.	Knowledge & Skills	3	3
F/506/7605	RCC 3.16	Participate in teams to benefit children and young people in residential childcare	Knowledge & Skills	3	3

Optional Units

Unit Ref	Unit No.	Unit Title	Unit Type	Level	Credit
H/506/7595	RCC 3.17	Understand the care system and it's impact on children and young people.	Knowledge	4	3
J/506/7606	RCC 3.18	Understand the youth justice system as it relates to residential childcare.	Knowledge	4	3
K/506/8540	RCC 3.19	Support young people leaving care.	Knowledge & Skills	3	6
R/506/8502	RCC 3.20	Understand residential childcare for children and young people with complex disabilities or conditions.	Knowledge & Skills	3	3
L/506/8501	RCC 3.21	Understand support for young people with complex disabilities or conditions making the transition into adulthood.	Knowledge	3	3
K/506/7596	RCC 3.22	Work with the families of children and young people in residential childcare.	Knowledge & Skills	3	2
F/601/4056	HSC 3047	Support use of medication in social care settings.	Knowledge & Skills	3	5



Duration

Typically this apprenticeship will take 18 months.

Progression

Apprentices can progress to the Level 5 Residential Manager Standard, where they will complete the Level 5 Diploma for Leadership and Management for Residential Childcare.

Qualification

The qualification will be assessed using a range of methods. This could include direct observation in the workplace, a portfolio of evidence, written assignments or a task.

Level

This is a Level 4 apprenticeship.

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