



National  
Fostering  
Framework  
Fframwaith  
Maethu  
Cenedlaethol

# POST APPROVAL LEARNING AND DEVELOPMENT FRAMEWORK FOR FOSTER CARERS



MARCH 2019





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*The nature of the role of a foster carer can make it difficult at times to prioritise training, learning and development opportunities, but it can make all the difference for your own well-being and that of the child(ren) that you care for.*

*Although fostering takes a very special person, we all need the right tools to equip us for the challenges ahead. This can only be achieved through continual learning and networking opportunities.*

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## WHAT IS THIS DOCUMENT?

One of the National Fostering Framework's (NFF) workstreams was the development of a Post-approval Learning and Development Framework for foster carers across Wales.

The Fostering Network and AFA Cymru led on the development of a Learning and Development Framework. Extensive consultation with foster carers across Wales took place which made a significant contribution to this work.

Foster carers were unanimous in their view that whilst pre-approval training was of a consistently high standard post-approval training was not. Foster carers across Wales considered they did not have the same opportunities to access training and development, due to the variations in local training programmes.

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## WHAT'S INCLUDED?

- The post-approval Learning and Development Framework for foster carers
- Foster Carers' Personal Learning Record and Development Plan
- Guidance Notes for the completion of the Personal Learning Record and Development Plan
- Guidance on how the NFF Learning and Development Framework and the All Wales Induction Framework for Health & Social Care Workers need to be approached

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## WHAT IS THE PURPOSE OF THE DOCUMENT?

- It provides a consistent approach to post-approval learning and development for foster carers in Wales
- It provides guidance on how the Learning and Development Framework and the Social Care Wales' All Wales Induction Framework for Health and Social Care Workers fit together
- It creates a mechanism for collating and reviewing of the learning and development achievements of foster carers as well as the identification of future needs
- It creates a clear pathway for foster carers to map their own professional development
- It provides a resource for supervising social workers to discuss with foster carers their learning and development needs
- To promote a range of learning and development opportunities
- It places an expectation upon foster carers to take greater ownership of their own learning and development
- It creates clear and transparent standards to strive to achieve

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## WHEN WILL IT BE IMPLEMENTED?

- Implementation will be on a phased basis
- Each NFF Regional Development Manager (RDM) will take a lead role in their regions for developing an Implementation Plan

# POST-APPROVAL LEARNING AND DEVELOPMENT FRAMEWORK FOR FOSTER CARERS

## VISION STATEMENT

"Fostering families in Wales are offered great learning opportunities that meet their professional and personal needs, reflects their growing experience and supports them to provide high quality care for children and young people."



The purpose of the Framework is to provide a basis for a national approach that can underpin a more consistent approach to learning and development for foster carers across Wales. It is hoped that the development of a more consistent approach to post-approval training for foster carers will provide a platform for fostering services to exploit the potential benefits of regional working, should they choose.

The Framework recognises the importance of providing an individualised approach to learning and development for foster carers, driven by circumstances, strengths, vulnerabilities and the needs of the children they foster.

## A FRAMEWORK FOR LEARNING AND DEVELOPMENT

Learning opportunities can be provided through formal training courses, but also through online learning, peer mentoring, self-learning or through practice learning (eg through one to one work with a therapist in relation to a specific child). The key issue is:

"How did the learning/development activity contribute to your capacity as a foster carer to meet the needs and improve outcomes for the child in your care?"

Learning and development are best promoted where the overall culture of the organisation is one of reflection and continuous learning. Foster carers have the unique experience of living with children who are looked after, so in addition to acquiring knowledge, they also need to be provided with the opportunity to reflect on their own experiences in the context of this knowledge in order to promote positive placements, but also to ensure their wellbeing as a fostering family.

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## EVIDENCING LEARNING

The Personal Learning Record and Development Plan provides a format for evidencing and recording learning. This includes prior learning experiences as well as those needs identified through the assessment, ongoing supervision and annual review process.

Fostering services therefore need to ensure that their processes and procedures for supervision and annual review reflect this requirement. The Outcomes Statements are intended to provide a basis from which to evaluate the impact of the learning event.

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## CORE VALUES FOR LEARNING AND DEVELOPMENT

Fostering Services are responsible for ensuring that learning opportunities for foster carers are

- Exciting and stimulating
- Accessible to all learners using formal, self-guided and blended learning opportunities
- Delivered in a way that takes account of physical needs, language, geography, working patterns, childcare etc.
- Delivered within a framework of equal opportunities and anti-discriminatory practice
- Inclusive of opportunities to train alongside other professionals to recognise that they are part of the team around the child.



## THE LEARNING FRAMEWORK

**CORE:** These learning and development opportunities are deemed as being an essential foundation for all foster carers.

