

The Higher Level 5 Apprenticeship and for the Higher Education Diploma; Children, Young People and Families Manager

Overview

In 2016 the government announced the roll out of the new industry designed Higher Education Apprenticeship scheme- an innovative new model bringing together the best of higher and vocational education. Given our long-established history of vocationally focused degree study via our foundation degrees and professional work placements here at Leeds Trinity University we developed our involvement in this exciting new area. To date two cohorts of apprentices from across Yorkshire have successfully completed this route.

Leeds Trinity University has proven that it can offer apprenticeship places and more as required to meet employer needs. Our teaching team includes qualified child and family practitioners, practice research academics and specialist trainers in working with children and families. Our team has continued to expand and already enjoys a strong existing relationship with professionals and employers across the Yorkshire region. We are very experienced in the development and delivery of Foundation Degrees and professional practice programmes focused on upskilling professionals working with children, young people and families. We have recently developed the first MA Family Support in the UK and are currently working with Social Work England to develop a new MA Social Work.

The university will offer higher level apprenticeships at level 4 and level 5 as separate programmes to meet employer needs and their current requirements as set within the standards. Please refer to this link to view the Standards on the IfATE website.

[Children, young people and families manager / Institute for Apprenticeships and Technical Education](#) (also included as appendix)

The student can then eventually progress to complete Level 6 Professional Practice and therefore receive a full degree qualification if they wish to apply to do so.

This document relates to the Level 5 Apprenticeship and the Level 4 Apprenticeship is detailed within separate documents.

The Higher Level 5 Apprenticeship for a Children, Young People and Families Manager within the Work Based Learning (WBL) framework is a Higher Education Diploma.

The CYPF Manager Apprenticeship is separated into **2 strands**:

- 1. Residential Manager**
- 2. Community Manager**

The Standard details the knowledge, skills, values and competencies required of a CYPF Manager at Level 5. Therefore our course content, delivery and assessment will specifically relate to either Option 1 or Option 2 accordingly.

The Standards include the 6 C's

- **Care:** Respecting and valuing practitioners, encouraging and enabling them to deliver excellent practice
- **Compassion:** Consideration and concern, combined with robust challenge and support
- **Courage:** Having honest conversations and encouraging practitioners to offer their own solutions to improving practice

- **Communication:** Building relationships with practitioners, peers and partner organisations
- **Competence:** Knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes
- **Commitment:** Demonstrating a strong moral purpose, modelling the ethos and building the skills of others and retaining and maintaining own practice skills through effective CPD

The assessment strategy includes 2 components:

- 1- The Assessment of the taught university programme
- 2- The End Point Assessment which has been designed by the Industry Standards and is set, carried out and marked by an independent assessor appointed and organised by the employer. (This is discussed in further detail within the WBL framework approval process document)

Working with children, young people and their families requires a high level of skill to engage and build the relationships necessary to enable the work that will lead to positive outcomes within the lives of those children, young people and families. Employers want to raise standards and strengthen the work that is being undertaken in children's residential care and in the wider children's workforce in the community, where employers recognise that people are working with quite complex needs and safeguarding issues. To achieve the vision employers need leaders and managers who are able to motivate and support staff to make a profound difference to the lives of children, young people and families. OFSTED (March 2015) have said

'Most staff were inspired by leaders to perform well. This was achieved through being clear about expected standards, leading by example, and continually monitoring performance data and other information.... They fed back information about performance to staff and managers so that they could learn from each other as well as from national reviews and research'.

Employers within the Trailblazer group state their interest in developing the leadership of their workforce. The need to lead the improvements to practice that would improve the life chances of vulnerable children, young people and their families and secure good outcomes, means that skilled and proficient leaders and managers are essential. The sector needs managers who lead, motivate and manage children, young people and family practitioners and who will model the expected behaviours and set clear expectations about the roles and responsibilities of their staff. Employers have expressed within the trailblazer consultations the need for managers to encourage their staff to improve the quality of their practice, ensuring that their staff receive regular and effective support and supervision. They should also identify the learning and development needs of workers to enable them to develop the strengths of their practice and address their weaknesses. It is vital for effective children, young people and family work that managers deliver a number of key priorities in the areas of performance and planning and demonstrate a particular focus on improving performance to implement local children's service plans. To do this effectively, managers need to work in partnership with other agencies and with commissioned services to ensure the best possible outcomes for the children, young people and families. The Trailblazer group also particularly

emphasised the perspective of children, young people and families themselves: this informed the competence statements that are written from these perspectives.

