

# A Foundation Apprenticeship in Social Services (Children & Young People) at SCQF level 6

GL7A 46

This document provides you with information you will require to deliver a Foundation Apprenticeship in Social Services (Children & Young People).

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Information about the Scottish Social Services Council can be accessed at

[www.sssc.uk.com](http://www.sssc.uk.com)

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1.1	Minor changes for accuracy, Unit/qualification details updated.	Brian Humphrey	September 2016
1.2	Minor changes for Foundation Apprenticeship Group Award Code	Brian Humphrey	July 2017
1.3	Minor changes to wording, links to relevant guidance	Graeme Hendry	April 2018

## Background

One of the key recommendations of Sir Ian Wood's review on developing the young workforce was to *“develop better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged”* (Scottish Government response to “Developing the Young Workforce; 2015). The Scottish Government set ambitious targets to ensure this connectivity is delivered through a partnership of schools, colleges/training providers and employers.

SDS, alongside other partners, is working with industry to increase the range of work based learning opportunities for pupils in the senior phase of secondary schools. One of the ways this is being achieved is through the development of Foundation Apprenticeships and SDS is leading this initiative. Foundation Apprenticeships will allow pupils to gain vocational qualifications that combine sector specific skills alongside the knowledge that underpins these skills in a workplace setting while still at school.

The Foundation Apprenticeship in Social Services (Children and Young People) aims to give pupils in S5 and S6 the opportunity to develop the skills and knowledge to work towards a Scottish Vocational Qualification (SVQ) 2 and so enter a career in children's social services. It will also help pupils to gain the core units of the Modern Apprenticeship (MA) at SVQ level 2 in Social Services (Children and Young People), leaving them with fewer units to complete when they start the MA programme.

## The Social Services sector in Scotland

There are over 199,600 social service workers in Scotland today working in a range of settings with a variety of different people who use services. One in 13 people employed in Scotland work in social services. Of these 27% are employed by the third sector, 32% by the public sector and 41% by the private sector.

Scottish Social Services Council (SSSC) labour market reports on the social services sector indicate that the number of people working in the sector has risen very considerably since the mid-1990s. Data shows that the sector grew by approximately 50% during the period 1998-2008. Since then there has been an increase of 5.3%. The workforce is now approximately 7.7% of Scottish employment.

The SSSC Register was set up under The Regulation of Care (Scotland) Act to regulate social service workers and to promote their education and training. The SSSC registers key groups of social service workers in Scotland. This includes people working in social work, social care and early years. As social services is a regulated profession, a large proportion of employees in social services in Scotland are required to register with the SSSC. At present, there are 94,000 registrants.

Day Care of Children services as these are called include working in nurseries; children and family centres; holiday play schemes, out of school care and working. Other services include working with children with disabilities and working with parents and families. These are part of the social services sector which is a regulated profession.

Registrants need to have or be working towards a qualification for the job they do. These qualifications are based on the National Occupational Standards (NOS) or other benchmark standards. Qualifications for workers in day care of in children's services range from SVQ 2 for support workers, SVQ3 for practitioners, to level 9 awards and degrees in Childhood Practice for managers. Pupils taking the Foundation Apprenticeship in Social Services (Children and Young People) will not have to register with the SSSC as they will not be in employment. Should they be employed however they will need to be registered.

Information about the SSSC and registration can be found at:

[www.sssc.uk.com](http://www.sssc.uk.com)

## Why choose social services?

Social services is a challenging and rewarding career. Social service workers provide support and help to people who need it, helping them to live full and valued lives in the community. Social service workers can work with a variety of people from all different backgrounds and of all abilities.

- older people
- children and young people
- carers of people who use services
- children or adults with physical /sensory and/or learning disabilities
- children or adults with autistic spectrum disorder
- people with mental health problems
- people with addiction issues
- homeless people
- refugees and asylum seekers
- people with HIV/AIDS or long-term illness

Social service workers include people working in social work and in social care settings such as care home services for adults and community care, and in early years settings such as nurseries or out of school care clubs. There are many different career opportunities and career pathways across this range of settings and possibilities for entry at several levels. Job roles in adult services include personal assistant, care assistant, support worker, supervisor, senior care worker, team leader, care home manager, centre manager and service manager. Job roles in children's services include play or nursery assistant, play leader, nursery officer, childhood practitioner, and out of school co-ordinator.