Some outcomes are specified within the regulations and will require updating in accordance with local policy.  
Foster

Carers may require additional learning and development opportunities at any point to ensure that they can meet the needs of the children and young people in their care.

|   |   |   |   |
|---|---|---|---|
| Child Development                       | Safeguarding                                      | Safer Caring and Allegations  | Supporting Education and Development                |
| Working with Birth Families and Contact | Recording, Presenting and Information Sharing     | Transitions for Children and Young People                             | Life Journey Work                                   |
| Promoting Good Health and Well-being    | Developing a Secure Base and Promoting Attachment | Understanding Challenging Behaviour and Promoting Positive Strategies | Advocacy and Children's Rights                      |
| Health and Safety                       | First Aid   | Foundation Legislation  | Local Induction (including policies and procedures) |

**ADDITIONAL:** These learning and development opportunities build upon the core foundation and reflect the development needs of individual foster carers.

Foster Carers may require additional learning and development opportunities at any point to ensure that they can meet the needs of the children and young people in their care.

It is recognised that other opportunities outside of this framework may be required to meet specific needs.

|   |  |   |   |
|---|--|---|---|
| Moving Children onto Adoption                                     | Advanced Attachment and Trauma                             | Therapeutic Re-parenting                            | Digital Safety and Social Media Awareness |
| Fostering Sons & Daughters and the Involvement of Extended Family | Caring for Children and Young People with Additional Needs | Advanced Strategies to Manage Challenging Behaviour | Advanced Safer Caring and Risk Management |
| Child Sexual Exploitation   | When I'm Ready   | Promoting Independence                              | Living with Teenagers                     |
| Therapeutic Play  | Understanding children and young people's mental health    | Taking care of yourself and each other              | Substances and Addiction                  |
| Domestic abuse  | County Lines   | Court Skills  | Equality and Diversity                    |

**SPECIFIC:** There may be a need for foster carers to access specific learning and development opportunities to meet the needs of the children placed with them or their own personal development. These may be accessed at any time during their journey through the Post Approval Learning and Development Framework.

These specific opportunities are vast but may include:

|   |   |  |                       |
|---|---|--|-----------------------|
| Child and Parent Placements                           | Short Breaks/Support Care                                 | Unaccompanied Asylum Seeking Children and Young People | Radicalisation        |
| Caring for children who have experienced sexual abuse | Caring for children with specific needs e.g. disabilities | Fostering Changes                                      | Train the Trainers    |
| Remand fostering                                      | Peer Mentoring  | Sexual orientation and gender identity awareness       | Sex and relationships |

## PRINCIPLES AND STANDARDS FOR POST-APPROVAL FOSTER CARER LEARNING, DEVELOPMENT AND TRAINING

### Principle 1

The NFF post-approval learning and development framework forms part of the professional development pathway for foster carers in Wales, who are recognised as part of the social care workforce in Wales.

### Minimum Learning and Development Standards

1.1 Post-approval learning, development and training builds upon pre-approval training and advances the foster carers understanding of:

- Their roles, responsibilities and status as part of the team around the child
- Their key role in promoting the child's wellbeing as required by Welsh legislation

1.2 The post-approval learning and development programme provides underpinning knowledge and opportunities to evidence competencies for the Health and Social Care Induction Framework.

1.3 Foster carers have access to additional training opportunities. For example:

- Specific programmes such as Fostering Changes,
- Specialist training to meet the needs of specific groups such as parent and baby placements or unaccompanied and asylum-seeking children

1.4 Individual learning or professional development plans for foster carers reflect learning needs identified in pre-approval assessment, supervision and annual review process. The subsequent supervision and review sessions should look for evidence that learning has been incorporated into their practice.

## Principle 2

Post-approval learning and development provides foster carers and their families with opportunities to benefit from shared learning experiences, alongside professionals as part of the team around the child.

## Principle 3

Post-approval training has consistent quality and content. Foster carers own the responsibility for their motivation to develop and achieve personal learning goals.

### Minimum Learning and Development Standards

- 2.1 Foster carers and their families can access multi-disciplinary training opportunities with other professionals who are part of the team around the child, such as:
  - Supervising social workers
  - Children's social workers
  - Health professionals
  - Teachers and Learning Support staff
  - The regional adoption service
- 2.2 Experienced foster carers and care experienced young people can provide an invaluable contribution and their voice should be heard. For example, as co-facilitators, guest speakers or through peer support.
- 2.3 Post-approval learning and development opportunities are extended to the wider family (e.g. birth children)
- 2.4 There are opportunities for foster carers to complete aspects of post-approval learning and development as a cohort.

### Minimum Training Standards

- 3.1 All post-approval training courses and programmes are designed around clear and consistent learning objectives
- 3.2 Post-approval training includes:
  - The relevant legislation for the UK and Wales
  - Welsh policy and practice guidance including relevant LA policies
  - A theoretical overview of the subject
  - Up to date research and/or statistics
  - Examples of best practice e.g. case studies
  - Practical skills and techniques
  - Time for personal reflection
- 3.3 A range of teaching methods should be used to meet differing learning styles
- 3.4 Participants are asked to complete a course evaluation and agencies have mechanisms to monitor feedback and act upon issues arising.





# LEARNING AND DEVELOPMENT FRAMEWORK

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These titles and learning outcomes have been developed through consultation with practitioners and foster carers across Wales as part of the work in establishing a National Fostering Framework. They are suggested minimum standards that many fostering services and foster carers may choose to exceed.

