

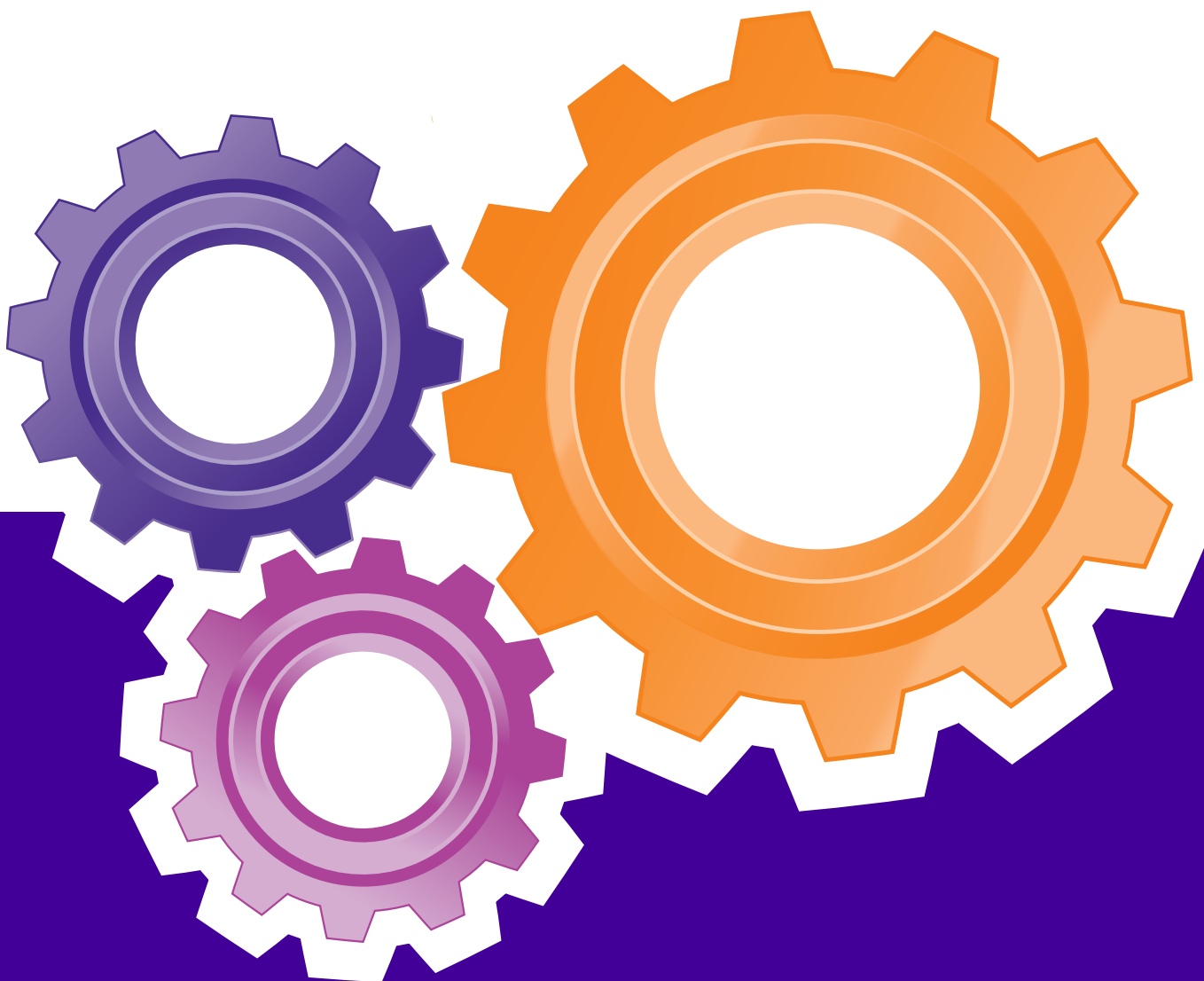


Cyngor Gofal Cymru
Care Council for Wales

Hyder mewn Gofal - Confidence in Care

Learners' Charter

for learning and assessment in social care,
early years and child care in Wales



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Introduction

This Charter is to help you improve the learning experience from learning providers¹ and awarding organisations². High quality training and learning assessment is vital to the development of a professionalised workforce and transforming the culture to ensure excellent integrated, citizen-centred and safe services in Wales.

The charter provides you with a checklist of what you should expect from your learning in health and social care, early years, and child care qualifications in Wales. More detail on these topics can be found in the Best Practice Guidance document at www.ccwales.org.uk.

1. What is expected of your employer or manager if you are already working or you are on placement in the sector?

Managers should plan for and assist the on-going development of their staff and team and should be willing to contribute to coaching, mentoring, training and assessment activities (*Practice Guidance for Social Care Managers registered with the Care Council for Wales* 2013 paragraphs 34, 36).

This means they should give you sufficient time, support, and source finance for you to learn and develop and provide opportunities for you to be assessed.

Your manager should have an agreement with the learning provider, and you. The children and / or other individuals who use your services should know how they can help in your assessment and that an assessor will watch you work several times during your qualification.

Before you start your qualification you need to check you are doing the right qualification at the right level. Your employer or manager and learning provider will help you with this.

¹ Learning Providers are the company or college who you are registered to complete the qualification with, and who provide your assessment.

