



ordinary people doing extraordinary things

The Training, Support and Development Standards for Foster Care

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

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1. Introduction

The Training, Support and Development Standards for Foster Care have been developed by the Children's Workforce Development Council (CWDC) to ensure that all Foster Carers receive relevant induction, training and support, and continuing professional development.

The Standards build on the CWDC Induction Standards for staff who work in children's social care (launched September 2006) and have been adapted to meet the needs of Foster Carers, and to reflect their unique position of looking after children in their own homes.

The Standards set out clearly what Foster Carers should know, understand and be able to do. All Foster Carers will be expected to work towards the Training, Support and Development Standards for Foster Care from April 2008.

The CWDC is also working with the Department for Education and Skills to develop the Training Framework for Foster Care to provide consistency across England. Proposals for the training framework are included with this guide.

The Standards and Training Framework build on the good practice that has been developed by Foster Care providers, and are being implemented as part of a national strategy to give Foster Carers better access to training and development, and to help children achieve the five outcomes in Every Child Matters.

The CWDC has been advised by an Expert Reference Group and has carried out an extensive consultation exercise with Foster Carers, Foster Care providers and children and young people as part of the project. Details of what children and young people said can be found on the CWDC website.

Why these Standards?

The Standards have been developed in line with proposals contained in:

- The “Options for Excellence” (DfES/DH October 2006) review of the social care workforce which highlights the important contribution of carers and identifies Foster Carers as a professional group with specific skills and knowledge needs who are an essential part of the wider children’s workforce.
- “Care Matters: Transforming the lives of children and young people in care” (Green Paper DfES September 2006). This contains a range of proposals to raise the knowledge and skills of Foster Carers including the development of a comprehensive training and qualifications framework. One of the main proposals is to develop a tiered training framework for Foster Carers and residential workers.

The CWDC is working with the Department for Education and Skills to take forward these developments. The Training, Support and Development Standards will underpin the proposed framework as it develops. CWDC sees 2007/8 as a period in which to explore their detail, content and initial implementation. Following the anticipated White Paper later in 2007, the Standards may be subject to some minor amendments to ensure that they remain fit for purpose.

“Training helps to ensure that:

- Children are given the quality and type of care they deserve
- Foster Carers are given information and helped to develop the skills required to care for foster children without prejudicing their own family relationships
- Any warning signs in relation to safe caring or fostering breakdown are identified early to safeguard the best interests of all parties
- Foster Carers can work with parents and children in the context of a multi-racial society”

**Code of Practice on the assessment, recruitment and training of Foster Carers
NFCA 1999**

Aims of the Standards

The Standards are designed to:

- Equip Foster Carers with the knowledge and skills needed to provide high quality care for the children and young people they look after.
- Ensure that all Foster Carers are given the necessary help to develop knowledge and skills to carry out their job as Foster Carers and appropriate opportunities for career development.

Timescale for implementation of the Standards

From April 2008 all new Foster Carers will be expected to complete the Training, Support and Development Standards for Foster Care within 12 months of their approval.

All existing approved Foster Carers are expected to complete the Standards and gain the CWDC Certificate of Successful Completion by April 2011. They should be provided with opportunities to complete the Standards as part of their continuing professional development.

All Foster Care providers (local authorities and agencies) will be expected to implement the Standards and ensure that Foster Carers have access to pre-approval training, induction and continuing professional development.

It is anticipated that these Standards will become a mandatory requirement when the National Minimum Standards for Fostering Services are reviewed.

Good practice on 'required' training

Cheshire County Council Fostering Services' commitment to learning and development for Foster Carers means that all Foster Carers are given the necessary help to develop the knowledge, skills and attitudes that they require to carry out their job as Foster Carers efficiently and to provide Foster Carers with the appropriate opportunities for career development. The authority has a robust training policy and strategy informed by the National Minimum Standards for Fostering Services, the UK National Standards for Foster Care and the Code of Practice.

Since 2000 the authority has provided a four-stage training programme to all of its Foster Carers (including Kinship Foster Carers) that comprises:-

1. Pre-approval
2. Induction
3. Core Training
4. Carer Development Training

It is a requirement for all Foster Carers to complete the mandatory stages 1 to 3 within the first two years of their approval. These training courses comprise one component of the support available to Foster Carers within the authority. Training provides Foster Carers with the opportunity to explore and understand issues essential to their role, and indeed, to identify their future learning and development needs.

Foster Carer training is funded via a dedicated training budget of £69,000 per year. The training of Foster Carers is fundamental to the continuing development and growth of foster care services in Cheshire, a fact that has been reflected in our successful recruitment and retention of Foster Carers and reinforced by Foster Carers stating that they feel valued, respected and supported as part of the professional team.

Cheshire County Council Fostering Service, 2007

Which Foster Carers do the Standards apply to?

It is desirable for all Foster Carers to achieve the minimum level of knowledge and skills encapsulated in the Standards. Foster Care providers will need to determine agency policy and priorities in relation to particular groups of Foster Carers completing the Standards and the level of training they should receive (e.g. family and friends carers, and short-break, respite and nominated carers).

Foster Care providers should have regard to National Minimum Standard (NMS) 23.4.

The National Minimum Standards currently state “Where two adults in one household are approved as joint carers, both successfully complete all training. Each Foster Carer is trained in identified key areas prior to any child being placed in his or her home. Attention is given to the training needs of particular groups e.g. male carers”. NMS 23.4

Timeframe for successful completion of the Standards

The outcomes in the Standards should be met through planned learning during the six months pre-approval stage and the first year induction following approval as a Foster Carer.

If the Foster Carer has not completed the Standards within this period, the Foster Care provider should ensure that a plan is in place setting out how the learning towards the Standards can be achieved and agree a revised timescale for completion.

Providers have discretion to take into account the circumstances of individual Foster Carers (e.g. where there have been delays in making placements, to take account of a Foster Carer’s disability or illness) and to agree an extension.

Foster Carers whose first language is not English or who have difficulty with literacy may also require longer to complete the Standards. Foster Care providers should offer support and assist Foster Carers to access additional support around language and literacy.

Experienced Foster Carers who have had access to training and development will be able to use their experience to “fast track” through the Standards as most will be able to evidence their knowledge and skills based on their prior learning and fostering experience.

Link between the Training Framework and the Training, Support and Development Standards for Foster Care

The Standards support the three-stage Training Framework for Foster Care: Pre-approval, Induction and Foster Carer Development (See Appendix 1).

They provide a national benchmark for the training and development of Foster Carers and set out what Foster Carers are expected to meet within 12 months of approval. They underpin the pre-approval, induction training and continuing professional development processes, and the ongoing training, supervision and support of Foster Carers.

Relationship with CWDC Induction Standards, other Standards and Code of Practice

The Training, Support and Development Standards for Foster Care are based on the CWDC Induction Standards which were introduced in September 2006 for all workers in children's social care.