It may be that the specific needs of a child in placement dictate the knowledge that is required at a particular time in a foster carers career. This guidance is not intended to replace discretion about what training and support is required to care for any given child at any given point.

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## CORE

These learning and development opportunities are deemed as being an essential foundation for all foster carers.

Some outcomes are specified within the regulations and will require updating in accordance with local policy.

Foster Carers may require additional learning and development opportunities at any point to ensure that they can meet the needs of the children and young people in their care.

## Child Development

- Have knowledge of key child development milestones for children and young people (0-18)
- To have explored the link between play and development
- To have considered the factors that can delay or interrupt a child's development (e.g. poor early years experiences, the impact of trauma and nutrition).
- To understand the need to meet the child's development stage rather than their chronological age
- To have considered the approaches by foster carers that can support children and young people's development

**Outcome:** The foster carer will be able to: Identify the stage of development of the child in placement and the impact of their past experiences upon that. The foster carer will be able to use this knowledge to adapt their parenting and care giving approach.

### Safeguarding

- To discuss the abuses that young people can experience and be aware of the impact of that on them
- To explore the current issues in relation to child sexual exploitation and implications for practice
- To understand the role of everyone in safeguarding children and young people including the foster carers role in referring any concerns
- To be aware of the relevant legislation and processes and how they work in practice in the foster carers fostering service

**Outcome: The foster carer will be able to:**

Describe the impact of abuse and identify their role in safeguarding the child in placement.

### Safer Caring and Allegations

- To consider why allegations can occur in fostering
- To understand the process for managing allegations against foster carers
- To know what support and information foster carers should have in the event of an allegation being made against them
- To review the fostering families' safe caring practice in the light of the discussions

**Outcome: The foster carer will be able to:**

Describe why allegations may occur and discuss their safer caring practice.



### Supporting Education and Development

- Identify the key difficulties that may affect the education of children and young people in care
- Explore the impact of unmet attachment needs and trauma on the ability of children to achieve their educational potential
- Identify ways to encourage and support children and young people with their education (including early years, further education, training) and help them overcome setbacks

**Outcome: The foster carer will be able to:**

Identify the ways in which they promote the education of the child in placement

### Working with Birth Families and Contact

- To understand the legal requirement in relation to birth family members
- To consider the challenges of working with birth family members and the benefits of achieving a positive working relationship for all parties
- To consider the issues raised when children transition to birth families
- To examine the importance of recording in relation to contact

**Outcome: The foster carer will be able to:**

Describe what they can do to support the child in placement to have a positive contact experience.

### Recording, Presenting and Information Sharing

- To reflect upon the importance of confidentiality in fostering and how that works in practice
- To discuss daily record keeping and practise separating fact from opinion
- To consider how foster carer's record keeping can support the care planning process
- Enhance skills to participate effectively at LAC meetings
- To explore how children and young people can be supported to contribute to their LAC reviews

**Outcome: The foster carer will be able to:**

Write competent recordings that contribute to the child in placement's planning and care. Be confident about the value of the role of the foster carer in sharing information in a range of settings.

### Transitions for Children and Young People

- To consider the impact of change on children and young people
- To reflect upon how previous transitions will impact on subsequent ones
- To consider how this can effect day to day changes such as starting school or going on holiday
- To start to consider changes in placement and ways to prepare for these
- To examine how a foster carer can help a child or young person manage such transitions

#### Outcome: The foster carer will be able to:

Describe how they will help the child in placement to manage the changes in their life, taking in account their past experiences.

### Life Journey Work

- To understand the significance of narrative for children and young people in understanding and building their sense of identity
- To understand the way life journey work can be undertaken to help a child or young person understand what has happened to them so they are better able to process these experiences.
- To be aware of the role of the foster carer in contributing to this work
- To have started to think about how difficult information can be shared sensitively

#### Outcome: The foster carer will be able to:

Describe what they will do to contribute to the life journey work for the child in placement.

### Promoting Good Health and Well-being

- To advance knowledge of the health outcomes for looked after children and young people
- To increase understanding of specific health topics such as mental health
- To develop understanding of the role of the foster carer in promoting the health and wellbeing of looked after children
- To ensure awareness of responsibilities under the Social Services and Well-being (Wales) Act 2014

#### Outcome: The foster carer will be able to:

Identify the ways in which they promote the health and wellbeing of the child in placement in accordance with their care and support plan.

### Developing a Secure Base and Promoting Attachment

- To understand how a child develops attachment relationships
- To consider the types of attachments children can develop and the impact of this on their behaviour/ development
- To be aware of what foster carers can do to promote a secure attachment
- To identify the need for all children to have a secure base and what foster carers can do to promote this
- Consider the impact on the foster family members of caring for children with attachment difficulties and recognise the need for self-care for all family members

#### Outcome: The foster carer will be able to:

Describe the child in placement's attachment patterns and how they can provide a secure base for that child.