The Apprentices will divide their time between university study and the workplace and will be employed throughout – gaining, a Diploma of HE and potentially a full professional practice or WBL master's degree from LTU while earning a wage and developing the key knowledge, skills and experience required for their chosen profession. LTU'S qualifications will be an integral part of the apprenticeship, co-designed by employers to make sure it is relevant for the skills industry is looking for. The programme will be delivered flexibly according to employer needs.

As with other apprenticeships, the cost of course fees are shared between government and employers, meaning that the apprentice can earn without paying any fees. As well as being suitable for FE leavers as an alternative route to gaining university qualifications, the qualifications strengthen the vocational pathway and are suitable for existing apprentices looking to progress in their career.

This apprenticeship programme is working on the basis of the already validated Work Based Learning (WBL) Framework.

Outline of Modules

LEVEL 5 - Apprenticeship in CYPF Manager (Option 1 Residential, Option 2 Community)

Diploma of Higher Education

| Module Title | Summary Content of Module |
|--|--|
| 1. CYP5662 Starting your Apprenticeship Learning Portfolio | The aim of this module is to introduce some reflective models and theories in order that apprentices are supported to review and reflect on experiential learning – especially learning from work. |
| 2. CYP5622 Leadership and Management in a Multi-Agency Environment: Negotiated Learning (Option 1 & 2) | Underpinning theory, policy and guidance, statutory frameworks, regulatory bodies, codes of practice, resource management. The module includes leading multi agency working, information sharing and effective communication, policy implementation & legislation and working with a range of families. |
| 3. CYP5612 Difficulties Families Face: Negotiated Learning | Understanding the underpinning legislation and policy involved in safeguarding, including policy for CSE, Radicalisation, Honour Based Violence, Female Genital Mutilation, Forced Marriage, criminality and missing children, foster and adoptive families including special guardianship and kinship care. |

| | |
|--|---|
| 4. CYP5632 Reflection and Supervision: Negotiated Learning | Adopting the use of reflective practice theories, understanding the significance of being a reflective professional and providing high quality supervision. |
| 5. CYP5642 Designing Practitioner Research | How to conduct work-based practice research |
| 6. CYP5652 Evidence Informed Practice – Work Based Project | An individual research project relevant to the apprentice's service/ organisation |

The modules are shared across both strands however within each module there will be separated sessions for both cohorts to deliver specialised content relevant to each cohort.

In addition, apprentices are invited to masterclasses and other related learning and development activities that embed learning in the workplace.

Work-based Learning Framework programme approval process

Once the aims and outline structure of the programme is agreed at School level (including consultation with appropriate central services) the Work-based Learning Framework Programme Agreement will be prepared by addressing the following headings:

1. **Programme overview and context** – a brief overview of the programme, including a programme context statement.

Following careful consideration of the WBL framework documents and consultation with staff across the university, the apprenticeship programmes ideally fits within the WBL framework given that the majority of learning takes place within the workplace and the learning objectives of the WBL framework fit with the aims of apprenticeship programme. Furthermore, the apprenticeship programmes are employer led and specific to employers needs and requirements of their workforce.

Working with children, young people and their families requires a high level of skill to engage and build the relationships necessary to enable the work that will lead to positive outcomes within the lives of those children, young people and families. Employers want to raise standards and strengthen the work that is being undertaken in children's residential care and in the wider children's workforce in the community, where people are working with quite complex needs and safeguarding issues. To help them to achieve this vision they need leaders and managers who are able to motivate and support staff to make a profound difference to the lives of children, young people and families.

Through this apprenticeship we want to strengthen the quality of work right across the wider children's workforce and make excellent practice the goal to consistently aim for. This apprenticeship with its defined skills, knowledge and behaviours (KSBs) is intended to be a focused alternative that is fit for purpose, encourages staff to critically reflect on their values and on their practice as managers and offers the opportunity to progress onto higher education and beyond.

This apprenticeship focuses on the skills, knowledge and behaviours needed to meet these challenges and at the time of approval, was the first of its kind within the children, young people and family sector. The Children, Young People and Families Manager apprenticeship has been proposed and developed by employers specifically for the children, young people and families sector. The Core Group consists of local authorities, private children's residential care providers and regional children's workforce groups including representation from the third sector and we have been supported in this work by the Association of Directors of Children's Services and the Local Government Association. It is an innovative new model bringing together the best of higher and vocational education.

