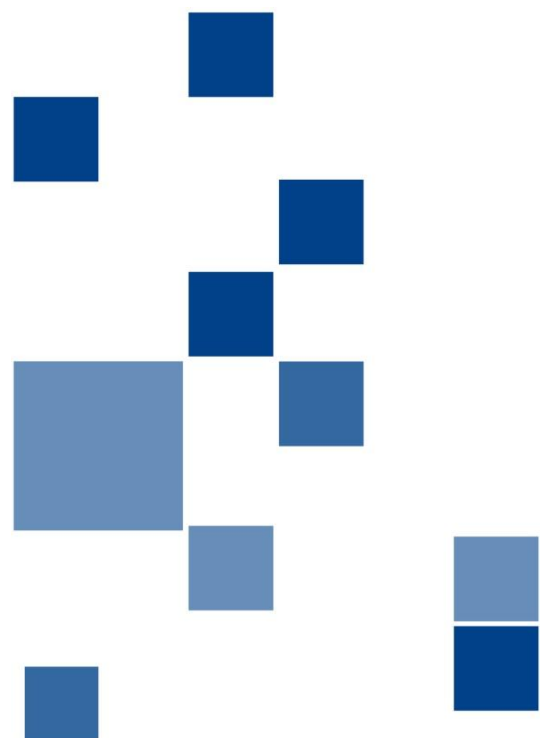


The Standard for Foster Care

Learning and development standards for
foster carers reader friendly outline

April 2017



Why have a learning and development Standard for Foster Care?

The reason for having a Standard for Foster Care is to set out the learning that needs to be provided for all foster carers.

How did the Standard come about?

One of the outcomes of the National Foster Care Review in 2013 was a statement about the importance of making sure foster carers have the right opportunities to learn about the foster care role. In response the Scottish Government asked the Scottish Social Services Council (SSSC) to develop a Standard that sets out the learning that needs to be provided for foster carers at different stages.

How does the Standard fit with learning that is already going on?

Foster carers are already undertaking learning relevant to their roles, and in many cases, this will match the Standard. Foster care organisations need to make sure the learning they are providing meets the Standard and in some cases they might need to add to or develop what they already provide.

How will the learning be provided for foster carers?

The learning set out in the Standard needs to be provided for all foster carers. It's up to foster care organisations to work out the best ways to provide the learning, taking into account factors like; foster carers existing experience, their preferences, the commitments they have to balance and what it means to live in town and rural settings.

Is the Standard a qualification?

The Standard has some shared ground with qualifications like Scottish Vocational Qualifications (SVQs) and Higher National Certificates (HNCs) but it's not the same and is not a qualification in its own right. However it is linked to Scottish Credit and Qualifications Framework (SCQF) level 7, the same level as some SVQs or an HNC.

Will foster carers need to have qualifications?

The Scottish Government has said that foster carers will not need to have a qualification. However the learning in the Standard could help foster carers towards getting a qualification if they want to.

What do the foster carer stages mean?

Pre-approval or induction

Pre-approval is the stage when foster carers are undertaking their initial learning and before they have been approved to have fostered children and young people in their care. At this stage, foster carers need to be able to show they are aware of and understand the learning set out in the Standard, able to reflect on it and relate it to the ways they will support fostered children and young people in the future.

Post-approval

Post-approval is the stage when foster carers have been approved to have fostered children and young people in their care. At this stage foster carers need to be able to show they are aware of and understand the learning set out in the Standard, able to reflect on it and apply it to the ways they support fostered children and young people.

Continuous professional development (or CPD)

Continuous professional development is the stage when foster carers have been approved to have fostered children and young people in their care and have experience as foster carers. At this stage foster carers will have already undertaken a lot of learning about the foster care role and they need to show they are keeping this up to date, supporting others to learn and working towards learning more about relevant areas.

Will the Standard benefit foster carers and fostered children and young people?

The Standard sets out learning that should help foster carers feel more confident and better prepared for their roles. It is closely linked to guidance like Getting it right for every child (GIRFEC) and the Standard will help make sure good practice like the SHANARRI wellbeing indicators are used well.

In the same way the Standard should be helpful to children and young people because foster carers who feel confident and well prepared will be in a good position to support them.

What kinds of learning are included in the Standard?

Here is a list of the learning that makes up the Standard.

Standard numbers	Learning area titles
1	The rights of children and young people
2	Ethics, values and principles
3	Law, policy and guidance
4	Stages and areas of emotional, social, cognitive and physical development
5	Keeping children, young people and others safe
6	Building positive relationships
7	Promoting wellbeing and resilience
8	Effective communication
9	Assessment and planning
10	Supporting children and young people with contact
11	Health and wellbeing
12	Education and achievement
13	Recreation, leisure and play
14	Safe use of social media and online technologies
15	Promoting positive behaviours and managing behaviours that challenge
16	Managing conflict and crises
17	Foster carers' development
18	Leading and working with others
19	Record keeping and information management



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