### Understanding Challenging Behaviour and Promoting Positive Strategies

- To be aware of what is expected behaviour for children and young people at different stages of development and to consider why children might behave in certain ways
- Develop practical skills in behaviour identification and strategies to support the longevity and stability of placements
- Understand the need to adapt own behaviour and communication in order to influence that of the children and young people they are caring for
- Understand the need to look after yourself in order to be able to respond appropriately to the children and young people they are caring for

**Outcome: The foster carer will be able to:**

Identify why the child in placement might be behaving in a certain way and consider the most appropriate response to that. Describe how they are positively promoting the behaviour of the child in placement.

### Advocacy and Children's Rights

- Understand the legal and policy context in relation to children's rights and making complaints
- Understand the role of other key professionals such as independent advocates and independent reviewing officers
- Explore ways to advocate on behalf of children and young people to ensure their needs are met

**Outcome: The foster carer will be able to:**

Illustrate how they will advocate for the child in placement.

### Health and Safety

Health and Safety training should be provided by a suitably qualified individual from an agency recognised and certified to provide health and safety training. Learning outcomes will be directed by the specific course provided by individual fostering services.

### First Aid

First aid training should be provided by a suitably qualified individual from an agency recognised and certified to provide first aid training. Learning outcomes will be directed by the specific course provided by individual fostering services.



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## ADDITIONAL

These learning and development opportunities build upon the core foundations and reflect the development needs of individual foster carers.

Foster Carers may require additional learning and development opportunities at any point to ensure that they can meet the needs of the children and young people in their care.

It is recognised that other opportunities outside of this framework may be required to meet specific needs.

### Moving Children onto Adoption

- Explore the impact of this process on the children and adults involved and explore ways to manage feelings
- Explore ways to help children and young people deal with their sense of loss resulting from change
- Identify practical strategies to help everyone involved through the transition in a positive manner

**Outcome: The foster carer will be able to:**

Describe how they will keep the child's needs at the centre of the process of moving on.

### Advanced Attachment and Trauma

- Further understanding the links between attachment problems, the impact of trauma, delayed development and presenting behaviour to identify how this has impacted on the children in your care
- Develop awareness of the impact of attachment styles on brain development and its impact upon mental health
- Reflect on practice in order to identify how you to help children to develop secure relationships and become resilient
- Consider the impact that caring for children with attachment difficulties has had on the fostering family members and revisit strategies for self-care
- Explore what support/Interventions can be used to meet the developmental needs of children in care

**Outcome: The foster carer will be able to:**

Describe the impact of trauma on the child in placement and how they will provide care given their understanding of attachment theory.

### Therapeutic Re-parenting

- Clarify the difference between 'standard' parenting and 'therapeutic' parenting
- Consider a range of strategies to help manage children with attachment difficulties
- Explore the concept of attuned parenting, for example the principles of PACE
- Think holistically about how to meet the needs of traumatised children, for example the impact of the environment
- Reflect upon own attachment styles in current parenting of children and discuss the importance of a long-term perspective and practicing self-care

**Outcome: The foster carer will be able to:**

Describe and apply the techniques of therapeutic parenting to meet the attachment related needs of the child in placement.

### Digital Safety and Social Media Awareness

- To increase knowledge of the various ways in which children and young people engage with the virtual world
- To raise awareness of the benefits and opportunities digital technologies offer to looked after children and young people
- To explore potential safety issues for looked after children and young people using digital technologies
- To identify the core skills that foster carers can use to support young people to operate safely in the virtual world

**Outcome: The foster carer will be able to:**

Describe how they balance opportunity and safety in relation to the use of digital technologies for the child in placement.

### Fostering Sons and Daughters and the Involvement of Extended Family

- To acknowledge the key role of sons and daughters in relation to successful fostering placements
- To reflect on the impact on sons and daughters and consider how their needs can be met
- To consider the extended family and how issues such as confidentiality are managed especially when they are playing a key supporting role
- Identify ways they will balance the needs of their own child with those of the child in placement

**Outcome: The foster carer will be able to:**  
Identify ways they will balance the needs of their own child with those of the child in placement.

### Caring for Children and Young People with Additional Needs

- Understand the relevant legislation, policy and practice guidance in relation to education, health and care needs, assessments and plans
- Explore the issues involved when working together with social services, education and health for joint outcomes
- Discuss ways to prepare for adulthood from the earliest years
- Provide guidance when dealing with children and young people in specific circumstances

**Outcome: The foster carer will be able to:**  
Describe the additional needs of the child in placement and how they will respond to these.

### Advanced Strategies to Deal with Challenging Behaviour

- To provide an overview of the key models for managing challenging behaviour in looked after children
- Gain understanding of a range of strategies, for example Non Violent Resistance
- To provide an opportunity to put theory into practice

**Outcome: The foster carer will be able to:**  
Identify why they are using a specific behaviour management technique with the child in placement.

### Advanced Safer Caring and Risk Management

- Have an opportunity to review the fostering family's safer caring practice and share strategies
- To explore the concepts of risk and harm within this context
- To clarify the foster carers role in relation to delegated authority, risk assessment and information sharing

**Outcome: The foster carer will be able to:**  
Identify the ways that they manage risks to the child in placement to safeguard them while supporting their development.