Although the programme relates to the role of Manager in CYPF, there will be two clear strands: The Residential Manager and the Community Manager. Much of the taught programme content will be applicable to both strands but there will be some specialist sessions delivered to the respective cohorts where required. Ultimately the standards detail the clear requirements of both strands to the programme.

2. **Programme aims** – this should include a clear statement of each programme aim describing how the proposed programme will realise these aims as well as any ethical considerations that may be specific to the programme.

This apprenticeship programme addresses both CYPF Managers within Residential and Community settings at Level 5 and the Employer Standards clearly specify the areas of learning and requirements that are different or specialist to each strand of the programme. Although there are some aspects of difference for example within areas of Policy and Guidance or Leadership and Management, the majority of the proposed taught programme address and applies to both Manager strands.

A successful apprentice will have the required skills knowledge and behaviours to undertake the role of a Children, Young People and Family Manager. To show that they have learned their craft they will need to demonstrate that they can competently model the expected behaviours and set clear expectations for staff. They will develop an environment that is motivating, supportive and challenging for staff and inspire them to perform well and create an energy within the workforce. They will understand the importance of working in collaboration with others and to do this will build trusting relationships with their teams, partner's agencies and other managers within their organisation. They will have a good awareness of self and will understand a range of strategies for working with others to improve performance. Children, Young People and Family Managers will need to be able to select from a range of behaviours and strategies the right one for that particular task and more importantly understand why it might be successful in making the required change. They will build teams, analyse data, manage resources and lead new approaches to working

practices that deliver improved outcomes and put the child, young person or family at the centre of practice.

The specific areas of knowledge and skills required are detailed within the Standards for both the Community and Residential Manager.

Ethical considerations involved could include issues of:

- Values and Behaviour according to the Standards if students are not appropriately evidencing these
- Professional registration where applicable
- Ofsted
- Confidentiality of service users names/ details used within case studies/ written reports
- Any potential problems/ difficulties raised by the apprentice with university staff concerning their employer

Master classes are delivered to all apprentices regarding Fundamental British Values (FBV) which relate to modules for both HLA4 and HLA5. Recognition and reflection on the Prevent Strategy is part of this. Mandatory e-learning is also provided at the start of the course (safeguarding, prevent, equality, diversity and inclusion) and is reinforced throughout the programme.

Personal Development, Behaviours and Attitudes, progress reviews, on- and off-the job learning and EPA preparation are all critical elements of the apprenticeships, for example through regular structured progress reviews apprentices progress against KSBs are closely monitored; the off-the-job learning undertaken on-campus and in the workplace are applied and reinforced with on-the-job activities that have been identified by employers in consultation with the academic team. Similarly, apprentices are expected to conduct themselves professionally, which includes being prepared and on time for taught sessions, and following codes of conduct at all times.

3. *Proposed award title:*

The Higher Level 5 Apprenticeship for a Children, Young People and Families Manager, which within the WBL framework is a Higher Education Diploma.

The CYPF Manager Apprenticeship is also separated into 2 strands:

1. Residential Manager
2. Community Manager

4. *Programme design and construction* – an outline of which University Work-based Learning Framework components will be used to construct the programme. This should identify the academic level and volume of credit for the programme and each component.

A successful apprentice will have the required skills knowledge and behaviours (KSBs) to undertake the role of a Children, Young People and Family Manager. The assessment plan

details the requirements that employers and learning providers must meet to ensure that all apprentices, irrespective of their employer or location are assessed in a rigorous, robust, consistent and affordable manner.

This apprenticeship would typically take 24 to 30 months for new entrants and 12 to 18 months for those with relevant qualifications and previous experience in management within the health and social care field- the provision of this programme is available to experienced managers and not to those new to the role. These time periods include time in the workplace before the academic qualification, induction and a period for the apprenticeship End Point Assessment to be completed. The academic qualification component will normally be 12 months in duration: the award of the Diploma of Higher Education may be conferred following completion of the End-Point Assessment. The programme will provides a route for the recruitment of new talent and the development of existing talent to produce competent managers who will perform a vital role in an employer of any size within the children's health and social care field.

Given our experience in delivering successful Foundation Degrees for a number of years, this model is likely to be adapted and utilised.

Proposed Delivery of the Apprenticeship:

Day release (open to flexible delivery dependant on employers requests/ needs) Delivered over 12 months with start dates flexible at designated points during the year. Competency based assessment for progression working in partnership with employers. The employer recruits and provides the competency based professional assessors for the end point assessment to ensure apprentices are skilled and competent in their role (professional accreditation and endorsement).