## What is the Foundation Apprenticeship in Social Services Children and Young People?

The Foundation Apprenticeship (FA) in Social Services (Children and Young People) is for pupils in S5 and S6. Pupils complete a National Progression Award (NPA) at SCQF level 6. This includes knowledge units that support pupils to develop an understanding of how children develop and learn, play and child protection. They also complete the 4 mandatory Units of the SVQ 2 Social Services (Children and Young People). The NPA provides knowledge and an introduction to the skills that will help pupils to complete the SVQ units. The NPA has 24 SCQF credit points at SCQF level 6 and the SVQ 2 mandatory units have a total of 37 credit points at SCQF level 6. These two parts, along with associated work placement, form the Foundation Apprenticeship in Social Services (Children and Young People).

## Partnership

In a Foundation Apprenticeship, it is important to provide the right balance between the taught elements of the programme (usually an NPA) and the experiential, work based elements (SVQ). However, in doing an SVQ the fusion of knowledge and skills acquisition to develop competence need to be present. Young people need to build real workplace skills that include skills that are specialist to the chosen career alongside workplace attributes that are more generic. It's only by being in a real work environment that this can be successfully achieved.

Foundation Apprenticeships are delivered by partnerships comprised of school, learning provider and employer. The learning provider is responsible for the approvals, delivery, assessment and quality assurance of the component units and qualifications. Where multiple learning providers are involved, arrangements between them will be detailed in an SQA Partnership Agreement.

The learning provider must have the appropriate awarding body centre and qualification approvals in place before it can deliver the Foundation Apprenticeship.

For further support and guidance on SQA's approval and quality assurance processes, please see:

### **Information for Centres on Foundation Apprenticeships:**

- [https://www.sqa.org.uk/sqa/files\\_ccc/InformationForCentresFoundationApprenticeships.pdf](https://www.sqa.org.uk/sqa/files_ccc/InformationForCentresFoundationApprenticeships.pdf)

### **Information for Centres on SQA Partnership Agreements, where multiple learning providers are involved:**

- [https://www.sqa.org.uk/files\\_ccc/PartnershipAgreementTemplate.pdf](https://www.sqa.org.uk/files_ccc/PartnershipAgreementTemplate.pdf)

The lead partner, as contracted by SDS (usually the learning provider), is expected to work with employers to ensure an adequate supply of work placement opportunities. Employers may contribute to the partnership in a range of ways, from an industry challenge, to coaching and mentoring, to interviewing and selection. They may also be involved in the assessment of practice.

The Foundation Apprenticeship Product Specification, published by SDS, sets out principles for delivering an industry related Foundation Apprenticeship. The partnership will provide to SDS a clear outline of how these principles will be met, of the arrangements they have made to ensure how necessary interdependencies are developed and maintained and of the roles and responsibilities of each of the partners.

### **Pastoral Care**

It is important to remember that the pupils who are taking part in this programme are still at school and as such there is a duty of care. This includes providing appropriate health and safety training and measures to ensure the safety of the young people and by also appointing a workplace mentor who will be a point of contact for the young person when they are outwith the school environment. The SSSC has produced mentoring guidance that will help you provide the correct level of support.