Successful completion of the Training, Support and Development Standards for Foster Care can be used to provide evidence for other standards and training frameworks:

Standards and training frameworks	How do they apply?
CWDC Induction Standards for workers in children's social care	Apply to all child-care workers. For Foster Carers these are replaced by the Training Support and Development Standards for Foster Care.
Training, Support and Development Standards for Foster Care	The Standards for Foster Carers.
National Minimum Standards for Fostering Services (NMS) and Fostering Services Regulations 2002	Standards applicable to fostering services. Include requirements to provide training and support to Foster Carers.
UK National Standards for Foster Care (NFCA) ¹ 1999	National standards published by NFCA heavily influencing NMS.
National Occupational Standards for Health and Social Care	See NVQ below
Code of Practice for the Recruitment, Assessment and Training of Foster Carers (NFCA) 1999	Code of Practice for those involved in the management of fostering services and recruitment, assessment and training of Foster Carers.
NVQ Health and Social Care: Caring for Children and Young People	Close links with core units at levels 2 and 3, and will provide evidence towards optional and additional units.
Every Child Matters	Five outcomes for improving the lives of all children. Foster Carers expected to promote these outcomes.
The Common Core of Skills and Knowledge	Sets out required skills and knowledge for those working in children's social care. There are six areas of competence.
General Social Care Council (GSCC) Code of Practice for Social Care Workers	Include continuing professional development (CPD) requirements as and when Foster Carers are required to register with the GSCC.

¹The NFCA became the Fostering Network in 2001



2. The Standards

The Standards provide a structured approach to the training and assessment of Foster Carers, covering pre-approval training and the 12 months following their approval as Foster Carers. They will help to ensure that Foster Carers are safe to take on the appropriate level of responsibility for the children and young people they look after. They will assist supervising social workers in assessing the skills, knowledge and experience of Foster Carers and in identifying their training and development needs.

The Standards are underpinned by the Principles and Values Statement which applies to anyone who works with children and young people and The UN Convention on the Rights of the Child.

See Appendix 4 Embedding the UN Convention on the Rights of the Child.

There are seven Training, Support and Development Standards for Foster Care.

Standard 1: understand the principles and values essential for fostering children and young people

Standard 2: understand your role as a Foster Carer

Standard 3: understand health and safety, and healthy caring

Standard 4: know how to communicate effectively

Standard 5: understand the development of children and young people

Standard 6: safeguard children and young people (keep them safe from harm)

Standard 7: develop yourself

Standard 7 addresses the continuing professional development and specialist needs of Foster Carers.

CWDC has produced a Workbook “Your Induction to Foster Care – a workbook for Foster Carers” to assist Foster Carers to plan, gather and record evidence of their learning against the Standards.



3. The Training Framework for Foster Care

The Training Framework for Foster Care (see Appendix 1) sets out the training and development pathways for Foster Carers at different stages of their fostering career:

- Stage 1 Pre-approval
- Stage 2 Induction
- Stage 3 Foster Carer Development

The Framework will work best where it is integrated with the Foster Care provider's supervision and appraisal systems, training programmes, portfolio development, and group and individual support to Foster Carers.

Key features of the Training Framework

- All Foster Carers will be expected to undertake pre-approval and induction training. Foster Carers will normally be expected to have successfully completed the Training Support and Development Standards for Foster Care within 12 months of approval.
- The pre-approval and induction stages equate to the CWDC Induction Standards. On completion of the induction stage Foster Carers will receive a Certificate of Successful Completion endorsed by CWDC.
- Foster Carers with previous related training and experience of fostering or work with children will be able to fast-track through the stages by providing evidence that they meet the Standards based on prior learning and experience.
- Certain training may be specified at the different stages and Foster Carers may be required to undertake a minimum number of hours training.
- Foster Carers will provide evidence that they have met the Standards using the CWDC Workbook which will be signed off by their supervising social worker or other appropriate person in the fostering agency/service.
- Pre-approval training and assessment can be used as evidence for meeting the Standards.

- Experienced Foster Carers will be able to develop their skills further through training and learning at the Foster Carer Development stage based on their learning needs, the requirements of their Foster Care provider or linked to specialist placements and the needs of individual children and young people.
- Foster Carers will be expected to continue learning through Continuing Professional Development (CPD).
- Foster Care providers can be flexible in their approaches to helping Foster Carers achieve the Standards (e.g. through in-service training, contracting external training providers or colleges, NVQ, portfolio development, distance or web-based learning packages, direct observation, peer witnessing).
- The Standards are linked to Health and Social Care NVQ Level 3 Children and Young People so that Foster Carers can evidence units towards this award.

N.B. This Training Framework should not be confused with the proposals for a 3-tier framework in 'Care Matters' (The Green Paper) and may therefore be amended in the light of developments identified in the future White Paper.

See Appendix 1 Developing a Training Framework for Foster Care

4. Information for Foster Care providers

Responsibilities of Foster Care providers

Foster Care providers have a key role in ensuring that Foster Carers are:

- equipped with the knowledge and skills to provide high quality care for the children and young people they look after
- provided with appropriate learning opportunities for professional development
- well supported and supervised

They have a statutory duty under Regulation 17 of the Fostering Services Regulations 2002 to provide training, advice, information and support to Foster Carers.

All Foster Care providers (local authorities and independent agencies) will be expected to implement the Training, Support and Development Standards for Foster Care and ensure that Foster Carers have access to pre-approval training, induction and on-going professional development.

It is anticipated that these Standards will become a mandatory requirement when the National Minimum Standards for Fostering Services are reviewed.

The Training Framework is designed to underpin implementation of the Standards and continuing Foster Carer development.

Providers will have to show that their Foster Carers meet the Standards within the timescales, but they may have differing training and learning infrastructures to deliver the Standards, depending on the priorities of their service and the needs of the Foster Carers, children and young people.

Providers need to ensure that they commission and make available good quality training and skills development at times convenient to Foster Carers, and which recognise the different learning styles of Foster Carers.

Training and learning activities should be integrated with the systems of support and supervision provided by the agency, and other opportunities for learning and evidencing the Standards.

Good practice in development and training of Foster Carers

The Training Framework reflects current good practice. Many Foster Care providers already prioritise training and support. Most provide pre-approval training, either 2/3 days or spread over several sessions using Skills to Foster (The Fostering Network) or similar.

Some providers will need to increase access to training to meet the new Standards. Others may need to adopt a portfolio approach and develop systems to enable Foster Carers to meet and evidence the Standards.

Good practice checklist for Foster Care providers

- A fully functioning framework for training, support and supervision of carers
- Access to national qualifications for Foster Carers (e.g. NVQs)
- Own skilled trainers or access to external training providers
- Personal development plans
- Portfolio development and CWDC Workbook
- Supervising social workers/trainers competent to assess evidence against the standards
- Menu of training courses linked to needs of children, carers and the fostering service
- Training and learning activities which clearly identify links to meeting the Standards and relevant qualifications
- Training times and venues to fit in with Foster Carers' commitments
- Reimbursement of costs of attending training to Foster Carers

Provision of training

Effective commissioning of training for Foster Carers is a key task for providers. This should include processes for quality assuring the training being provided to Foster Carers.

Foster Care providers should provide a range of learning opportunities and activities, including support groups and reflective learning based on the carer's experience of fostering. Foster Carers strongly value opportunities to participate in group training programmes alongside Foster Carers and other professionals working with children. They will be able to use learning gained through pre-approval, induction and core post-approval training to evidence the Standards.

For some smaller providers, or providers whose Foster Carers are spread over a wide geographical area, it may be impractical to run training courses or support groups on a regular basis. They will need to look at alternative learning methods including e-learning and online learning. Providers should consider facilitating access to information and communication technology (ICT) tools to support this. In some areas it may be possible for providers to collaborate through local training partnerships by commissioning external training providers, or opening up their courses to Foster Carers from other agencies.

There is strong support for specified, mandatory post-approval core training. The Green Paper "Care Matters" identifies key tasks and core skills. In practice most providers offer a similar menu of post-approval training programmes but currently this post-approval training is not specified.

Foster Care providers should link training opportunities to the Every Child Matters five outcomes, National Minimum Standards and the UK National Standards.