Entry Requirements will include Literacy and Numeracy at level 2 and a current satisfactory DBS check, including the ability to study beyond level 4. This programme is available to experienced managers and not to those new to the role. Prior learning at level 4 would need to be detailed within the application form, and the University RPEL process will be a requirement for some candidates to enter this programme. Should an apprentice not have Literacy and Numeracy at level 2 this would need to be achieved whilst studying the apprenticeship and will be paid for/ organised by the employer.

The outline of the programme is drafted here as below:

LEVEL 5 - Apprenticeship in CYPF Manager (Option 1 Residential, Option 2 Community)

Diploma of HE

| Module Title | Summary Content of Module |
|--|--|
| 1. CYP5662 Starting your Apprenticeship Learning Portfolio | The aim of this module is to introduce some reflective models and theories in order that apprentices are supported to review and reflect on experiential learning – especially learning from work. |

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| 2. CYP5622 Leadership and Management in a Multi-Agency Environment: Negotiated Learning (Option 1 & 2) | Underpinning theory, policy and guidance, statutory frameworks, regulatory bodies, codes of practice, resource management. The module includes leading multi agency working, information sharing and effective communication, policy implementation & legislation and working with a range of families. |
| 3. CYP5612 Difficulties Families Face: Negotiated Learning | Understanding the underpinning legislation and policy involved in safeguarding, including policy for CSE, Radicalisation, Honour Based Violence, Female Genital Mutilation, Forced Marriage, criminality and missing children, foster and adoptive families including special guardianship and kinship care. |
| 4. CYP5632 Reflection and Supervision: Negotiated Learning | Adopting the use of reflective practice theories, understanding the significance of being a reflective professional and providing high quality supervision |
| 5. CYP5642 Designing Practitioner Research | How to conduct work based practice research |
| 6. CYP5652 Evidence Informed Practice – Work Based Project | An individual research project relevant to the apprentice's service/ organisation |

The modules are shared across both strands however within each module which states Option 1&2 there will be separated sessions for both cohorts to deliver specialised content relevant to each cohort and opportunities to reflect in directed activities.

1. ***Teaching, learning and assessment strategies*** – a description of the teaching, and learning strategies to be employed to support the achievement of identified learning outcomes.

The programme will be taught by a multi-disciplinary skilled group of lecturers, including registered social workers, an Independent Reviewing Officer, Health Visitor and academic researchers in social care practice with children and families.

Study Skills

During the application and registration stage of the University Apprenticeship process and during the induction sessions incorporated into the first module, apprentices will be introduced to study skills by the following:

- Advance online access to materials and guidance from the Subject Librarian and Learning Hub
- The Subject Librarian with Information Systems training and Digital Literacy training packages.

- The Learning Hub and their role in supporting students with academic writing and study skills.
- The E-Learning Team and the use of our VLE, Moodle, Turnitin, technology to support study.
- The IT team and the use of IT packages, software, programmes for academic study skills.

The above study skills support areas will also be embedded across all modules with a specific study skills session timetabled every module; i.e. formal lecture 9-1pm, then lunch break, then 2-4pm, study skills session. Taught sessions could include any of the above teams, areas, resources in addition to the allocated lecturer teaching the module and their specified input.

Personal Development Log as required according to the Standards

Apprentices will maintain their Personal Development Log during each module and on-going self-evaluation will be part of the apprentices' identification of needs.

The Personal Development Log will be online and will include x3 reflective accounts to be completed during the module with one final end of module reflection that specifically links the module content with their professional practice. These will be formatively assessed. The Log will also contribute to an E-Portfolio collating learning evidence that will inform the End Point Assessment.

The assessment strategy will include 2 components.

The first being the assessment used for each taught module within the university programmes which will involve mixed methods of assessment including case studies, portfolios, essays, reviews, posters, oral presentations, etc. The assessments will all contribute to the preparation of the apprentice in completing the second component- the End Point Assessment (EPA).

The second component includes the End Point Assessment which has been designed by the Industry Standards and is set, carried out and marked by the End Point Assessment Organisation selected by the employer. This is made up of 2 parts: The Situational Judgement Test and the Portfolio with Competence Interview. Please refer to the CYPF Practitioner Assessment Plan.