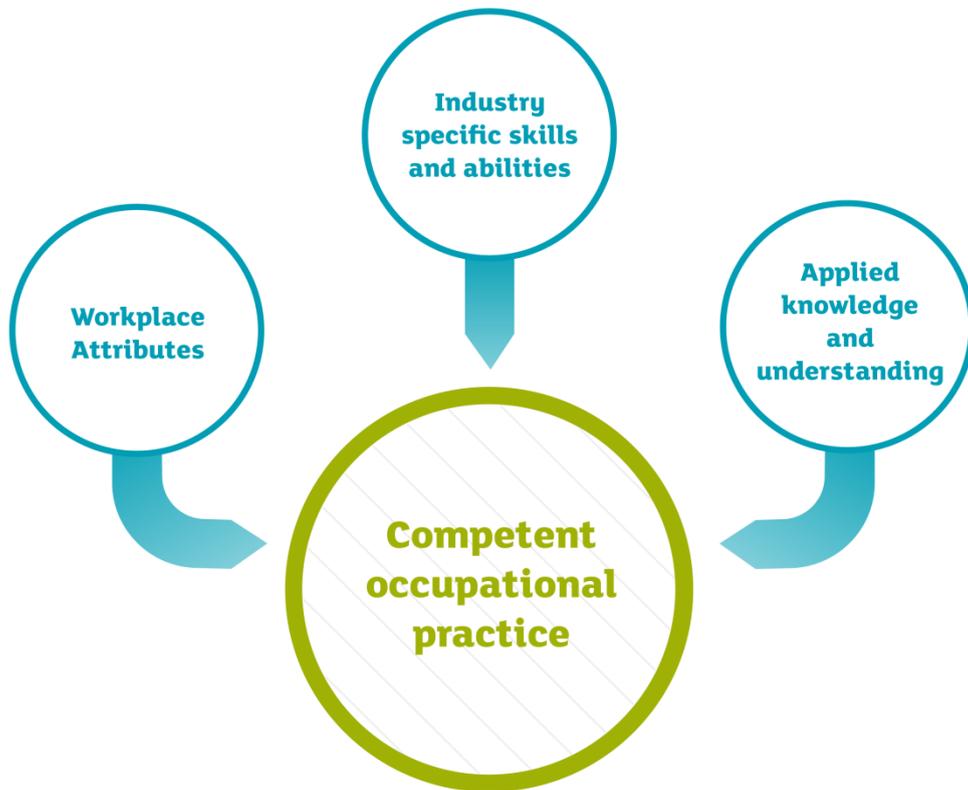
This can be found by following the link to [www.stepintoleadership.info/mentoring.html](http://www.stepintoleadership.info/mentoring.html)

Pastoral care in the Foundation Apprenticeship programme also includes making sure the placement is the right fit for the pupil and ensuring you listen to any concerns the pupil may have and providing the levels of personal support they might need to succeed.

Being aware that some young people are also young carers might affect some of the decisions you make about which is the most appropriate placement for the pupil. This would include being aware of any restrictions that might be in place for travelling or for after school or holiday commitments.

### **How should the Foundation Apprenticeship in Social Services (Children and Young People) be delivered?**

The following diagram illustrates the outcome achieved for pupils and for employers from bringing together the essential elements of work based learning in a Foundation Apprenticeship.



### **National Progression Award in Social Services (Children and Young People)**

This NPA is designed to support the underpinning knowledge of the SVQ2 in Social Services (Children and Young People). It contains 4 units. Typically, a minimum of 7 hours per week throughout S5 is spent on the Foundation Apprenticeship. Part of this time will be with the training provider and part with social services employers in placement. Pupils will also learn some of the practical skills that are needed to develop early learning and childcare opportunities for children.

The Foundation Apprenticeship is a work based learning apprenticeship and therefore there will be placement experience in S5 and well as in S6. Pupils may also complete an Industry Challenge project based on a children's care practice issue, whereby they could spend up to 10 days familiarising themselves with a day care of children setting and the care practice issue. This is facilitated by the training provider in collaboration with the employer. Industry Challenges of this sort can help prepare pupils for their placement/SVQ assessment in S6.

Because of the nature of day care of children services, it is possible for pupils to get additional opportunities to work in settings during the summer holidays. This will add to their overall understanding of children's needs.

### **Scottish Vocational Qualification 2 in Social Services (Children and Young People) (mandatory units)**

The SVQ 2 units are assessed in the workplace. Pupils will typically spend a minimum of 10 hours per week in a work placement throughout S6. Following SQA's requirements for social services SVQs the care practice is assessed in real life situations in the workplace. Assessment is carried out by an SVQ Assessor. To support the generation of evidence for the SVQ pupils are also expected to complete homework which includes a reflective diary.