Higher level skills and updating knowledge and skills

Some Foster Carers may need higher-level or specialist skills at the start of their fostering career if they are being recruited to provide specialist services to children with complex needs or intensive fostering support (e.g. Treatment Foster Care).

They should still complete the Standards and will require coverage of the main areas to be included in their initial training. Providers will need to make the links between the training provided and the Standards, and identify in which areas and outcomes the Foster Carer needs to be trained in greater depth.

Providers will need to ensure that experienced Foster Carers are provided with opportunities to develop their skills to a higher level as they are likely to be offering the more challenging placements. These should include specialist skills training, access to training alongside residential workers and social workers and multi-agency training.

All Foster Carers should be encouraged to update their knowledge and skills to take account of new legislation, guidance and practice developments.

Support to providers in implementing the Standards

- **The CWDC Workbook**

The CWDC will provide a Workbook to enable Foster Carers to evidence the Standards. Each Foster Carer will need to have their own copy of the Workbook. This is free and can be downloaded from the CWDC website.

- **The Foster Carer's portfolio**

CWDC will also provide a front sheet free of charge for the Foster Carer's portfolio used to store evidence of competence e.g. certificates, testimonials, examples of competent work, reports etc.

- **The CWDC Certificate of Successful Completion**

This is included in the Workbook and will be issued by the provider on successful completion of the Standards. CWDC recommends that the supervising social worker, trainer or assessor signs off the individual elements but that an agency manager or trainer who has not been directly involved signs off all the Workbooks and signs the Certificates. This would ensure that they could check the consistency and quality of the work and that agency standards for training and development are maintained.

Accreditation, quality and regulation

As already indicated it is likely that the review of the National Minimum Standards for Fostering Services will strengthen the training and support requirements, introduce mandatory elements and result in closer external scrutiny of providers' training and support arrangements.

Foster Care providers should ensure that training is of a high and consistent standard by evaluating both internal and external training. This should include feedback from Foster Carers participating in training activities.

Providers should also ensure a consistent and high standard is achieved in the assessment of the Standards by putting in place arrangements for signing off the Workbooks and comparing the standards achieved.

Recruitment, retention and rewards

Well-supported Foster Carers are more likely to feel valued, have more successful placements and be more likely to remain as Foster Carers.

There is evidence that attendance at training is higher in the independent sector where many providers require Foster Carers to attend specified training as part of their contract with the agency. Similarly where Foster Carers are receiving a fee in addition to the fostering allowance (professional or specialist schemes) it is common practice to build training into their service conditions.

The Framework will be an additional tool to address the problem of Foster Carers who opt out of training (quite often those who would benefit most) by moving post-approval training from an “expectation” to a “requirement”. Providers will need to consider incentives and rewards to Foster Carers, such as “payment for skills” schemes and progression linked to levels found in many agencies.

The new arrangements have the potential for delivering another significant benefit to Foster Carers who wish to pursue a career in child care either by taking on more specialist roles as a Foster Carer or using their training and skills to acquire national qualifications and take up job opportunities in the wider children’s workforce.

Funding and resources to implement the Standards

Most providers will already have in place pre-approval “Skills to Foster” or similar and core training programmes for Foster Carers. Providers offer supervision and support through supervising social workers, Foster Carer trainers, support workers, NVQ assessors and others contributing to their learning and development.

The role of the supervising social worker is central to ensuring that Foster Carers are able to evidence the Standards. The training and development aspect of supervision is likely to be enhanced for Foster Carers working towards meeting the Standards.

Supervising social workers and others involved in the assessment may require additional training in this aspect of their role, although many will already be used to assessing using a competence model. Some examples of relevant training on supporting and assessing learning are provided below for which funding may be accessed. Wherever possible, this should be accredited training leading to a recognised qualification (e.g. the NVQ Unit A1 relating to Assessment).

Possible sources of funding to support accredited assessor training include:

- **Train to Gain:** for level 2/3 assessor training - www.traintogain.gov.uk
- **General Social Care Council:** The GSCC’s Post Qualifying Framework includes two sets of specialist standards and requirements relevant to developing further assessor skills in relation to Foster Carers:
 - in working with children and young people, their families and carers, and
 - in practice education - www.gsccl.org.uk
- **CWDC:** Training Strategy Implementation Fund for NVQ assessor training - <http://www.cwdccouncil.org.uk/advice/resourcing.htm>

NVQ assessors may be a source of expertise although the level and rigour of assessment envisaged for the Standards will be different from assessing an NVQ.

The General Social Care Council's specialist standards and requirements in practice education include work-based assessment, the teaching of learners and the management of systems to support teaching and assessment. The learning within these specialist standards will be very appropriate for the social workers supervising Foster Carers.

Successful implementation will require Foster Care providers to commit to the Standards and make funding available to ensure that training happens.

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5. Guide for Supervising Social Workers and Trainers

Implementing the Standards

Each of the seven Standards contains a number of topics or “**areas of knowledge and practice**” that a Foster Carer will need to know about. Each “area” specifies “**learning outcomes**” which indicate what the Foster Carer needs to know, understand or be able to do.

Foster Carers will be able to evidence what they have learned in a number of ways – by showing, doing or explaining – based on their learning through attending training, reading, experience, discussion with their supervising social worker or other Foster Carers, and other activities.

The Standards are underpinned by the **Principles and Values Statement** which applies to all work with children, young people and their families and specifically cross references to Standard 1.

Foster Carers will provide evidence that they have met the Standards through completion of the CWDC Workbook and their Portfolio.

It is important to note that not all of the Standards will be relevant to all Foster Carers (e.g. Standard 5.3 Support Children and Young People to achieve their educational potential, would be marginal to a Foster Carer who was approved to look after babies). Standard 7 extends continuing professional development and Foster Carers should use it to begin planning for their ongoing personal development.

The Standards should be located within the Foster Care provider’s equal opportunities and anti-discriminatory practice and be underpinned by the Foster Care provider’s policies and procedures.

Fast tracking for experienced Foster Carers

Foster Carers with previous related training, fostering experience or work with children will be able to fast-track through the Standards by providing evidence of competence, based on prior learning and experience, or by mapping other assessed training to the Standards.

Personal Development Plan

Each Foster Carer is required to have a personal development plan which should be developed with their supervising social worker within 6 weeks of their approval, and updated annually as part of the Foster Carer’s annual review. The personal development plan should contain details of the Foster Carer’s training needs, identify training and other learning activities, and include timescales for the completion of training. It should also identify the support needed for the Foster Carer. The meeting to agree or review the plan provides an opportunity to consider changing service needs, or the Foster Carer’s changing role and issues arising from supervision. The personal development plan is the foundation of the Foster Carer’s personal development portfolio.

The CWDC Workbook and Personal Development Portfolio

Foster Carers will require a copy of the CWDC Workbook “Your Induction to Foster Care – a workbook for Foster Carers” which can be downloaded from the CWDC website. The Workbook assists the Foster Carer to plan, gather and record evidence of their learning against the Standards. It also contains sample questions as examples of what supervising social workers will want to check, in order to confirm that a Foster Carer has met the Standards. The supervising social worker signs off the Workbook as evidence that the Foster Carer has met the Standards.

All Foster Care providers should ensure that Foster Carers have a portfolio in which to keep personal information, training needs and certificates, annual review and supervision notes, training records and plans and examples of competent work. CWDC can provide a front sheet free of charge as part of the Training, Support & Development Standards package.

How does implementation of the Standards affect new and existing Foster Carers?

