



Cyngor Gofal Cymru
Care Council for Wales

Hyder mewn Gofal - Confidence in Care

Guide to the Recognition of Quality Assured Lifelong Learning on the Credit and Qualifications Framework Wales in Social Care, Early Years and Childcare



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Introduction

The Credit and Qualifications Framework for Wales (CQFW) was introduced in Wales in 2003. It “envisages embracing all types of learning within a common recognition framework” and underpins five key goals:

- “Enabling everyone to develop and maintain essential skills;
- Encouraging people to become lifelong learners;
- Supporting the development of skills in businesses and educational institutions;

- Encouraging workers to gain new skills; and
- Helping people within their communities to develop new skills.”¹

It brings all recognised learning into a single structure that includes higher education, lifelong learning and general and vocational education and training.

The following diagram illustrates the three “pillars” of CQFW where different types of recognised or accredited learning sit.



The Credit and Qualifications Framework for Wales



All learners

All learning programmes

including taught courses, distance learning, work-related training technology-enhanced learning and other education/training activities

All providers

including school, college, work based trainers, university, community, industry, voluntary and other activities

Learning and qualifications are organised into frameworks

Higher education

Degree
Masters
Postgraduate studies
Doctorates

Lifelong learning

Adult and community learning
Company training
Voluntary sector
Wider learning 14+

General and vocational education and training

GCSE
A levels
S/NVQs
Welsh Baccalaureate qualification

Learning and qualifications are organised into frameworks

Framework for Higher Education Qualifications **FHEQ**

Quality Assured Lifelong Learning **QALL**

National Qualifications Framework **NQF**
Qualifications and Credit Framework **QCF**
Scottish Credit and Qualifications Framework **SCQF**

Learning opportunities and standards are quality assured by

QAA

CQFW

DCELLS, Ofqual,
CCEA and SCQF partnership

www.cqfw.net

1. Credit and Qualifications Framework for Wales: Delivering the Promise. Implementation Plan and Handbook 2009-2014. <http://wales.gov.uk/docs/dcells/publications/090619handbook20092014en.pdf>

This guide focuses on the accreditation of quality assured lifelong learning (QALL) for social care, early years and childcare in Wales which is the central pillar in the diagram.

QALL includes *"bespoke provision recognised for adult and community learning, in-house company training, and other learning submitted for recognition as quality assured lifelong learning."*²

The Care Council for Wales has been leading on an exciting project that has been exploring the accreditation of quality assured lifelong learning in social care, early years and childcare, which will form part of the Credit and Qualifications Framework for Wales. Our vision is that accredited learning will be available to all workers in Wales within either social care or early years and childcare, and that this will be used to drive up standards of service delivery as part of the professionalisation of the workforce.

The project has included a number of pilots across a wide range of services and the Care Council are now ready to open up the opportunity for others to engage in the accreditation of quality assured lifelong learning. This guide aims to provide more information about accredited learning and the process that needs to be undertaken to achieve this.

What is accredited learning on CQFW?

The CQFW utilises three concepts:

- *"Expression of achievement as learning outcomes;*
- *The demands made by that learning on the learner referred to as level;*
- *Volume of learning achievements, referred to as credit."*²

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process e.g.

*"1. Understand how to promote behaviour change in families."*³

Learning outcomes are supported by assessment criteria. These are the criteria used for judging whether the outcome has been achieved e.g.