## Structure of the Foundation Apprenticeship in Social Services (Children & Young People)

<b>GL7A 46 Foundation Apprenticeship in Social Services (Children and Young People)</b>			
<b>Group Award Title</b>	<b>Unit Title</b>	<b>SCQF level</b>	<b>SCQF Credit points</b>
GL79 46 National Progression Award (NPA) in Social Services (Children and Young People) at SCQF level 6	HF5D 46 Safeguarding of Children and Young People	6	6
	HF5A 46 Play for Children and Young People	6	6
	HF5F 46 Communication with Children and Young People	6	6
	HF59 46 Development of Children and Young People	6	3
	HF5E 46 Promote the Wellbeing and Safety of Children and Young People	6	3
GH5V 22 SVQ in Social Services (Children and Young People) at SCQF level 6 (part of)	H5KP 04 Support effective communication	6	10
	H5NB 04 Support the health and safety of yourself and individuals	6	10
	H5L5 04 Develop your own knowledge and practice	6	8
	H5L4 04 Support the safeguarding of children	6	9
<b>Foundation Apprenticeship Certification Unit</b>	<b>HE6E 04</b>	-	<b>0</b>
<b>TOTAL SCQF CREDIT POINTS</b>			<b>61</b>

The Foundation Apprenticeship Diploma in Social Service (Children and Young People) has a validation period from 01<sup>st</sup> August 2016.

1 SCQF credit point is equal to 10 notional hours of learning.

The full SVQ 2 Social Services (Children and Young People) has a total of 4 Mandatory Units and 2 Optional units. The additional 2 units could be completed if and when pupils choose to join the social services workforce. The NPA units will be mapped directly to the SVQ units.

## Certification

SQA will issue the commemorative certificate for the Foundation Apprenticeship.

Learning providers must ensure that they have appropriate SQA approvals in place for the Foundation Apprenticeship and all mandatory components. Candidates must be entered and resulted for all relevant units for verification and certification purposes.

Once all contributing results are entered on SQA systems, the candidate's commemorative certificate will be produced.

## Selecting an Industry Challenge in a Care setting

To help to support practice, training providers, working directly with employers, may set up an "industry challenge" project. It can be done as a group activity to help introduce a concept or as an individual's own challenge. It is important that the industry challenge reflects everyday work experience for the pupils. At all stages the partnership between the school, training provider and employer is central to the success of the challenge and so the Foundation Apprenticeship. Examples of challenges might come from evidence of improvements or enhancements suggested to the employer in their Care Inspectorate reports, by searching the SCIE website [www.scie.org.uk](http://www.scie.org.uk) or by using IRISS [www.iriss.org.uk](http://www.iriss.org.uk) and their resources. You will also find useful tools on the SSSC website [www.sssc.uk.com/workforce-development/supporting-your-development/workforce-solutions-portal](http://www.sssc.uk.com/workforce-development/supporting-your-development/workforce-solutions-portal)

Some examples of suitable industry challenges might include:

- Comparing different types of play and providing a presentation on how play can be adapted for delivery to a range of age groups;
- Setting up a wildlife garden with bird hides and butterfly and bug counts in your local nursery/playgroup;
- Designing the outside area of the nursery to show ways different opportunities can be provided for children;
- Designing the physical layout of a nursery using your knowledge of children's play and development to inform the process;
- Investigating third sector provision in early learning and childcare and providing a report on this;
- Obtain a copy of the United Nations Convention on the Rights of the Child. Look out for child-friendly versions as well. Using sticky 'post-it' notes, make a graffiti wall of children's rights and look for the rights relevant to play. Using this information, design a poster promoting the child's right to play.

These are examples of projects that schools and training providers in collaboration with employers could suggest so that learners can use the Foundation Apprenticeships to put theory into practice in a social services setting. SSSC has developed a range of apps and resources to help learning and development in social services. These resources can also support industry challenges. <http://workforcesolutions.sssc.uk.com/new/mobile.html>

## Early learning and childcare placements for the Foundation Apprenticeship

Pupils ideally have the opportunity of 2 placements. We recommend that placements are in a nursery, out of school care services, crèche or play group setting.

When selecting a placement for pupils you should choose from the list of children's services. If the pupils wish to work with adults there is a separate framework that describes the opportunities there are in social services and healthcare.

## Selection of pupils for the Foundation Apprenticeship in Social Services Children and Young People

Pupils need to be ready to work at SCQF level 6 (the same level as Higher). They need to have a good level of written and spoken English.