- **Newly approved Foster Carers**

All newly approved Foster Carers should undertake and complete planned learning that meets the Standards, and have their understanding and skills assessed using the CWDC Workbook.

- **Existing Foster Carers who have already had their competence assessed**

Existing Foster Carers who have already undergone an induction process, developed a portfolio or had their competence assessed, either through their Foster Care provider or external training, should map their achievements against the Standards using the Workbook. They should do this jointly with their supervising social worker/trainer. Any gaps should be identified along with activities or evidence that will be required to demonstrate competence.

- **Existing Foster Carers who have not had their competence assessed**

Existing Foster Carers who have not had access to an induction process, developed a portfolio or had their competence assessed will need to follow the same process as for newly approved Foster Carers (as above) but are likely to complete the process in a shorter period of time. They will be able to use any training that they have attended (pre and post approval) as evidence.

- **Foster Carers transferring to a different Foster Care provider**

Foster Carers transferring to a different Foster Care provider will be able to submit their Certificate of Successful Completion as evidence that they have met the CWDC Training, Support and Development Standards for Foster Care. However supervising social workers will need to consider whether the Foster Carer should undertake additional induction specific to the Foster Care provider's policies, procedures and practice which they are unlikely to have covered elsewhere.

Where Foster Carers that are transferring have not completed an assessed induction or training programme (e.g. CWDC Certificate of Successful Completion) they should do so within 6 months of transfer to the new provider.

See Appendix 2 - Training pathway for a new Foster Carer; and Appendix 3 - Evidencing the Standards: what do existing Foster Carers have to do?

Delivery of training and development

Role of the assessing social worker, supervising social worker and trainer

The assessing social worker who carries out the fostering assessment should use the Standards as a guide for assessing the applicants' knowledge and skills and identifying any gaps and priorities for training once the applicants have been approved.

The supervising social worker is responsible for drawing up the personal development plan with the new Foster Carer within six weeks of approval. This will be based on identifying the Foster Carer's learning needs and agreeing relevant training courses and other learning activities to enable the Foster Carer to evidence the Standards. The Workbook will be a key tool in the implementation of the personal development plan. The supervising social worker should ensure that the personal development plan is reviewed and updated at the Foster Carer Annual Review.

The supervising social worker has a duty to arrange for the Foster Carer to learn about the different areas within the Standards and to make sure that the Foster Carer knows enough to meet the "outcomes" for each area. The Foster Carer and the supervising social worker will use the CWDC Workbook to show that the Foster Carer has met the learning outcomes and will sign off the Workbook.

Foster Care providers may assign the above tasks to a training manager, trainer or workplace assessor. Training providers should demonstrate links between training programmes and the Standards, and indicate how learning from a training programme can be used to evidence the learning outcomes.

Learning outcomes

The Training, Support and Development Standards for Foster Care are a set of specific outcomes that will be achieved through planned learning. These correspond to one or more of the "five outcomes" for children and young people in Every Child Matters, which have been identified as the most important to children and young people, that everyone in Children's Services should be working towards:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Planning learning

The first task of the supervising social worker is to plan with the Foster Carer how they will achieve the Standards, and to identify priorities related to the key tasks which the Foster Carer is expected to undertake as a new Foster Carer. The supervising social worker and Foster Carer should go through the Workbook and plan together how each outcome is to be achieved. Evidence will then need to be provided by the agreed date, and signed off by the supervising social worker or a manager as meeting the standard required. It is recommended that Foster Care providers, wherever possible, use the Standards to complement any approval, registration or agency specific processes already in place.

Training and learning opportunities

There are many ways that people learn, and supervising social workers and trainers should use the mix of activities and processes that will best meet the needs of Foster Carers. These may include:

- One-to-one discussion
- Distance learning
- Guided reading
- Shadowing
- Training programmes
- E-learning
- Structured use of supervision
- Mentoring by a more experienced Foster Carer
- Use of reflective diaries
- Support groups

Joint training with other workers (e.g. residential workers) should be encouraged, and opportunities for participating in modular inputs of Higher and Further Education providers should be explored.

In the past most Foster Care providers have made available pre-approval training, but post-approval training opportunities have been limited. With the introduction of the Training, Support and Development Standards for Foster Care, Foster Care providers will be expected to provide training opportunities for all their Foster Carers, and Foster Carers may be required to attend specified training.

Training programmes can be effective ways of enabling new Foster Carers to meet parts of the Standards. However, it is not possible for the Standards to be delivered via a training programme on its own. Many of the Standards relate directly to the fostering service – its policies, procedures and practices – and will need to be applied to the Foster Carer's own role and responsibilities. Supervising social workers are vital to the learning, and are an essential support to the process even if someone else delivers the learning input.

Foster Carers should be provided with certificates of attendance for training courses which can be used to evidence the learning outcomes and be included in their portfolio.

Participation of Foster Carers and young people in training

Training delivered in partnership with current or ex-Foster Carers as co-trainers is the most effective model of training delivery. Foster Care providers are encouraged to make full use of experienced Foster Carers as co-trainers to deliver pre-approval (preparation) training, core training courses and support/mentoring to Foster Carers working on the Standards. Foster care trainers will also require access to training, to develop their training skills and familiarise themselves with relevant course materials.

Similarly, involving care-experienced young people to make specific contributions and as co-trainers on relevant courses, has been shown to be very effective. Children's participation officers, or staff with a similar role, may be able to advise and facilitate their participation. Young people who have been involved in the Total Respect Training Programme² will already have developed skills in delivering training (Children's Rights Officers and Advocates, 2000).

Supporting the learning process

The supervising social worker has a responsibility to ensure that Foster Carers are given support and encouragement to reach successful completion, and truly learn from the process. Regular supervision will have a significant part to play in this support.

Assessing Foster Carers' Learning

Competence to carry out assessment

As part of their own learning, supervising social workers need to know how to support the learning of Foster Carers. The development of supervision and induction skills is a key part of the supervising social workers' continuing professional learning, and it is the responsibility of Foster Care providers to ensure that supervising social workers are competent to assess Foster Carers using the Standards. Fostering managers have a responsibility to ensure that everyone who assesses Foster Carers, including themselves, have the skills and knowledge to carry out this role. Supervising social workers and trainers should be encouraged to develop formal assessment skills through accredited learning.

Assessing knowledge and skills

Knowledge and skills can be **assessed** from observed actions and questioning, whether written or verbal. The **methods used** for the outcomes in the Standards will therefore **depend on whether it is knowledge or practice skills or both that is being assessed**.

If assessment is carried out in a group setting (e.g. during a training course), the process must clearly assess the knowledge of each Foster Carer, rather than the understanding of the group as a whole. Trainers can use worksheets, case studies with questions or exercises as part of the training course to assess the Foster Carer's understanding.

² DfES Total Respect Programme - http://www.dfes.gov.uk/qualityprotects/work_pro/project_2.shtml

Recording assessment

Foster Care providers are not required to record every part of the assessment process. There are however advantages in keeping full records for each Foster Carer (e.g. as evidence to inspectors regarding the process, as support for registration or approval processes, or to link with later NVQ assessment). This information is an essential contribution to the Foster Carer's development plan.

Foster Care providers should keep a record of training attended by each Foster Carer as required by the *National Minimum Standards for Fostering Services*.

Assessment as part of the learning process

New Foster Carers may not always be able to demonstrate understanding of an outcome when first assessed on it. Further learning opportunities will need to be provided and the knowledge or skill reassessed by an agreed time.

Certifying and signing off the assessment process

When the supervising social worker or trainer is satisfied that a Foster Carer has met all the outcomes of the Standards it is their responsibility to sign off each of the Standards in the Workbook as complete.