The grades apprentices will receive will be in line with the university wide assessment criteria however each classification corresponds to the Pass/ Merit/ Distinction classification system as per the Assessment Regulations 8.5 and 8.9. This is outlined further on the grading document; please refer to this for details.

Teaching/ Learning Resources

Due to the two strands within the programme, for some of the negotiated modules there will be a split in the group and therefore two tutors allocated and two teaching rooms required. The details of these requirements have been passed on to TT.

Library resources have been discussed and agreed with the subject librarian. There is significant requirement for resources to be made available electronically due to the distance

learning nature of our apprenticeship programmes. Ordering within the current and upcoming library budget 2023-2024.

2. ***Negotiated Module(s) / Work-based Project(s)*** – where programmes use Negotiated Modules and/or Work-based Project modules the negotiated content; aims, learning outcomes and specific assessment requirements of each module needs to be specified to appropriately reflect those of the validated module.

4 of the 6 modules proposed for the programmes are specific content designed and to be delivered according to the Industry Standards set by employers for these qualifications. They follow a typical model of usual NP4 formats on other programmes across the university. They carry 20 credits weighting per module. There are already existing modules on our current provision which will be adapted for this apprenticeship course. For example the BMM 4662 is one such module.

The 5th and 6th modules reflect the content as specified within the WBL Framework Descriptor for 'Designing Practitioner Research' and the 'Work Based Learning project'. The project will be a development piece of work that will contribute to the apprentice's organisation at a service level. This will include work such as developing new ways of working, a new system, a piece of short research, a review, analysis and/ or recommendations for improved practice. All documents will form a portfolio of work. This module carries 20 credits weighting.

3. ***Professional requirements (as appropriate)*** – a statement concerning how the programme meets professional requirements. For example, professional body requirements, apprenticeship standards.

As aforementioned, the Employer standards and Employer assessment strategy dictate the content and design of the programmes and must adhere to necessary requirements. Please refer to these documents in conjunction with this.

Careful and thorough consideration has been given to the Standards developed and published and programme content and design has been developed to reflect these. Katie Simpson, part of the apprenticeship development higher education programmes has been in consultation with the Trailblazer group who developed the Employer Standards and has reviewed the standards to ensure that proposed content to be delivered is in line with the requirements of the apprentices. In addition, feedback has been sought and consultation carried out with local Employers, with the external examiner and with consultant to LTU in preparation of the documentation.

The 3 Way Relationship between LTU, the Employer and the Apprentice

We recognise the significance of a successful 3 way relationship to ensure the success of our apprenticeship provision. Therefore, the following mechanisms have been developed and planned for this.

Several employer consultation events were held where employers attended to receive information about the courses and we requested their feedback and consultation in respect of our proposed programmes. Following these regular consultations have taken place with local employers to understand their training and development needs for employees and apprentices.

Online systems are currently being developed to enable employers as well as apprentices to access information on how their apprentice is progressing, their attendance and engagement as well as key contacts within the university. Technology such as Panopto and Teams will continue to be utilised to facilitate some of this communication.

Every apprentice will be allocated a personal Tutor who will be responsible for the pastoral aspect of their time with us at LTU. An attendance officer will be required to follow up on attendance and report any concerns to both the allocated DT, the Apprenticeship Manager and Programme Co-ordinators (PC).

There will also be online systems in relation to the fees, costs etc which are part of our Business Development Team at LTU, responsible to the Head of CAWBLs.

The One File system will continue to serve as the key mechanism for recording and sharing information about the apprentices' progress- access to this will be shared between the PC and the Mentor, apprentices will also be able to upload reflections and other logged evidence, including off the Job (OTJ) hours. The University team will offer training sessions to mentors that can also serve as CPD opportunities for these staff.

At the Application/Registration stage, site visits will take place to each apprentice by the University team members, primarily the Programme leader. The visits will include a document check and candidate assessment meeting. Throughout the programme a total of three joint meetings/visits will take place between the apprentice, the mentor and the University Programme Leader.

An Apprenticeship Manager was appointed at LTU and will have a leading role in liaising with both employers, academics and apprentices.

Input from employers is essential to ensure our programme content is both up to date and relevant therefore a series of regular 'catch up' meetings will be held throughout the academic year whereby employers will be invited to LTU or using Teams to discuss and consult with Programme Leaders and other relevant staff. These are scheduled for key points throughout the year including Christmas, Easter and Summer. Regular feedback from employers has indicated that such meetings are welcomed and constructive.