"1.1 Describe how to promote behaviour change in families to include:

- *Using a whole family approach*
- *The process of change*
- *Exploring ambivalence."*³

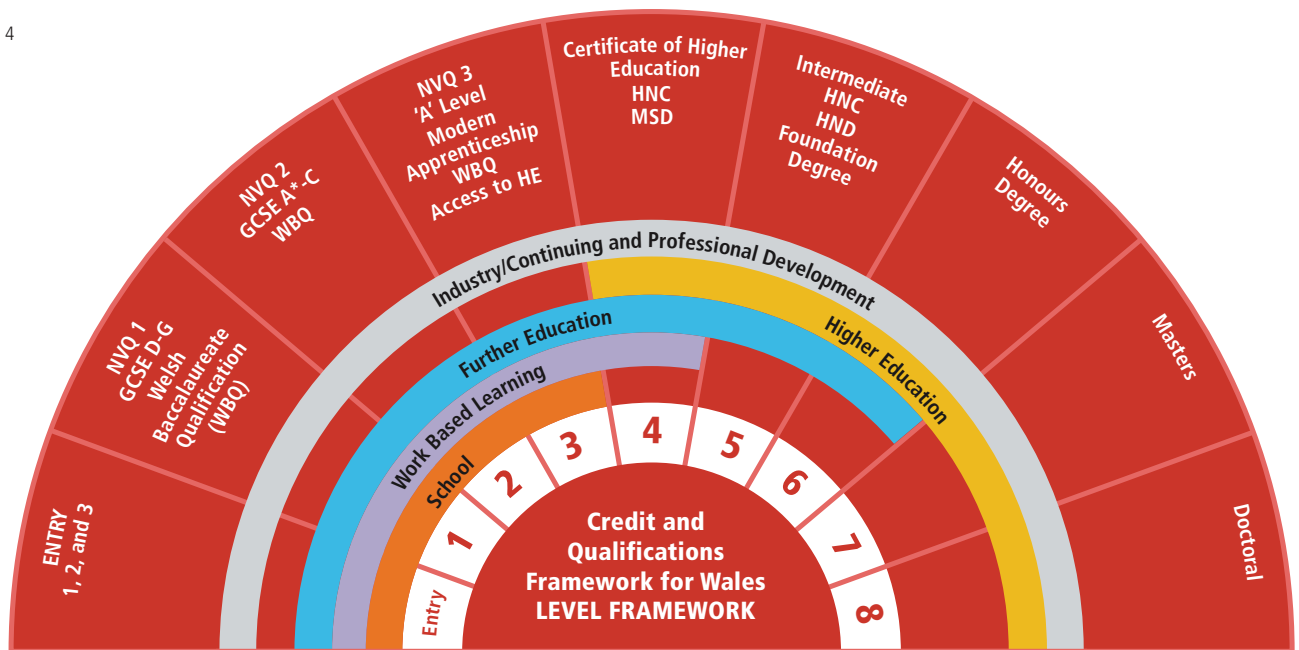
Level is an indicator of the relative demand, complexity, depth of learning and of learner autonomy – this is set out in agreed "level descriptors" that are used across all the pillars in CQFW (Appendix 1).

The CQFW incorporates nine levels in total – Entry level, which is banded into three sub-levels, plus levels 1-8. The diagram overleaf illustrates the different levels with examples of qualifications and learning provision that sit within CQFW. Units on the QALL pillar can sit at any of these levels.

Credit is a measure of the learning time assigned to a set of learning outcomes. The learning time is based on the amount of time a typical learner might be expected to take to complete all of the learning relevant to the achievement of the learning outcomes. This could include a range of different methods e.g. taught learning, guided reading, research, reflection, 1:1 discussions,

2. Credit and Qualifications Framework for Wales: Delivering the Promise. Implementation Plan and Handbook 2009-2014.
<http://wales.gov.uk/docs/dcells/publications/090619handbook20092014en.pdf>

3. An accredited unit by Integrated Family Support Service. Building Stronger Families by Promoting Behavioural Change.



The Credit and Qualifications Framework for Wales was introduced in 2003 as a fully inclusive learning framework. The Levels capture all learning from the very initial stages (Entry) to the most advanced (Level 8). The Fan diagram illustrates the levels and examples of qualifications and learning provision that are included in it.