They should not sign off these certificates lightly. They should be aware of the implications for themselves and the individuals using the service, the questions the regulators might ask and their duty to ensure that all Foster Carers are safe and competent. Evidence of reckless or negligent signing off is likely to be deemed a disciplinary matter within the Foster Care provider's policies and procedures, and could lead to questions being asked by the regulator and bring the supervising social worker's own registration or professional conduct into question.

Recorded evidence that the supervising social worker or trainer has acted reasonably and responsibly is essential if the process is not to be de-valued.

The Foster Carer should be issued with **The CWDC Certificate of Successful Completion** upon successful completion of the Standards. CWDC recommends that the supervising social worker, trainer or assessor sign the individual elements but that an agency manager or trainer who has not been directly involved signs off all the Workbooks and signs the Certificates. This would ensure that they could check the consistency and quality of the work and that agency standards for training and development are maintained.

Skills for Life

The process for a new Foster Carer may reveal the need for additional help in order to meet the functional levels of language, literacy, numeracy or IT, which are essential for their role. This area of work is a top government priority and there are many schemes with funding directed at helping people improve skills for life.

Visit web sites www.basicsskills.co.uk or telephone **0207 405 4017** and www.literacytrust.org.uk or telephone **0207 828 2435** for more information and resources.

Support and development needs of Foster Carers

All Foster Carers will have a supervising social worker who fulfils the function of a line manager and supports the Foster Carer. Their visits should be treated as a supervision session with an agenda and notes of the meeting.

The Foster Carer's training, support and development needs should be regularly reviewed and their progress appraised at the Foster Carer's Annual Review.

Foster Carers should have access to key personnel within the foster care service including experienced Foster Carers, residential and children's social workers, and colleagues in education and health services, and voluntary organisations.

Foster Carers should be able to understand the relevance of the Standards to their own professional development through sessions with managers and supervising social workers.

Foster Care providers should seek the views of specific groups of Foster Carers (e.g. black and minority ethnic carers or male carers) on their support needs which may be met in a variety of ways through specific training, support groups, email groups or mentoring.

Foster Carers should also be offered support through a counselling service or an independent supporter for Foster Carers if they are going through a stressful time (e.g. when an allegation has been made).

Foster Carers should be enabled and encouraged to attend training sessions, support groups and meetings of their foster care associations.

Support should be made available to partners and sons and daughters of Foster Carers through individual support by the supervising social worker or support groups in recognition of the involvement of all members of the family in the fostering task.

Good Practice

Supervising social workers implementing the training and development framework and standards should consider:

Tailoring learning and training to Foster Carers' needs

- Different backgrounds and experience of carers
- Foster Carers with previous experience in work with children should be able to use this to demonstrate many of the standards
- Foster Carers' learning styles and abilities
- Training will need to be challenging and enabling for all
- Provide opportunities for the development of specialist skills which require more in-depth training and support than a short course

Ensuring accessibility

- At times and venues convenient and appropriate for Foster Carers
- Fit with child-care commitments, be accessible for lone carers and carers living in rural areas, availability of respite care
- Easy to use, user-friendly training materials and documentation
- Accessible venues, translations/interpreters/signers/ readers/ loop systems etc
- Provide web-based interactive training and assessment packages (including if appropriate provision of computer and basic computer training)
- Consideration of faith calendars and holidays

Ensuring attendance and uptake of training

- Financial support for child-care and travel expenses including loss of earnings in certain circumstances
- Payment for skills
- Access to national qualifications

Ensure flexibility and provide support

- Enable Foster Care providers to develop training within the Framework which is responsive to the provider's requirements (e.g. specialist fostering providers)
- Be responsive to training and development needs identified by Foster Carers or highlighted by children and young people
- Be responsive to policy concerns or training needs highlighted by research and practice (e.g. focus on educational needs and poor performance of Looked after Children, parenting strategy, treatment foster care)
- Maximise opportunities for joint training with other child care workers including social workers and staff from other professional disciplines

Resource and capacity issues

- Capacity of Foster Care providers to provide required training and assessment
- ICT support
- Capacity to increase take up of NVQs

Continuing Professional Development

Essential learning for specific tasks

Successful completion of the *Training, Support and Development Standards for Foster Care* demonstrates that a Foster Carer has the basic information and skills necessary for work as a Foster Carer.

There will be some tasks, however, that a Foster Carer may be required to do that will necessitate further learning before they can be performed safely, linked to the specific needs of children or to a specialist role (e.g. working with disabled children, handling children's medication, managing challenging behaviour).

Foster Carers who have successfully achieved the Standards are encouraged to continue their development by developing new skills and understanding linked to their role as Foster Carers or to open up career options.

The Foster Carer, in consultation with their supervising social worker, should identify additional training and development that will be beneficial to the organisation and to the Foster Carer's career progression.

Continuing professional competence

Foster Carers may not wish or be required to develop skills in new areas. However it will still be necessary for them to keep the skills they have up to date. Additional training can provide an opportunity for Foster Carers to ensure that they are working in accordance with current best practice.

Supporting flexible movement

Foster Carers who are moving to a different Foster Care provider or another job with children will have new things to learn so that they can understand how their practice may need to be adapted to the changed circumstances. Additional training can provide the learning necessary for them to make a successful transition into the wider children's workforce.

NVQs and qualifications

Currently there are no nationally recognised qualifications specifically for Foster Carers.

Most Foster Carers who are interested in progressing further take up the Health and Social Care NVQ Level 3 Children and Young People. Other NVQ awards are also available for Foster Carers interested in developing their skills in a particular area e.g. NVQ in Early Years or Youth Justice.

Options for experienced Foster Carers to develop new roles whilst remaining as a Foster Carer are:

- Becoming an NVQ assessor
- Becoming an NVQ internal verifier
- Becoming a mentor
- Becoming a trainer
- Being involved in the fostering service's recruitment strategy
- Running support groups
- Being an officer of a foster care association
- Supporting Foster Carers through allegations

Pathways to NVQ

Achievement of the Standards provides the first building blocks for NVQ and Foster Carers will have begun to meet the knowledge requirements for a number of these units. Listed below are the Health and Social Care (Children and Young People) NVQ links and the *National Minimum Standards for Fostering Services*.

If the Foster Carer has successfully completed a certificated programme (i.e. one that is accredited and externally assessed) as a component of their induction, an NVQ assessor can have confidence that the knowledge areas outlined below require no further evidence to be produced.

While the assessor may wish to sample the evidence provided by the certificated programme, it is not necessary to reassess it all. The ability to apply knowledge in the workplace, and the competence that then emerges, will develop over time, and be demonstrated through some or all of the following: direct observation (simulation where permitted), witness testimonies, work products and reflective accounts/assignments.

If the Foster Carer has successfully completed an induction that does not have a certificated component (i.e. not accredited and externally assessed), the assessor must assess the evidence provided to meet the Standards outcomes against all the knowledge requirements in the core units. This is because there is no other external quality check about what has been covered.

Some of the knowledge requirements from optional and additional NVQ units at each level will also be met through successful completion of the Standards. This is especially true of knowledge areas that recur throughout National Occupational Standards. For children's social care workers these are:

- Active support and empowerment
- Rights, choice and responsibility
- Equality, diversity and discrimination
- Understand the individual
- Promote children and young people's health and well-being
- Codes/practices/standards/guidelines/legislation
- Roles and responsibilities
- Accessing help and information
- Team and multi-agency working
- Handle information
- Problems and dilemmas
- Communication
- Manage and respond to change
- Health and safety/emergencies
- Risk
- Safeguard children and young people

These form the basis of the knowledge required for competence in all units. Foster Carers should agree with their assessor which knowledge requirements in optional and additional units have been evidenced or partly evidenced in this way.