### Child Sexual Exploitation

- Increase understanding of child sexual exploitation and to recognise the impact on behaviour, child development and self-esteem
- Encourage participants to feel comfortable discussing sexual issues and behaviours with children
- Develop strategies which help keep their families and foster children safe
- Know what to do when suspecting a child might be at risk of this abuse

**Outcome: The foster carer will be able to:**  
Describe how they will safeguard a child in placement who is vulnerable to child sexual exploitation.

### When I'm Ready

- Understand the statutory guidance, good practice guidance and agency frameworks for When I'm Ready
- Consider emerging issues that arise between the transition from a foster placement to a When I'm Ready arrangement
- Discuss ways to support effective implementation of 'When I'm Ready arrangements locally
- Discuss and share ideas to support good practice

**Outcome: The foster carer will be able to:**  
Identify the benefits of When I'm Ready arrangements and their role in preparing for these.

## Promoting Independence

- Understand the legal and policy context in relation to independent living and When I'm Ready
- Understand the roles and responsibilities all professionals in the team around the child
- Gain confidence in understanding the Young Person's needs and the role of the foster carer in supporting them.

### Outcome: The foster carer will be able to:

Explain how they will prepare a young person for independent living.

## Living with Teenagers

- Understand teenage brain development, puberty and the impact on behavior
- Explore a range of communication skills that can be used to maintain relationships, for example negotiating rules and boundaries
- Understand the importance of social development and presentation in adolescence
- Explore how to help teenagers manage transitions and access appropriate support

### Outcome: The foster carer will be able to:

Describe the needs of teenagers with increased insight about how they will meet them.

## Therapeutic Play

- Explore the core concepts of Attachment and current brain research as a basis for providing a relationship based play intervention
- Identify techniques, strategies and tools that may be integrated into play sessions
- Explore how play may meet the needs of children with emotional and behavioural difficulties, children with developmental disorders (such as ASD, ADHD)

### Outcome: The foster carer will be able to:

Apply the interventions to the particular needs of the child in placement.

## Understanding Children and Young People's Mental Health

- Increase knowledge of specific mental health topics such as self-harm, eating disorders and suicidal thoughts
- Understand the role of the foster carer in promoting the mental health and well-being of looked after children
- Gain awareness of the different types of support available for children and young people who are experiencing mental health difficulties

### Outcome: The foster carer will be able to:

Describe what they will do to support children and young people facing mental health issues.

## Taking Care of Yourself and Each Other

- Understand the impact of secondary post-traumatic stress
- Identify the typical the signs and symptoms of stress in themselves and others
- Explore strategies for managing and minimising stress

### Outcome: The foster carer will be able to:

Identify their own stress responses and describe coping mechanisms to maintain balance.

## Substances and Addiction

- Develop an understand of what substances are and their effects on individuals
- Explore the law relating to illegal substances
- The risks associated with substance misuse
- Gain an understanding of the effect that substance misuse has on parenting capacity and the short and long term impact on children
- Learn about the help and support available for substance users and those around them

### Outcome: The foster carer will be able to:

Recognise and describe the effects of substance misuse to support the child or young person appropriately.

### Domestic Abuse

- Develop an understanding of what domestic abuse is and the effects on individuals
- Explore the law in relation to domestic abuse
- Gain an understanding of the impact of domestic abuse on children and how to support them to overcome this trauma

**Outcome: The foster carer will be able to:**

Recognise and describe the effects of domestic abuse to support the child or young person appropriately.

### County Lines

- Explore gang culture, the effects of Social Media, music and terminology
- Gain an understanding of criminal exploitation and the grooming process
- Develop strategies to ensure vulnerable young people are safeguarded

**Outcome: The foster carer will be able to:**

Recognise, respond and support young people who are groomed for criminal exploitation.

### Court Skills

- Reflect on and value the role of the foster carer as an expert witness
- Develop the confidence and practical skills required for giving evidence in court
- Develop skills in recording information as part of an assessment

**Outcome: The foster carer will be able to:**

Provide information to a range of audiences.

### Equality and Diversity

- Learn and reflect on the varied backgrounds that children, young people and their families originate from
- Learn about legislation relevant to this subject
- Promote each child and young person's uniqueness
- Discuss the different forms of discrimination and consider strategies to address

**Outcome: The foster carer will be able to:**

Discuss their understanding of discrimination and evidence their ability to promote anti-discriminatory practice.

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## SPECIFIC

There may be a need for foster carers to access specific learning and development opportunities to meet the needs of the children placed with them or their own personal development. These may be accessed at any time during their journey through the Post Approval Learning and Development Framework.

These specific opportunities are vast but may include:

- Parent and Child Placements
- Short Breaks/ Support Care
- Caring for Unaccompanied and Asylum Seeking Children and Young People
- Radicalisation
- Caring for children who have experienced sexual abuse
- Caring for Children with specific needs e.g. disabilities
- Fostering Changes
- Train the Trainer
- Remand Fostering
- Peer mentoring
- Sexual orientation and gender identity awareness
- Sex and relationships



# GUIDANCE ON MAPPING LEARNING

# 03

Guidance on mapping learning from the All Wales Induction Framework for Health and Social Care to the National Fostering Framework Learning and Development Framework for foster carers in Wales.