For further details contact the CQFW Secretariat:
Tel: 01443 663 633 Fax: 01442 663 653
E-mail: info@cqfw.net Visit: www.cqfw.net

Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw



THE CREDIT & QUALIFICATIONS
FRAMEWORK FOR WALES
FFRAMWAITH CREDYDAU
A CHYMWYSTRAU CYMRU



work-based activities, assessment etc.

One credit is assigned 10 hours of learning time.

Learning outcomes and assessment criteria are assembled into a "unit". Each unit will have a clear title that indicates its content and it will be assigned a credit and level. Examples of three units accredited as part of the Integrated Family Support Service project with different credit sizes and levels can be seen in Appendix 2.

What are the benefits of accredited learning on the quality assured lifelong learning pillar?

As quality assured lifelong learning is only available in Wales there are particular benefits available to employers and learners. Credit based learning is

widely accepted across Wales and can be used to:

- Provide the stepping stones to achievement of formal qualifications;
- Facilitate transfer to formal learning e.g. vocational or academic qualifications;
- Facilitate the accreditation of learning that has a specific Welsh perspective or is responding to Welsh policy drivers;
- Accredit "niche" or specialist training;
- Provide evidence of quality assured learning to employers;
- Provide value and recognition of learning undertaken by the workforce;
- Provide status to roles within the sector and specialist learning that may have been undertaken – in fact, an element of professionalisation;

- Aid continuing professional development;
- Aid recruitment and retention;
- Provide evidence to regulators and commissioners of services of quality assured learning undertaken at a particular level by the workforce; and
- Contribute to improvements in the quality of services and service outcomes.

What is the difference between units used for the Qualifications and Credit Framework (QCF) diplomas and units used for quality assured lifelong learning (QALL)?

Units utilised within the QCF diplomas for social care, early years and childcare are the building blocks that are combined by rules of combination into qualifications. As the qualifications are recognised across Wales, Northern Ireland and England, the units within them are UK generic rather than Wales specific. It is also unlikely that niche specialisms would be reflected within the QCF qualifications as there would be no market value for awarding organisations in making units available that would have a low take up across the UK.

The QALL pillar gives us the opportunity to accredit such specialist training and learning to support continuing professional development, outside of the main qualifications. It is also being used to provide a sector response to a recognition of Welsh Government policy and initiatives. In addition, QALL can be used to accredit broad learning that can then be used as a "passport" across the sector e.g. the moving and handling passport for Wales. In this case where there is duplication across QCF and QALL, learners may receive exemption for specified QCF units within the diploma qualifications.

How do I accredit learning?

The flow chart below sets out the process for the accreditation of learning:



How will I know whether this or similar learning is already accredited?

The Care Council will carry out initial checks to see whether there is any similar learning already accredited.

How long will it take for the Care Council to make a decision about my business case?

Business cases will go to the Qualifications and Standards Sub-Committee. The sub committee meets bi-monthly on the last Wednesday of the month and business cases must be received 10 working days prior to the meeting. Dates for the meetings can be obtained from Gethin White on **02920 780685** or **gethin.white@cgymru.org.uk**. The Care Council will respond within five working days of the meeting.

How long will it take from start to finish before my learning is accredited and available on the QALL pillar?

There is no simple answer to this – it will depend very much on the complexity and volume of the units that you have developed. It is also likely to vary according to which Awarding Organisation is accrediting the units.

How do I know which awarding organisation to contact?

A list of awarding organisations recognised by CQFW can be obtained from **cqfwenquiries@wales.gsi.gov.uk** The organisations involved in the pilot project with the Care Council were:

- Agored Cymru;
- City & Guilds; and
- ILM.

What will the awarding organisation expect of me?

Each awarding organisation operates slightly differently but in general all will require you to

register with them as a recognised centre. They will also provide assessors who are competent in making assessment judgements of the units that are being delivered. Awarding organisations make varying charges for their services and it is worth checking these out before committing to working with any particular awarding organisation. Some will make charges to support the development of units, some will charge you for becoming a recognised centre, some charge for registration and certification of learners and others charge for certification only.