Linking the standards, NMS and NVQ

Main area	Link to NMS for Fostering Services	Link to NVQ Health and Social Care
Standard 1: Understand the principles and values essential for working with children and young people.	NMS 1: Statement of Purpose NMS 7: Valuing diversity	Core Unit34: Promote the well-being and protection of children and young people (Children and Young People, Principles of Care, level 3)
Standard 2: Understand your role as a Foster Carer.	NMS 10: Promoting contact NMS 23: Training of carers	Links to a number of HSC units
Standard 3: Understand health and safety, and healthy care	NMS 6: Providing suitable Foster Carers	Core Unit HSC32: Promote, monitor and maintain health, safety and security in the working environment (Health and Safety, level 3)
Standard 4: Know how to communicate effectively	NMS 11: Consultation NMS 24: Records	Core Unit HSC31: Promote effective communication for and about individuals (Communication, level 3)
Standard 5: Understand the development of children and young people	NMS 12: Promoting health and development NMS 13: Promoting educational achievement NMS 14: Preparing for adulthood	Links to a number of HSC units
Standard 6: Safeguard children and young people (keep them safe from harm)	NMS 6: Providing suitable Foster Carers NMS 9: Protecting from abuse and neglect	Core Units HSC31-34, and Optional Unit HSC325 Contribute to protecting children and young people from danger, harm and abuse (level 3)
Standard 7: Develop yourself	NMS 21: Management and Support of Carers NMS 22: Supervision of carers NMS 23: Training of carers	Core Unit HSC33 Reflect on and develop your practice (Personal and Professional Development, level 3)

6. Glossary of Abbreviations and Terms

CWDC	Children's Workforce Development Council
GSCC	General Social Care Council
DfES	Department for Education and Skills
CPD	Continuing Professional Development
PDP	Personal Development Plan
SSW	Supervising Social Worker
Ofsted	Office for Standards in Education
SCIE	Social Care Institute for Excellence
BAAF	The British Agencies for Adoption and Fostering
tFN	The Fostering Network
NVQ	National Vocational Qualifications
PQ	Post Qualifying

7. Useful Resources and Links

British Agencies for Adoption and Fostering
www.baaf.org.uk

Care Matters:
Transforming the lives of children
and young people in care
(Green Paper DfES September 2006)
www.dfes.gov.uk

Care Matters:
Consultation Responses to the Green Paper
(DfES April 2007)
www.dfes.gov.uk

Children's Workforce Development
Council (CWDC)
www.cwdcouncil.org.uk

Code of Practice on the recruitment,
assessment, approval, training, management
and support of Foster Carers (NFCA 1999)
www.fostering.net

CWDC Induction Standards (2006)
www.cwdcouncil.org.uk

DfES Total Respect Programme
[http://www.dfes.gov.uk/qualityprotects/
work_pro/project_3.shtml](http://www.dfes.gov.uk/qualityprotects/work_pro/project_3.shtml)

Every Child Matters
(DfES September 2003)
www.everychildmatters.gov.uk

General Social Care Council
www.gsccl.org.uk

National Minimum Standards for Fostering
Services and Fostering Regulations 2002
www.dh.gov.uk

National Youth Agency
www.nya.org.uk

Ofsted
www.ofsted.gov.uk

Options for Excellence: Building the
Social Care Workforce for the Future
(DH/DfES October 2006)
www.dh.gov.uk

Research in Practice
– children and families research
implementation project
www.rip.org.uk

Social Care Institute for Excellence
www.scie.org.uk

The Fostering Network (tFN)
www.fostering.net

UK National Standards for Foster Care
(NFCA 1999)
www.fostering.net

UN Convention on the Rights of the Child
www.unicef.org/crc

Skills to Foster:
The Fostering Network's preparation training
programme for pre-approval level carers
www.fostering.net

NVQ Health and Social Care
(Children and Young People)
www.topssengland.net/view.asp?id=582

Healthy Care Programme
– a practical resource for improving the
health and well-being of looked after children
developed by the National Children's Bureau
www.ncb.org.uk

Appendix 1: Developing a Training Framework for Foster Care

The Training Framework for Foster Care sets out the training and development pathways for Foster Carers at different stages of their fostering career:

- Stage 1: Pre-approval
- Stage 2: Induction
- Stage 3: Foster Carer Development

Foster Care providers will ensure that their training and development for Foster Carers includes pre-approval training, induction (including learning opportunities and support for Foster Carers to evidence and be assessed against the Training, Support and Development Standards for Foster Care), and opportunities for continuing Foster Carer development.

Equal opportunities and anti-discriminatory practice

All training should fit within a framework of equal opportunities and anti-discriminatory practice and be underpinned by the Foster Care provider's policies and procedures.

Stage 1 Pre-Approval Training (6 months)

Pre-approval training should be completed within 6 months of application to become a Foster Carer. Approved Foster Carers should undergo pre-approval training based on the Fostering Network's "Skills to Foster" training pack or similar programme. The training should provide prospective Foster Carers with the knowledge and information to gain a realistic picture of what is involved in caring for children and young people in public care, and cover key areas of fostering practice.

All prospective Foster Carers should complete the training before they are approved as Foster Carers.

Preparation training and assessment

Topics included in the Skills to Foster Programme (The Fostering Network):

- What do Foster Carers do?
- Who are the children and young people?
- Working together
- Safer caring
- Understanding behaviour
- Moving on

Preparation training should also provide an opportunity for applicants to reflect on the impact of fostering on their own family and their motivation and ability to foster based on their family situation.

Feedback is given to applicants, and areas that need further exploration are identified to the applicants and the assessing social worker.

During assessment the assessing social worker also covers the following areas:

- Information on the aims and policies of the Foster Care provider
- Safeguarding children
- Attachment and loss
- Child development
- Caring for traumatised and abused children and young people
- Health and safety
- The legal background to looked after children
- Allegations against Foster Carers
- Record keeping
- Complaints and representations procedures

Stage 2 Induction (within 12 months of approval)

Induction training and development should be completed within 1 year of approval as a Foster Carer. Approved Foster Carers are expected to meet the outcomes of the *Training, Support and Development Standards for Foster Care* within this period.

The supervising social worker should draw up a Personal Development Plan with the Foster Carer within 6 weeks of the Foster Carer's approval which becomes part of the Foster Care Agreement.

Newly approved Foster Carers should be supported by an initial induction course or sessions with the supervising social worker to familiarise them with the organisation, what is expected of them and where they can get help.

All new Foster Carers should also be given a copy of the provider's Foster Carer Handbook.

The Foster Care provider should provide access to core training courses which will assist Foster Carers in evidencing the Standards. Some of the training topics are similar to those in the preparation training but will be covered in more depth.

Each Foster Carer must provide evidence that they meet the Standards using the CWDC Workbook. Foster Carers successfully completing this stage will receive the CWDC Certificate of Successful Completion of the *Training, Support and Development Standards for Foster Care*.

Example of a Foster Carer Core Training Programme

- A Proactive Approach to Conflict
- Anti-bullying
- Assessment and Care Planning
- Child Development, Growth and Health
- Child Protection
- Communicating with Children
- Communicating with Disabled Children (FOCUS)
- Educational Attainment of Children in Cheshire's Care
- Emergency Aid
- HIV and Blood-Borne Viruses
- Making Placements Work (Caring for Other People's Children)
- Valuing Diversity
- Sexual Health Awareness

New Foster Carers are required to complete this programme within 2 years of approval.