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## SOCIAL CARE WALES ALL WALES INDUCTION FRAMEWORK FOR HEALTH AND SOCIAL CARE

The Learning and Development Framework was designed to reflect the key principles of the All Wales Induction Framework for Health and Social Care (AWIFHSC). Although not mandatory at this time, the AWIFHSC and revised qualification framework (QCF) is recognised as best practice and should inform post approval foster carer learning and development. Therefore, this national framework needs to be linked to subsequent developments from Social Care Wales as a key recommendation of the consultation report was:

*‘Ensuring that the framework is mapped to Health Social Care Induction Framework and the new qualifications and framework being developed by Social Care Wales’*

The new framework was introduced in April 2018 and is designed for all social care workers. It provides a structure for common induction across Wales, outlining the knowledge and skills professionals need to gain during their induction period. All Fostering Managers have a responsibility to make sure that their newly approved foster carers receive a robust, structured induction using this framework.

Foster carers are not required to register with Social Care Wales, but new carers are expected to complete the relevant sections of the induction framework (sections 2, 4, 5, 6, and 7). Social Care Wales recognise that it may take longer than six months for a foster carers to complete the induction framework due to the nature of the fostering role. The induction framework will only be signed off once all the outcomes are achieved.

From September 2019 the ‘core’ qualification for all the level 2 and 3 health and social care qualifications in Wales will mirror the generic knowledge, understanding and practice elements of the induction framework. This means that as new foster carers undertake the induction framework, they will start gathering evidence that can be used towards achieving these qualifications. All foster carers should be supported and encouraged to undertake the AWIFHSC as part of their progression prior to beginning other qualifications.



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## CROSS REFERENCING LEARNING ACROSS THESE TWO FRAMEWORKS

It will be beneficial for newly approved foster carers to start to complete the AWIFHSC at the earliest opportunity. Social Care Wales have developed set progress logs designed to record achievement of the learning outcomes for each section. They can be downloaded from their website <https://socialcare.wales/collections/all-wales-induction-framework-for-health-and-social-care>

The completed progress logs will provide evidence for many of the learning outcomes within the NFF L&D framework. In order to maximise learning opportunities and avoid duplication, a comprehensive mapping exercise has been completed to support managers and supervising social workers applying evidence of learning to both frameworks. The following table sets out

- Column 1: AWIFHSC sections and standards that foster carers must evidence in their progress logs
- Column 2: NFF L&D topics which can also be evidenced using SCW progress logs

However, much of this learning will be generalised to all children and young people, so foster carers will need additional fostering specific learning and development opportunities:

## THE ALL WALES INDUCTION FRAMEWORK FOR HEALTH AND SOCIAL CARE MAPPED TO THE NATIONAL FOSTERING FRAMEWORK'S LEARNING AND DEVELOPMENT FRAMEWORK FOR FOSTER CARERS IN WALES

| All Wales Induction Framework for Health and Social Care                               | NFF Learning and Development Framework   |
|--|--|
| Section 2: Principles and values of health and social care (children and young people) |  |
| 1. Legislation, national policies and codes of conduct and practice                    | Foundation legislation<br>Local Induction (inc policies and procedures)(   |
| 2. Rights based approaches   | Working with birth families and contact<br>Advocacy and Children's rights  |
| 3. Child centred approaches  | Developing a secure base and promoting attachment<br>Child Development   |
| 4. Equality, diversity and inclusion   | Working with birth families and contact<br>Equality and diversity  |
| 5. Positive risk taking  | Safer caring and allegations<br>Advanced Safer Caring and Risk Management  |
| 6. Positive relationships and professional boundaries                                  | Working with birth families and contact<br>Fostering Sons and Daughters and the Involvement of Extended Family   |
| 7. Communication   | Developing a secure base and promoting attachment<br>Understanding challenging behaviour and promoting positive strategies<br>Recording, presenting and information sharing<br>Equality and diversity<br>Living with Teenagers |
| 8. Welsh language and culture  | Foundation legislation<br>Equality and diversity   |
| 9. Positive approaches to reduce restrictive practices in health and social care       | Safer caring and allegations<br>Understanding challenging behaviour and promoting positive strategies  |
| 10. Change and transitions in health and social care                                   | Transitions for children and young people<br>When I'm Ready<br>Moving Children onto Adoption<br>Promoting Independence   |
| 11. Reflection   | (Evidenced via engagement in supervision)  |