You may wish to partner with an existing recognised centre such as an FE college or employer based centre to reduce costs.

How long will the accreditation of the learning last?

When units are developed they are assigned a review date normally between 2-5 years from development. This will be agreed with yourselves, the awarding organisation and the Care Council.

If I am successful in getting my learning accredited, can I deliver it to others?

Yes, as long as this has not been restricted as a condition of the endorsement by the Care Council.

More information

For more information about the use of QALL for the social care, early years and childcare sector, please visit the Care Council website, **<http://www.ccwales.org.uk/qualifications-and-careers/qualifications/credit-qualification-framework-wales>** and look at our frequently asked questions.

A business case application form can be downloaded from
<http://www.ccwales.org.uk/qualifications-and-careers/qualifications/credit-qualification-framework-wales>
 or requested from Dyfan Jones on **02920 780654**
 or dyfan.jones@ccwales.org.uk

Appendix 1

Ofqual level descriptors – January 2009



Level descriptors				
Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Entry Level	Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge, or understanding that relate to the immediate environment.			
	Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.	Use knowledge or understanding to carry out simple, familiar activities. Know the steps needed to complete simple activities.	Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.	With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities.
	Achievement at Entry 3 reflects the ability to make use of skills, structured tasks knowledge, and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.	Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.	With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.

Level descriptors				
Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work.</p>	<p>Complete well-defined, routine tasks.</p> <p>Use relevant skills and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>	Take responsibility for completing tasks and procedures subject to direction or guidance as needed.
Level 2	Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.</p> <p>Interpret relevant information and ideas.</p> <p>Be aware of the types of information that are relevant to the area of study or work.</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Select and use relevant skills and procedures.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Take responsibility for completing tasks and procedures.</p> <p>Exercise autonomy and judgement subject to overall direction or guidance.</p>

Level descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well-defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well-defined may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that, while well-defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including where relevant, responsibility for supervising or guiding others.</p> <p>Exercise autonomy and judgement within limited parameters.</p>

Level descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 4	Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.	<p>Use practical, theoretical or technical understanding to address problems that are well-defined but complex and non-routine.</p> <p>Analyse, interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature and approximate scope of the area of study or work.</p> <p>Have an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Identify, adapt and use appropriate methods and skills.</p> <p>Initiate and use appropriate investigation to inform actions.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>	<p>Take responsibility for courses of action, including where relevant responsibility for the work of others.</p> <p>Exercise autonomy and judgement within broad but generally well-defined parameters.</p>

Level descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	<p>Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts.</p> <p>Analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Be aware of the nature and scope of the area of study or work.</p> <p>Understand different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Address broadly-defined, complex problems.</p> <p>Determine, adapt and use appropriate methods and skills.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>	<p>Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others.</p> <p>Exercise autonomy and judgement within broad parameters.</p>

Level descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 6	Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.	<p>Refine and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors.</p> <p>Critically analyse, interpret and evaluate complex information, concepts and ideas.</p> <p>Understand the context in which the area of study or work is located.</p> <p>Be aware of current developments in the area of study or work.</p> <p>Understand different perspectives, approaches or schools of thought and the theories that underpin them.</p>	<p>Address problems that have limited definition and involve many interacting factors.</p> <p>Determine, refine, adapt and use appropriate methods and skills.</p> <p>Use and where appropriate design relevant research and development to inform actions.</p> <p>Evaluate actions, methods and results and their implications.</p>	<p>Take responsibility for planning and developing courses of action that are capable of underpinning substantial changes or developments.</p> <p>Initiate and lead tasks and processes, taking responsibility, where relevant, for the work and roles of others.</p> <p>Exercise broad autonomy and judgement.</p>