² An awarding organisation is the body who will actually issue your certificate when you complete your learning.



2. What is expected of you as a learner?

You must be prepared to learn, to commit to the time and the effort required to undertake training and learning programmes both on-the-job and off-the-job and apply this learning in the workplace.

You must be respectful of individuals who use your services, your employer and your learning provider.

You should keep an open mind but hold the values of the sector securely; particularly you should see individuals who use services and carers as partners in the learning process. You should know about the *Code of Professional Practice for Social Care* and ensure that the voices and choices of individuals who use services drive your practice.

You should have completed your induction and any role-specific mandatory training (such as moving and handling, health and safety, fire safety) and gained working practice experience in the role before starting the qualification.

Your work must be your own and any references you make to other people's work must be made clear. You should give examples of your own practice, experiences and thinking to show this is genuine.

You should be prepared to gain specialist capabilities by broadening your knowledge and experiences using opportunities such as placement at specialist settings, meeting expert practitioners who can act as peer mentors, the input of individuals who use

services, guardians and carers, all of which are valuable sources of direct knowledge development. The use of the internet **will never** be enough.

You should expect to prove how much learning and development affects your work and be willing to use a 'learning log' and / or portfolio, showing what you have done (competence), how and why you did it (understanding) and what it taught you about your role and work (reflection).

The extensive knowledge development and consistent safe practice demanded in the QCF Diplomas means that the achievement of:

- QCF Diplomas at Level 2 should be a minimum of 6 months³ following registration with an Awarding Organisation (which must occur as soon as possible after enrolment on the programme)
- QCF Diplomas at Level 3 should be a minimum of 9 months following registration with an Awarding Organisation (which must occur as soon as possible after enrolment on the programme)
- QCF Diplomas at Level 5 should be a minimum of 12 months following registration with an Awarding Organisation (which must occur as soon as possible after enrolment on the programme)

³ For some people this may take a lot longer for lots of reasons: learning styles, work commitments, personal pressures etc.



3. What your learning providers should give you

A supportive working relationship based on openness, honesty, trust and respect for both you and the people who use services you provide. They must not bully you or be abusive but will offer constructive criticism and support.

Stay in touch with you and give you written details of your assessor and any tutor / trainer including their contact details (usually phone number and email) and who else you can

contact if you are unable to get in touch with your assessor.

Some flexibility on the pace and content of your planning, learning and reviewing sessions.

Stretch your knowledge and skills to reach the required standards.

Provide an assessment of what you need to help you learn and achieve this qualification.

- This should be a detailed learning plan, showing what you will both do and when, including when your assessor will come to watch you work.
- They should also give you access to resources to help you, perhaps including core texts, e-learning, reading lists, signpost websites etc.
- It will include an assessment of your skills in communication (reading, writing listening and speaking), using numbers and computers or new technology (smart phones).
- Consider your previous learning and experience against the requirements of the current qualification (Recognition of Prior Learning) to reduce repeating learning.
- Plan to involve service users and carers in your learning and assessment.
- Challenge discrimination, support equality and the value of individual differences and diversity.
- Support you to use Welsh at work and to do your qualification in Welsh with Welsh speaking assessors and materials if you want to.
- Provide your certificate in Welsh, if you want it.
- Make it clear how you can raise any concerns you may have including concerns about the care setting you are involved with⁴.
- Make it clear how you can complain about your assessor or any other aspect of your learning experience
- Make it clear to you how you can appeal against any assessment decisions you do not agree with.

⁴ Ask about complaints to the learning provider, the awarding organisation and Care Council for Wales and CSSIW.



4. What you should expect from your assessor

Your assessor should:

- Be fair, consistent and reliable when judging your evidence of your knowledge and / or competence.
- Have knowledge of the settings, regulation, legislation and code of practice for the service and the requirements of Welsh national standards at the time any assessment is taking place.
- Be occupationally competent which means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them according to current sector practice. This experience should be credible and maintained through clearly demonstrable continued learning and development. Specialist skills and knowledge may need another assessor or an Expert Witness to support your development and assessment.
- Be professionally qualified to the same level or above as the qualification they are assessing and have worked in the sector at that level for more than one year.
- Hold or be working towards the appropriate assessor qualification (currently QCF Level 3 Certificate in Assessing Vocational Achievement TAQA).
- Be monitored by their employer and the awarding organisation and this will mean they may be observed working with you including carrying out your assessments and planning. You should be able to contribute to this and give your views of what the assessor does well and what could be improved.
- Plan your sessions with you (for learning, planning, review, observations etc) to progress you through your qualification and ensure sessions are relevant to the units you are undertaking.
- Directly observing your work should be the main assessment method used, but they will also explain other evidence gathering methods such as questioning, Expert Witness, Witness Testimonies etc. to you (see Additional Guidance).
- Clarify and commit in advance to the number and expectations of meetings including assessment, particularly observations, planning, review and learning opportunities such as workshops or mentoring.
- You will be observed by your assessor in your normal working environment with service users, carers, or children and young people on at least three occasions. This should happen over the course of your learning, to examine your progression and development of competence.
- Help you understand what you need to do to meet the Learning Outcomes and Assessment Criteria of units.
- You need to understand what plagiarism is and make sure that you **do not** use other people's work or writing and present it as your own (see Additional Guidance). This is very serious and could mean you are removed from the qualification. Assessors will be checking for plagiarism.