Cheshire County Council 2007 www.fosteringincheshire.co.uk

Example of support for residential workers working on the CWDC Induction Standards

“We found that registered managers were finding it hard to find time to sit with our children’s residential staff to go through the Standards. So we decided to have training meetings to support staff working on the Standards. We now have two training meetings a month facilitated by one of our NVQ assessors who goes through the Standards one at a time using the workbook. We now have two registered managers joining in these training sessions.”

Sedgemoor Children’s Services www.sedgemoor.net

CORE post-approval/induction training courses recommended by The Fostering Network (tFN)

- Attachment
- Contact
- Safer Caring
- Healthy Care
- Education
- Understanding Behaviour
- Communicating with children and young people

“Valuing Diversity” is also a core training requirement and should be covered in the agency’s own HR/Equality and Diversity training or added to Core list of courses.

The Fostering Network www.fostering.net

Stage 3 Foster Carer Development (within 2 years of approval)

The Foster Carer’s training and development needs should be reviewed at the Annual Foster Carer Review and their Personal Development Plan updated.

Having successfully completed the Standards, Foster Carers are expected to continue to develop their knowledge and skills by undertaking additional training as specified by their Foster Care provider based on their learning needs, the requirements of the service or linked to specialist placements and the needs of individual children and young people.

Training at this stage is flexible and based on the Foster Carer’s specific learning needs. Training may be provided in-house or from external training providers. Foster Carers will benefit from participating in joint training with the fostering team, social workers and other professionals.

Some providers run their core training programme over a 2 year cycle and expect Foster Carers to complete core training during this period, for which they are awarded a certificate by the provider. In any event, providers should ensure Foster Carers receive certificates of attendance for training attended.

Continuing Professional Development

See Section 5 of this Guide.

Examples of specialist training courses for Foster Carers

- Fostering teenagers
- Life history work with children
- Understanding dyslexia and dyspraxia
- Solution focussed brief therapy
- Substance misuse
- Understanding trauma and building resilience
- Working with children who have been sexually abused
- How to improve relationships and manage difficult behaviour
- Men in Foster Care
- Epilepsy
- Autism
- Fostering children with complex medical needs
- Treatment/therapeutic fostering
- Working with traumatised children

Example of a specialist training programme

By the Bridge – a fostering agency specialising in working with children and young people who would benefit from a therapeutic, nurturing family environment

Specialist work starts with specialist recruitment... given the choice, we select self-worth, vibrancy, ambition, confidence and commitment rather than kind, caring, patient or selfless. Emotional maturity, spirit, big hearts and aspiration-for-self in foster parents are, we believe, the foundations of success for each foster child.

And of course we do have the choice; our adverts, terms and conditions are designed to attract such qualities in people.

Then we give our families tools for self development; weekly calls, monthly home visits, monthly group supervision, paid respite and a plethora of training... 20+ short courses and, yes, NVQ 3 but also the Certificate in Therapeutic Fostering (credit rated at graduate level), and the first year of TA psychotherapy training (part of a proposal for a Degree in Fostering).

Professional people doing sophisticated work www.bythebridge.co.uk

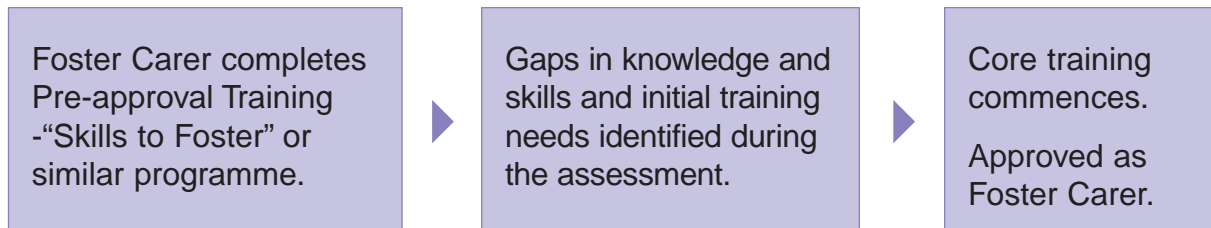
Training, Support and Development Standards for Foster Care: The Training Framework for Foster Care

Pre-approval	Post Approval	
<ul style="list-style-type: none"> • Pre-approval Training (Skills to Foster or similar programme) • Identifying gaps in skills and knowledge and priority training needs • Core training commences <p>6 months</p>	<p>Induction</p> <ul style="list-style-type: none"> • Personal development plan (within 6 weeks of approval) • Initial induction (induction course or sessions with Supervising Social Worker) • CWDC Standards Workbook/Portfolio (sessions with Supervising Social Worker) • Core training courses • CWDC Certificate of Successful Completion <p>12 months</p>	<p>Foster Carer Development</p> <ul style="list-style-type: none"> • Review of Personal Development Plan (at Foster Carer Annual Review) • Continuation of core training courses and skills development • Portfolio • NVQ Level 3 (optional) <p>12 months</p>
<p>← <i>Training, Support and Development Standards for Foster Care</i> →</p>		<p style="text-align: center;">↑</p> <p style="text-align: center;">C P D*</p>

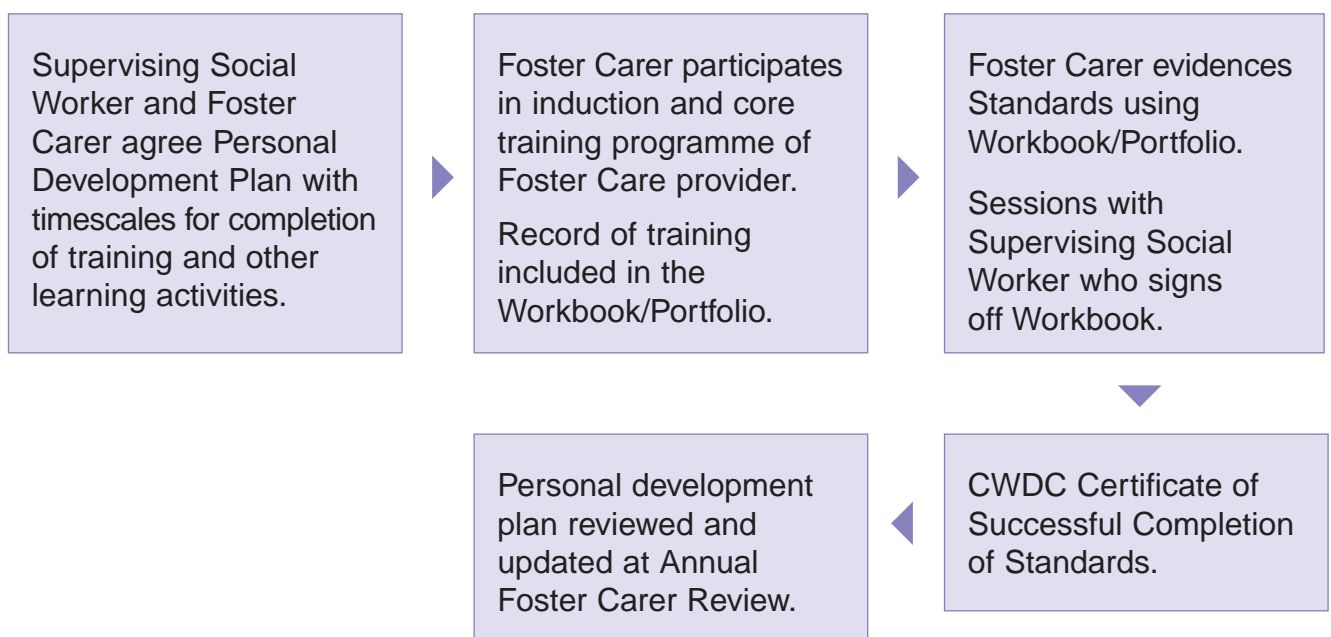
* CPD = Continuing Professional Development, with (optional) higher level qualifications