Level descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 7	<p>Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of relevant theoretical and methodological perspectives and how they affect their area of study or work.</p>	<p>Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors.</p> <p>Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions.</p> <p>Understand the wider contexts in which the area of study or work is located.</p> <p>Understand current developments in the area of study or work.</p> <p>Understand different theoretical and methodological perspectives and how they affect the area of study or work.</p>	<p>Conceptualise and address problematic situations that involve many interacting factors.</p> <p>Determine and use appropriate methodologies and approaches.</p> <p>Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change.</p> <p>Critically evaluate actions, methods and results and their short- and long-term implications.</p>	<p>Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments.</p> <p>Exercise broad autonomy and judgement across a significant area of work or study.</p> <p>Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.</p>

Level descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 8	<p>Achievement at Level 8 reflects the ability to develop original understanding and extend an area of knowledge or professional practice. It reflects the ability to address problematic situations that involve many complex, interacting factors through initiating, designing and undertaking research, development or strategic activities. It involves the exercise of broad autonomy, judgement and leadership in sharing responsibility for the development of a field of work or knowledge or for creating substantial professional or organisational change.</p> <p>It also reflects a critical understanding of relevant theoretical and methodological perspectives and how they affect the field of knowledge or work.</p>	<p>Develop original practical, conceptual or technological understanding to create ways forward in contexts that lack definition and where there are many complex, interacting factors.</p> <p>Critically analyse, interpret and evaluate complex information, concepts and theories to produce new knowledge and theories.</p> <p>Understand and reconceptualise the wider contexts in which the field of knowledge or work is located.</p> <p>Extend a field of knowledge or work by contributing original knowledge and thinking.</p> <p>Exercise critical understanding of different theoretical and methodological perspectives and how they affect the field of knowledge or work.</p>	<p>Conceptualise and address problematic situations that involve many complex, interacting factors.</p> <p>Formulate and use appropriate methodologies and approaches.</p> <p>Initiate, design and undertake research, development or strategic activities that extend the field of work or knowledge or result in significant organisational or professional change.</p> <p>Critically evaluate actions, methods and results and their short and long-term implications for the field of work or knowledge and its wider context.</p>	<p>Take responsibility for planning and developing courses of action that have a significant impact on the field of work or knowledge, or result in substantial organisational or professional change.</p> <p>Exercise broad autonomy, judgement and leadership as a leading practitioner or scholar sharing responsibility for the development of a field of work or knowledge, or for substantial organisational or professional change.</p> <p>Take responsibility for the advancement of professional practice.</p>

Appendix 2

Building Stronger Families by Promoting Behavioural Change

Unit Code: **PR42CY087** Unit ID: **CCY687**
 Level: **Two** learndirect: **PR4**
 Credit Value: **1** Sector: **1.3**

This unit is a member of one or more **groups** of related units.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to promote behaviour change in families.	1.1 Describe how to promote behaviour change in families to include: <ul style="list-style-type: none"> • Using a whole family approach • The process of change • Exploring ambivalence
	1.2 Describe a range of tools that can be used to engage families, and their function in the stages of change, to include: <ul style="list-style-type: none"> • The miracle question • Values cards • Strengths cards • Importance and confidence rulers • Action plans • Maintenance plans

Assessment Methods

- Case study
- Reflective log/diary
- Oral question and answer
- Practice file
- Written exercise

Further assessment guidance is available on the Agored website, www.agored.org.uk

ESDGC

The following key themes can be integrated into this unit:

Choices & Decisions

Other Mappings

NOS – HSC21
 NHS KSF – Core 1 Level 2, HWB2 Level 1
 SCCR 4

Assessor Requirements

Assessment of this unit is limited to practitioners approved by the Welsh Assembly Government Integrated Family Support Implementation team.