Communication with children and families as well as with staff in the workplace is a key competence.

Working in social services setting means they need to be able to work with others and to problem solve.

A commitment to appropriate values is necessary. If pupils are interested in a career in social services they can use the interactive resource [a question of care: a career for you](#). They will answer a series of questions and receive a detailed personal profile at the end. A commitment to appropriate values is necessary and they can demonstrate this partly through responses in this resource. The resource also includes the experiences of people already working in care and information on the many different types of jobs and areas of work.

Any pupils doing a Foundation Apprenticeship **will be required** to undergo a PVG check as they are working with vulnerable individuals. Centres which are delivering the Foundation Apprenticeship must make sure this is in place **prior** to the pupils starting their placement.

## Equalities

We expect those involved in the development, recruitment and delivery of Foundation Apprenticeships to be pro-active in ensuring that no-one should be denied opportunities because of their age, disability, gender reassignment, marriage and civil partnership, religion or belief, sex or sexual orientation or pregnancy and that any barriers (real or perceived) are addressed to support all pupils. These are the protected characteristics of the Equality Act 2010 and training providers and employers must comply with this Act to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry.

Our emphasis throughout is upon equality and diversity both for new entrants to the sector and opportunities for progression for the existing workforce.

## Enhancement

The ability to think and write reflectively is a skill which will enhance pupils' abilities both across the curriculum and into the world of work. By undertaking the Foundation Apprenticeship in Social Services (Children and Young People) pupils not only develop skills and knowledge in early learning and childcare they also develop core skills valued by employers particularly those of communication, problem solving and working with others. These skills are necessary for working in a range of other related professions such as teaching, nursing, social work and community learning and development.

## Recognition of prior learning

The recognition of prior learning (RPL) is the process for recognising learning that has its source in experience or in previous learning contexts. Using RPL to recognise informal learning involves learners reflecting on what they have learnt from their experience and how they can use this to support their current learning. Many school pupils, particularly young carers, will have been involved in looking after siblings or the children of other and will be able to use knowledge and

skills that will help them work towards a Foundation Apprenticeship in Social Services (Children and Young People). Pupils may also have a range of voluntary or leisure activities they can use in a similar way. An example of this might be the Duke of Edinburgh award or experience in youth groups.

Learners may already have SCQF credit points for formal learning and it may be possible to transfer some of this credit to another qualification. This is called credit transfer. Pupils completing a Foundation Apprenticeship may be able to transfer credit from this to further learning programmes.

### **Pathways into the workplace and into post secondary education**

Apprenticeships in Social Services (Children and Young People) are part of a suite of complementary frameworks developed in consultation with the sector. These frameworks are designed to provide an accessible and progressive approach to the acquisition of appropriate skills and knowledge for new entrants and for existing workers in early learning and childcare services.

Apprenticeships are at two levels and enable provision for career development. They are planned to articulate with the frameworks for Social Services and Healthcare to provide additional flexibility both in employment and in careers. Three of the four mandatory units are the same as three of the mandatory units in Social Services and Healthcare at the same level. The assessment strategies in both routes are the same.

The full SVQ 2 Social Services (Children and Young People) has a total of 4 Mandatory Units and 2 Optional units. The additional 2 option units can be completed if pupils choose to enter the social services workforce.