| All Wales Induction Framework for Health and Social Care   | NFF Learning and Development Framework   |
|--|--|
| <b>Section 4: Health and Well-being (children and young people)</b>                              |  |
| 1. Well-being  | <ul style="list-style-type: none"> <li>Developing a secure base and promoting attachment</li> <li>Understanding challenging behaviour &amp; communication</li> <li>Supporting education and development</li> <li>Digital safety and social media awareness</li> <li>Promoting Good Health and Well-being</li> </ul>  |
| 2. Factors that impact upon health and wellbeing   | <ul style="list-style-type: none"> <li>Child development</li> <li>Developing a secure base and promoting attachment</li> <li>Transitions for children and young people</li> <li>Understanding challenging behaviour &amp; communication</li> <li>Supporting education and development</li> <li>Digital safety and social media awareness</li> <li>Understanding children &amp; young people’s mental health</li> <li>Domestic abuse</li> <li>Substances and addiction</li> </ul>               |
| 3. Positive environments for the health, well-being and development of children and young people | <ul style="list-style-type: none"> <li>Child development</li> <li>Developing a secure base and promoting attachment</li> <li>Safer caring and allegations</li> <li>Transitions for children and young people</li> <li>Understanding challenging behaviour &amp; communication</li> <li>Supporting education and development</li> <li>Digital safety and social media awareness</li> <li>Understanding children &amp; young people’s mental health</li> <li>Therapeutic Re-parenting</li> </ul> |
| 4. Play  | <ul style="list-style-type: none"> <li>Child development</li> <li>Developing a secure base and promoting attachment</li> <li>Life journey work</li> <li>Supporting education and development</li> <li>Therapeutic play</li> </ul>  |
| 5. Speech, language and communication  | <ul style="list-style-type: none"> <li>Child development</li> <li>Understanding challenging behaviour &amp; communication</li> <li>Supporting education and development</li> </ul>   |
| 6. Additional support needs  | <ul style="list-style-type: none"> <li>Child development</li> <li>Caring for children &amp; young people with additional needs</li> </ul>  |
| 7. Advice guidance and support   | <ul style="list-style-type: none"> <li>Advocacy and children’s rights</li> </ul>   |
| 8. Administration of medication  | <ul style="list-style-type: none"> <li>First Aid</li> </ul>  |
| 9. Personal care   | <ul style="list-style-type: none"> <li>Promoting Good Health and Well-being</li> <li>Child development</li> </ul>  |
| 10. Nutrition and hydration  | <ul style="list-style-type: none"> <li>Promoting Good Health and Well-being</li> <li>Child development</li> </ul>  |
| 11. Promoting Good Health and Well-being   | <ul style="list-style-type: none"> <li>Taking care of yourself and each other</li> <li>Promoting Good Health and Well-being</li> </ul>   |

| All Wales Induction Framework for Health and Social Care                                   | NFF Learning and Development Framework   |
|--|--|
| <b>Section 5: Professional practice as a health and social care worker</b>                 |  |
| 1. Roles and responsibilities of the health and social care worker                         | Recording, presenting and information sharing  |
| 2. Partnership working   | Working with birth families and contact  |
| 3. Team working  | Recording, presenting and information sharing  |
| 4. Handling information  | Recording, presenting and information sharing  |
| 5. Personal conduct of health and social care workers                                      | Working with birth families and contact  |
| 6. Continuing professional development   | Court skills<br>Advanced strategies to deal with challenging behaviour<br>Advanced attachment and trauma   |
| <b>Section 6: Safeguarding individuals</b>   |  |
| 1. Legislative frameworks for safeguarding   | Safeguarding   |
| 2. Safeguarding individuals from harm, abuse or neglect                                    | Safeguarding   |
| 3. Factors, situations and actions that could lead or contribute to harm, abuse or neglect | Safeguarding<br>Digital safety and social media awareness<br>County lines<br>Child sexual exploitation<br>Domestic abuse<br>Substances and addiction |
| 4. Reporting and recording in relation to safeguarding                                     | Safeguarding<br>Recording, presenting and information sharing  |
| <b>Section 7: Health and safety in health and social care</b>                              |  |
| 1. Health and safety in the workplace  | Safer caring and allegations   |
| 2. Risk assessments for health and safety  | Health and safety  |
| 3. Fire safety   | Health and safety  |
| 4. Moving and handling; moving and positioning   | Health and safety  |
| 5. Emergency first aid   | First Aid  |
| 6. Infection prevention and control  | Health and safety  |
| 7. Food safety   | Health and safety  |
| 8. Hazardous substances  | Health and safety  |
| 9. Security in the work setting  | Health and safety  |
| 10. Managing stress  | Taking care of yourself and each other   |

# PERSONAL LEARNING RECORD AND DEVELOPMENT PLAN

# 04

This record will form a key part of your supervision and annual fostering review process. As such, it should reflect prior learning; identify further training and development needs; provide a tool for planning your learning and evidence continuous professional development.

Learning activities may include (but are not limited to) formal training programmes, events, peer mentoring, professional consultancy, discussion with supervising social worker or any other relevant professional, online or self-guided study.



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## GUIDANCE NOTES TO AID COMPLETION

The Personal Learning Record and Development Plan has been created to sit alongside the NFF Learning and Development Framework and needs to be completed in conjunction with reading that document.

### Aim

The aim of the record is that it is individual and encourages foster carers to take responsibility for their own learning and development; considering at each stage how learning impacts upon their capacity to care for a child, themselves and their family.

The document should be used as a tool to:

- Capture each individual foster carers learning and development on an annual basis, in a consistent way
- Ensure that this information is fed into foster carer supervision and the review process
- Develop the basis of a plan for the foster carers continuous learning and development.