Implementing Integrated Family Support

Unit Code: **PR43CY003** Unit ID: **CCX355**
 Level: **Three** learndirect: **PR42**
 Credit Value: **5** Sector: **1.3**

This unit is a member of one or more **groups** of related units.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the philosophy of integrated family support.	1.1 Explain the philosophy of integrated family support and its impact on outcomes, to include: <ul style="list-style-type: none"> • how people change • the concepts of ambivalence, resistance and internal motivation • the concept of risk and resilience in families • empathy, and its role in working alliances • holistic family focus
2. Be able to recognise and use the communication skills needed in integrated family support.	2.1 Explain the communication skills needed in integrated family support, to include: <ul style="list-style-type: none"> • listening skills • open questions • summarising • affirmation • reflecting content, meaning and feeling • complex reflection • exploring ambivalence and dissonance • developing empathy • rolling with resistance • engaging the whole family
	2.2 Demonstrate the communication skills needed in integrated family support to include: <ul style="list-style-type: none"> • listening skills • open questions • summarising • affirmation • reflecting content, meaning and feeling • complex reflection • exploring ambivalence and dissonance • developing empathy • rolling with resistance • engaging the whole family

Learning Outcomes	Assessment Criteria
The learner will	The learner can
3. Understand and use strategies for working in integrated family support.	3.1 Explain the strategies used in integrated family support to include: <ul style="list-style-type: none"> • taking referrals • establishing safety plans • managing high risk situations • establishing family aspirations and motivators • establishing family strengths • eliciting discussion about change • negotiating goals • establishing action and maintenance plans • relapse prevention • reviewing lapses • follow up reviews and booster sessions
	3.2 Demonstrate a range of family support strategies to include: <ul style="list-style-type: none"> • building on family strengths • supporting the behaviour change process • supporting relapse prevention • supporting the maintenance of family goals
4. Understand and use strategies for working in integrated family support.	4.1 Explain integrated family support processes to include: <ul style="list-style-type: none"> • the referral process • the relationship with referrers • the referral criteria • the benefits of contact across professions • when to refer to other expert services • correspondence and reporting
5. Understand safe working practice while delivering family focussed interventions.	5.1 Explain the limits of his/her personal responsibility and when to contact a supervisor for support.
	5.2 Outline current legislation and policy about: <ul style="list-style-type: none"> • the protection of vulnerable people including children • data protection and client confidentiality
6. Be able to provide family focussed interventions.	6.1 Demonstrate how to provide family focussed interventions, to include: <ul style="list-style-type: none"> • Preparation for the first meeting • Engaging the family • Introducing the service
	6.2 Demonstrate a range of strategies in family support to include: <ul style="list-style-type: none"> • support goal focussed behaviour change • deliver elements of a weekly plan • deliver elements of a family plan
7. Recognise personal practice in family focussed interventions.	7.1 Evaluate own personal practice in family focussed interventions.

Assessment Methods

- Case study
- Report
- Oral question and answer
- Written exercise
- Role play/simulation
- Practical demonstration
- Practice file

Further assessment guidance is available on the Agored website, www.agored.org.uk

Other Mappings

NOS – AA1, AI1, AI2, CFA101, CFA301, CFA4011, HSC21, GEN22, MH8

KSF – HWB2 level 1 and level 3, HWB4 level 3, Core 1 level 2 and level 3

SCCP – 1, 2, 3, 4, 5, 6

Assessor Requirements

Assessment of this unit is limited to occupationally competent, experienced family intervention workers, who have a minimum of one year's practice in integrated family support.

Managing the Delivery of Family Focussed Interventions

Unit Code: **PR46CY001**

Unit ID: **CCX354**

Level: **Six**

learndirect: **PR42**

Credit Value: **6**

Sector: **1.3**

This unit is a member of one or more **groups** of related units.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Manage a referral to the integrated family support service.	1.1 Take a referral for Family Focussed interventions by telephone, or in person, to include: <ul style="list-style-type: none"> • Liaising with the referrer • Preparing for and undertaking the client interview • Interpreting information • Completing documentation • Preparing statistical information 1.2 Explain how to handle inappropriate referrals to the service.
2. Implement family focussed interventions.	2.1 Manage and implement family focussed interventions, to include: <ul style="list-style-type: none"> • Making the assessment of the crisis • Evaluating the information gathered • Creating a working agreement and a safety plan with the family • Completing a 72 hour report to feedback to the referrer 2.2 Demonstrate how to implement family focussed interventions using: <ul style="list-style-type: none"> • Values cards • Strengths cards • Miracle questions • Goal setting • Behaviour specific goal setting • Weekly plans • Ending the intervention • Crisis cards

