

Who is the qualification for?

The qualification is aimed at practitioners who deliver intensive support for families with multiple and complex needs. Practitioners may be working in schools, children’s centres, family intervention projects or social care settings using the family intervention model to support the Troubled Families agenda:

- ✓ Intensive Family Support Worker
- ✓ Targeted Support Worker
- ✓ Community Partnerships Leader
- ✓ Family Intervention Project (FIP) Worker
- ✓ Family Outreach Worker
- ✓ Family Key Worker
- ✓ Parenting Practitioner
- ✓ Senior Practitioner
- ✓ School-Home Support worker

Level 4 is designed for senior practitioners and for those in supervisory or management roles within a range of settings. At this level, the practitioner has a high level of independence in developing responses to the services users' needs or management or supervisory responsibility for other staff.

What is covered in the course and what are the dates?

The Award focuses on the skills and knowledge required to provide sustained, intensive, whole family support in a multi-agency setting.

Training will be held fortnightly in a series of six sessions, each training day being 9.30am – 4.00pm, delivery plan as follows:

1.	Session one	Induction and Unit 400 Part One - Build & maintain relationships in work with parents	4.	Session four	Unit 401 Part Two - Understand and use persistent and proactive intervention methods when working with families with complex and multiple needs
2.	Session two	Unit 400 Part Two - Build & maintain relationships in work with parents	5.	Session five	Unit 402 - Work with families with complex and multiple needs to reduce and prevent anti-social behaviour and increase positive behaviour
3.	Session three	Unit 401 Part One - Understand and use persistent and proactive intervention methods when working with families with complex and multiple needs	6.	Session six	Revision and portfolio session

Portfolio submission date for the course will be approximately 12 weeks after the last training session

How long will this qualification take to achieve?

Guided learning hours are the hours you spend learning with your training provider & on your own for directed activities & research outside of the classroom. There are approximately 78 guided learning hours for this qualification, however the Award is worth 12 credits which equates to 120 notional learning hours that the learner is committing to in the training stage. The training stage is followed by the assessment stage which focuses on the gathering of a portfolio of evidence which is assessed. The qualification as a whole takes approximately six months to achieve, or longer according to the time needed in the assessment stage.

Who provides the training? School-Home Support (SHS) Training & Consultancy

SHS is an independent provider of school home support services. We have 30 years of experience providing and training practitioners who work to build links between children, young people, their families and communities in some of the most deprived areas in England.

SHS has an accredited Training & Consultancy team that offers a wide variety of learning and development opportunities for its own practitioners as well as for learners and organisations externally. As a mark of our quality assurance we are City and Guilds accredited.

What will the structure of delivery look like?

Learners will be expected to attend the series of 6 training sessions as well as carry out research, practical activities and assessment related tasks in their own time. SHS training features a participatory style that recognises learners as experienced individuals who bring skills and experience to the training. Trainers include a range of techniques and resources such as presentations, paired work small group tasks, case studies, role play and video clips. In addition to the theoretical learning achieved, learners benefit from the facilitated group discussions in the classroom session which focus on developing and sharing best practice. As a result learners have greater confidence on how to apply their learning to their workplace to achieve better outcomes.

Group size is between 12 and 16.

6 training sessions	Learning related activities outside the classroom	3 to 5 meetings with the assessor	Portfolio Development
1 Induction and 400	Learners will be required to carry out assessment tasks, practical activities and research to complete within their own time. These tasks will contribute to portfolio of evidence that the learners will produce. There are approximately 120 notional learning hours that the learner is committing to in this qualification.	The assessor is allocated mid way through the training stage of this qualification and supports the learner through to Portfolio submission. The initial meeting will establish the working relationship between learner and assessor through an assessment plan. Meetings are usually held in the learner's workplace.	Collation of evidence for the portfolio occurs throughout the course, however is primarily focused on after the series of classroom training sessions. The portfolio submission date is 12 weeks after the last training session.
2 400			
3 401			
4 401			
5 402			
6 Revision and portfolios			

How will learner gain the award?

Following attendance on the training dates, with the guidance of your allocated assessor you will plan the assessment stage of the qualification. The units and learning outcomes will be assessed by a **learner portfolio of evidence**. A range of different assessment methods are used, for example:

- ✓ Direct observation of practice by an SHS assessor
- ✓ Products of the learner's own work and contributions they have made e.g. development of resources, planning reviews, minutes of meetings etc
- ✓ Case studies, projects, assignments and reflective accounts of the learner's work
- ✓ Direct questioning assignments
- ✓ Professional discussion with an SHS assessor
- ✓ Accreditation of prior experience/achievement/learning (if within two years of portfolio submission date)

Evidence produced for the portfolio must reflect the policies and procedures of the learner's workplace, current legislation and the National Occupation Standards for Work with Parents.

For more information, please contact Catrin Doe, Delivery Officer

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