### Structure

The document is in 3 parts:

1. A prior learning profile – this captures learning completed prior to approval as a foster carer/ introduction of this framework
2. A continuous learning record
3. A learning review and further development plan

### Who should complete this?

This is an individual foster carer record, and not a record for a foster carer household. It therefore needs to be completed in respect of each approved foster carer in the household. It should be used as a continuous working tool throughout supervision and to support the review process.

### When should the Personal Learning Record and Development Plan be completed ?

Section 1 – at the earliest opportunity pre or post approval

Section 2 – as soon as possible after the learning has taken place and discussed in supervision

Section 3 – as part of the foster carer review process

#### Section 1 – Record of prior learning

This section should be completed by the foster carer and supervising social worker together. Where a foster carer is newly approved arrangements must be in place to ensure that the recommendations for learning and development are transferred effectively from the foster carer assessment to the learning and development plan.

### Section 2 – Record of ongoing learning and development

This section is intended to be completed by the foster carer, as and when learning takes place. This needs to be verified by supervising social workers. It is designed as a tool to support foster carers to reflect on their learning and prepare for supervision. The record should be made available at each supervision session for discussion between foster carer and supervising social worker. Services should ensure that they have effective methods in place to aid and record this discussion at supervision sessions. Prior to signing off the learning activity, supervising social workers must be confident that the foster carer can demonstrate learning and evidence how this will affect their future practice. As learning and development is individual to each foster carer, records, reflection and supervision must be afforded to each foster carer within the household.

### Section 3 – Learning review and further development

This section is designed for completion at the end of the review period (maximum annually). It forms part of the preparation for a foster carers review under The Fostering Panels (Wales) Regulations 2018. This section includes an area for the foster carer to complete in preparation for the review which should then be discussed and verified by the supervising social worker. There is a final section to be completed together to explore and agree future development plans. Services can use the completed document to support any reports provided as part of the review process and a copy should be maintained by the foster carer and the service.

This record should be reviewed and updated in line with regular supervision sessions in order to reflect learning needs resulting from significant events within the fostering household such as new children being placed, allegations or any life changes for the foster carer.

|                           |   |
|---------------------------|---|
| Foster carer              | Date of approval  |
|                           |   |
| Supervising social worker | Record Start date<br>(approval date or date of last review) |
|                           |   |
| Fostering Provider        | Record End date (date of next annual review)                |
|                           |   |



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## 1. RECORD OF PRIOR LEARNING

What relevant qualifications, training or other transferable learning activities have you already completed?  
*Please provide evidence*

Are you working towards a recognised formal qualification? (e.g. Induction Framework or QCF? Include start and end dates, modules etc)

What further development needs have been identified for the forthcoming year? (This may include but is not limited to a minimum number of hours, specific topics, groups etc). For newly approved foster carers this should include the personal development plan produced at the time of their assessment.

## 2. RECORD OF ONGOING LEARNING AND DEVELOPMENT

(To be completed by Foster Carer and verified by Supervising Social Worker during Supervision)

| Date of learning activity | Hours of learning | Learning method (eg. training attended, reading, research) | Evidence provided (eg. certificates)   | Signature and date (supervising social worker) |
|---------------------------|-------------------|--|--|--|
|                           |                   |  |  |  |
| What did I learn?         |                   |  | What difference will this make to my fostering practice and the children in my care? |  |
|                           |                   |  |  |  |

| Date of learning activity | Hours of learning | Learning method (eg. training attended, reading, research) | Evidence provided (eg. certificates)   | Signature and date (supervising social worker) |
|---------------------------|-------------------|--|--|--|
|                           |                   |  |  |  |
| What did I learn?         |                   |  | What difference will this make to my fostering practice and the children in my care? |  |
|                           |                   |  |  |  |

| Date of learning activity | Hours of learning | Learning method (eg. training attended, reading, research) | Evidence provided (eg. certificates)   | Signature and date (supervising social worker) |
|---------------------------|-------------------|--|--|--|
|                           |                   |  |  |  |
| What did I learn?         |                   |  | What difference will this make to my fostering practice and the children in my care? |  |
|                           |                   |  |  |  |

| Date of learning activity | Hours of learning | Learning method (eg. training attended, reading, research) | Evidence provided (eg. certificates)   | Signature and date (supervising social worker) |
|---------------------------|-------------------|--|--|--|
|                           |                   |  |  |  |
| What did I learn?         |                   |  | What difference will this make to my fostering practice and the children in my care? |  |
|                           |                   |  |  |  |

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### 3. LEARNING REVIEW AND FURTHER DEVELOPMENT PLAN

(To be completed at the end of the Annual period/period under review)

Have the minimum requirements for professional development been met during the time frame?

*Foster Carer*

*Supervising Social Worker*

How has the learning built on knowledge and skills to meet the needs of children placed and improve outcomes?

*Foster Carer*

*Supervising Social Worker*

What further development needs have been identified for the next year?

*Supervising Social worker and Foster Carer to discuss and agree*



National  
Fostering  
Framework  
Fframwaith  
Maethu  
Cenedlaethol

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