Learning Outcomes	Assessment Criteria
The learner will	The learner can
3. Manage a structured family focussed intervention.	<p>3.1 Use professional judgement to direct a structured family focussed intervention from referral to maintenance, to include:</p> <ul style="list-style-type: none"> • Consultation and negotiation with the referrer • Maintaining relationships with referrers • Working in partnership with individuals who use services • Understand different perspectives in the intervention • Strategies for inward delegation and onward referral • Managing a care plan • Evaluating interventions • Clarifying case outcomes • Collaborating with team members in the analysis and hypothesis of cases • Determining appropriate next steps • Initiating new courses of action • Supporting the learning and practice of colleagues • Analysing the balance of risk and resilience • Demonstrating judgement in relation to professional autonomy and organisational accountability • Report writing for stakeholders and families
4. Understand family focussed intervention practice.	<p>4.1 Take responsibility for planning developing and analysing practice in family focussed intervention to include:</p> <ul style="list-style-type: none"> • Personal practice • The practice of colleagues • The impact of systems and processes on current and future practice

Assessment Methods

- Case study
- Report
- Oral question and answer
- Written exercise
- Role play/simulation
- Practical demonstration
- Practice file

Further assessment guidance is available on the Agored website, www.agored.org.uk

Other Mappings

NOS – AA1, AI1, CFA301, CFA401, HSC21, HSC41, GEN22, MH8

KSF – HWB2 level 1, HWB4 level 3, Core 1 level 2, level 3 and level 4

SCCP – 1, 2, 3, 4, 5, 6

Assessor Requirements

Assessment of this unit is limited to practitioners approved by the Welsh Assembly Government Integrated Family Support Implementation team. This unit may only be undertaken after completion of PR43CY003 – Implementing Integrated Family Support.

Appendix 3



Cyngor Gofal Cymru
Care Council for Wales

Hyder mewn Gofal - Confidence in Care

Credit and Qualifications Framework for Wales (CQFW) – Quality Assured Lifelong Learning (QALL) for Social Care, Early Years and Child Care

Business Case

Business case application form for the development of unit/s to sit on the QALL pillar of CQFW for use within social care, early years and childcare.

Please also send in any supplementary information you may have about the learning/training programme.

When completed this form should be returned to **dyfan.jones@cgymru.org.uk**.

Employer/Learning Provider or Awarding Organisation:	Contact Name:
Contact E-mail:	Contact Number:
Proposed Title of Unit/s:	
Main Purpose of Unit/s:	
Rationale for development (please provide background to the proposal, evidence of need for the unit/s and the benefits to the organisation, staff, individuals and the service as a whole, and links to government agendas and sector priorities):	
Target Market (occupational areas/job roles covered):	

What age range will the learning be offered to?	
Where will the learning be offered? e.g. In house, Local Authority area only, regional, all of Wales:	
Which standards do these units relate to? e.g. National Occupational Standards, Knowledge Sets:	
Are the units knowledge or competence based?	
Will there be any specific requirements for assessment? E.g. occupational knowledge or qualifications of those assessing:	
Estimated hours of learning:	Estimated level of learning:
Any links to existing learning and pathways:	Proposed take-up (approximate numbers):

For internal use only

Date received:	Date acknowledgement sent:
QALL database checked for duplication <input type="checkbox"/>	QCF database checked for duplication <input type="checkbox"/>
Date of QSSC meeting:	
Response <input type="checkbox"/> Yes <input type="checkbox"/> No	Recommendations:
Date response sent to submitter:	
Any further action required:	