Appendix 2: Training pathway for a new Foster Carer

Pre-Approval: 6 months

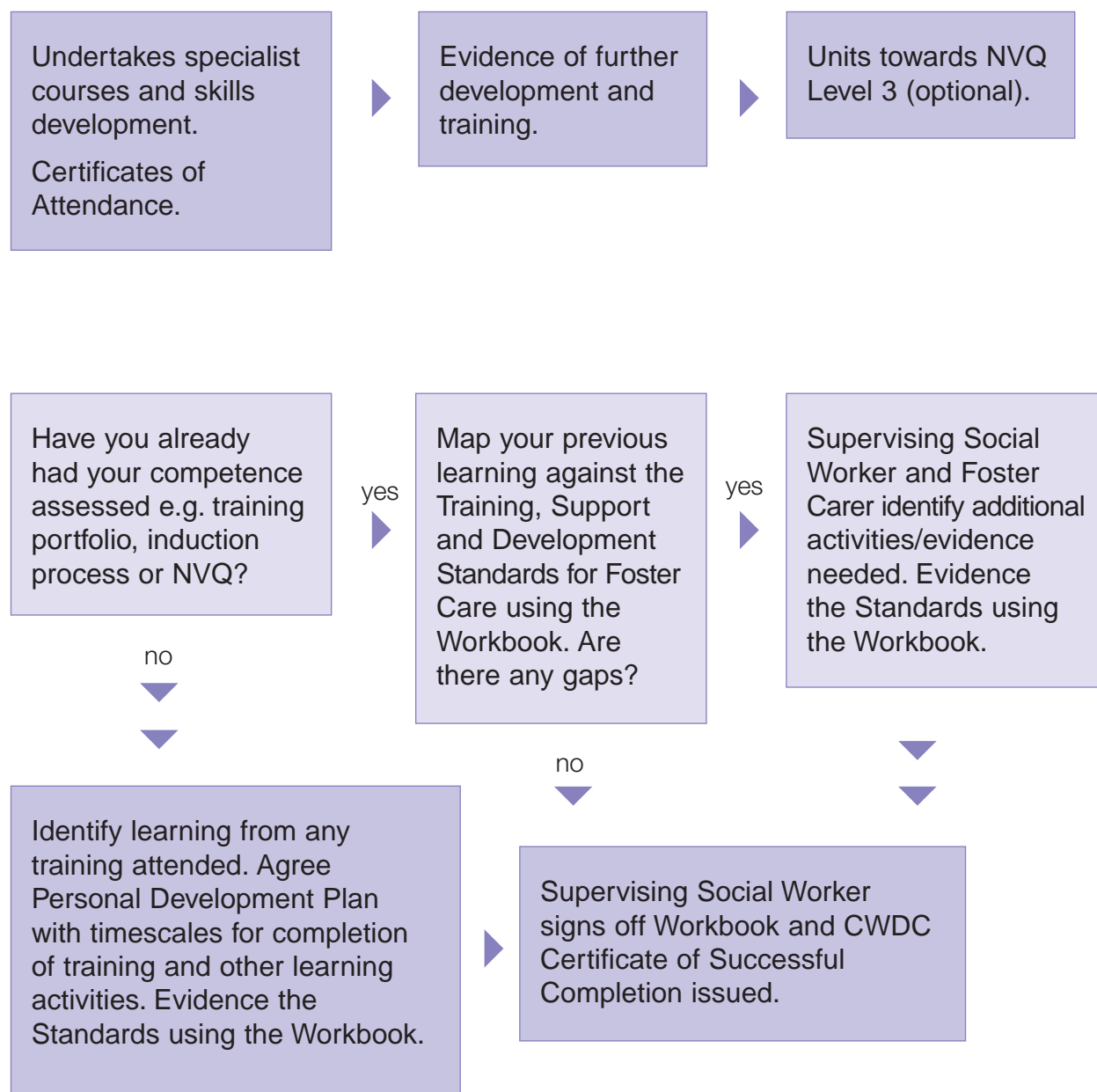


Induction: Within 12 months of approval



Appendix 3: Evidencing the Standards - what do existing Foster Carers have to do?

Foster Carer Development: Within 2 years of approval



Foster Carers transferring to a different Foster Care provider will take their Certificate of Successful Completion with them as evidence that they have met the CWDC Training, Support and Development Standards for Foster Care. They may need to undertake induction specific to the new Foster Care provider.

Appendix 4: Embedding the UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child is the overarching framework for the rights of children and young people to participation, protection and provision of services to fulfil their potential. Government and the services it is responsible for are answerable for progress under the Convention to make sure that all children and young people in the UK gain the best possible start in life given the resources available. CWDC has adopted the Convention and upholds its importance in ensuring the best possible outcomes for children and young people.

The Convention informs the work of the CWDC and the Training, Support and Development Standards for Foster Care in the following ways:

1. General principles

Article 3 All organisations concerned with children and young people should work towards what is best for them.

Article 41 If the laws of a particular country protect children and young people better than the articles of the Convention, then those laws should stay.

2. Inclusion principles:

Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone under 18 whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 22 Children and young people who come into a country as refugees should have the same rights as children and young people born in that country.

Article 23 Children and young people who have any kind of disability should have special care and support so that they can lead full and independent lives.

3. Principles of family life

Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 7 All children and young people have the right to a legally registered name, the right to a nationality and their right to know and, as far as possible, to be cared for by their parents.

Article 8 Governments should respect children and young people's right to a name, a nationality and family ties.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children and young people can stay in contact or get back together as a family.

Article 11 Governments should take steps to stop children and young people being taken out of their own country illegally.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

4. Participation principles:

Article 12 Children and young people have the right to say what they think should happen, when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children and young people have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14 Children and young people have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15 Children and young people have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children and young people have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 Children and young people have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children and young people can understand and should not promote materials that could harm them.

5. Protection principles

Article 9 Children and young people should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting a child. Children and young people whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 19 Governments should ensure that children and young people are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20 Children and young people who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21 When children and young people are adopted the first concern must be what is best for them. The same rules should apply whether the children and young people are adopted in the country where they were born or taken to live in another country.

Article 22 Children and young people who come into a country as refugees should have the same rights as children and young people born in that country.

Article 25 Children and young people who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

6. Provision principles

Article 26 The Government should provide extra money for the children and young people of families in need.

Article 27 Children and young people have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28 Children and young people have a right to an education. Discipline in schools should respect children and young people's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children and young people to respect their parents and their own and other cultures.

Article 30 Children and young people have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 All children and young people have a right to relax and play and to join in a wide range of activities.

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Katy Garrett	Department for Education and Skills
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Prepared for CWDC by consultants Mike Campbell and John Taylor.

Special thanks to Cherie Talbot for important preparatory work in the early days of the project.

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

for more information please call:

0113 244 6311

or visit www.cwdcouncil.org.uk

Or write to CWDC, 3rd Floor, Friends Provident House, 13-14 South Parade,
Leeds LS1 5QS, email fostercare@cwdcouncil.org.uk or fax us on 0113 390 7744

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