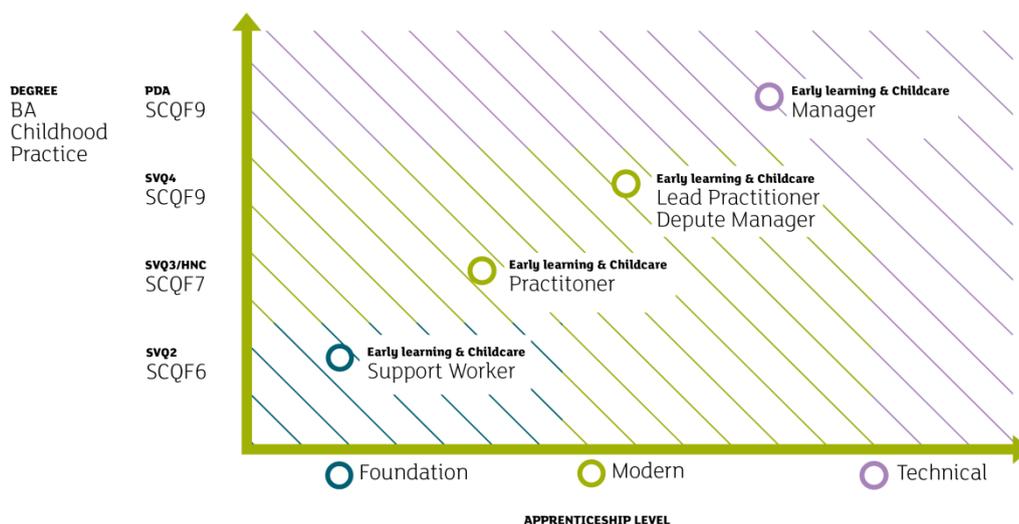
There is part of the SSSC register for support workers in day care of children services and certification is SVQ 2 Social Services (Children and Young People). Most jobs in day care of children services are at practitioner level and certification is at SVQ level 3 but some employers use SVQ 2 as entry to SVQ 3.

An alternative career pathway offers the opportunity to enter the workforce as a practitioner in day care of children services and work towards an SVQ 3 in Social Services (Children and Young People) and to do the Modern Apprenticeship at this level. A Foundation Apprenticeship forms the skills, knowledge and competence which can be built on while undertaking a Modern Apprenticeship in SVQ 3. Modern Apprenticeships in social services (Children and Young People) are available at SVQ levels 3 and 4.

A Technical Apprenticeship in Professional Development Award Childhood Practice at SCQF 9 or a Degree in Childhood Practice allows workers to be employed as managers in day care of children.

### Pathways into Workplace & Post Secondary Education Social Services (Children & Young People)

A career working with children and young people can involve working in a play group, out of school care, nursery, crèche setting or residential child care service. Workers provide play, care and support to children and young people. They work in partnership with parents and carers helping them to live full and valued lives, working with a variety of people from all backgrounds and of all abilities. Here are some of the career opportunities open to people who want to work in early learning & childcare:



The Frameworks allow progression through these levels and/or transfer into the Social Services and Healthcare career route.

Information about Modern Apprenticeships in social services can be found at: [www.sssc.uk.com/workforce-development/social-service-careers/modern-apprenticeships](http://www.sssc.uk.com/workforce-development/social-service-careers/modern-apprenticeships)

#### Further information

Further information on the social services sector and working in social services can be found at: [www.sssc.uk.com/your-career-in-care](http://www.sssc.uk.com/your-career-in-care)

and

[www.sssc.uk.com/about-the-sssc/multimedia-library/publications/48-employment-at-sssc/49-social-service-careers-information/1712-a-career-in-social-services](http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications/48-employment-at-sssc/49-social-service-careers-information/1712-a-career-in-social-services)

Information about social services employers can be found on the SSSC website and also at the following:

Early Years Scotland (formerly SPPA)

[www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/](http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/)

Care and Learning Alliance (in the Highlands and Moray)

<http://careandlearningalliance.co.uk/>

Scottish Out of School Care Network

[www.soscn.org](http://www.soscn.org)

National Day Nurseries Association

[www.ndna.org.uk](http://www.ndna.org.uk)



### **Sector Skills Council endorsement**

The framework and content of this Foundation Apprenticeship has been agreed with the Scottish Social Services Council. They are the Scotland partners in the sector skills council for the care sector which is Skills for Care and Development. [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk)

In agreeing the framework the SSSC is providing the following information to employers and to pupils.

A young person who successfully completes the award will achieve the core units of the SVQ level 2 Social Services (Children and Young People) (SCQF level 6). To complete the full SVQ level 2 Social Services (Children and Young People) they require 2 optional units.

They will be certificated to show their achievements.

<http://learn.sssc.uk.com>

Support workers in Day Care of Children Services require an SVQ level 2 Social Services (Children and Young People) to register with the SSSC but pupils who enter the workforce can register with the condition they complete the full award within a specified time scale.

If the young person progresses into a job at practitioner level (SVQ level 3) they will have significant evidence of the necessary knowledge which will support the achievement of a Modern Apprenticeship at that level in Social Services (Children and Young People).