

**Children, Young People and Families Apprenticeship  
End –Point Assessment Plan**

**Children, Young People and Families Practitioner  
Level 4**

## **Children, Young People and Families Practitioner – End-Point Assessment Plan**

### **Introduction**

This end-point assessment plan details the role and requirements of employers, apprentices and end-point assessment organisations to ensure that all apprentices, irrespective of their employer or location, are assessed in a rigorous, robust, consistent and affordable manner.

The aim of the apprenticeship is not just to train individuals for effective and efficient performance but to prepare them as professionals to undertake a variety of roles and contexts across the children's, young people and family workforce. To show that they have learned their craft they will need to demonstrate that they can competently negotiate their way around a relationship-based environment that doesn't have easy answers or immediate solutions. In a role where there are both planned and uncertain situations there is not always a directive for what to do and how to do it. They must be able to respond effectively, express and exercise their values within their recognised professional, ethical and legal framework, practice skilfully and safely, as well as being able to competently work with others and make decisions on appropriate professional interventions. We would expect to see evidence of their thinking skills and problem-solving skills, assessment, analysis and use of professional judgement within a health and social care context, which shows why they decided on a particular course of action in any given situation. The detailed skills, knowledge and behaviours of a Children, Young People and Families Practitioner that underpin this aspiration, are outlined in the standard.

### **SECTION 1: Summary of end-point assessment**

The end-point assessment plan is designed to enable the competence of apprentices to be assessed in accordance with the apprenticeship standard.

The approach to the end-point assessment is based on the following principles:

- The end-point assessment process should be meaningful and add value to both the apprentice and the employer by complementing and building on normal performance management and development processes;
- It should enable and encourage progression and continuous professional development;
- The end-point assessment is designed to test the markers of competence laid down in the standard;
- End-point assessment methodologies have been selected on the basis that they will provide a high level of validity of the relevant knowledge, skills and behaviours;
- End-point assessment will be synoptic and will assess skills, knowledge and behaviours in an integrated way. It will take place at the end of the apprenticeship

and the final assessment decision will be made independently of the both the employer and the learning provider.

This document details the end-point assessment required to be carried out to enable the apprentice to be tested in a consistent and fair manner and to determine successful completion of the apprenticeship. It also briefly outlines the on-programme assessment that will lead to the gateway to determine the readiness of the apprentice for the end-point assessment.

The apprenticeship typically takes 24 months to complete (12 to 18 months for experienced practitioners). The end-point assessment, which consists of an observation of practice and a competence interview informed by a portfolio, is typically held in the last two months of the apprenticeship. The apprenticeship is graded pass, distinction and fail, based on the performance in the end-point assessment.

This plan outlines the assessment journey and details the end-point assessment methods and processes.

### Apprenticeship Timeline

The table below provides a typical timeline for apprenticeship delivery. End-point assessment will begin when the apprentice passes through the gateway, usually in the final two months of the apprenticeship. The individual components of the end-point assessment mentioned in the timeline, are described in more detail below.

<b>Indicative Apprenticeship Timeline*</b>	<b>Activity</b>
<b>Months 1 – 18 On-Programme Assessment</b>	<p>Regular performance management/mentoring overseen by line manager is highly recommended to ensure the consistent display of competence</p> <p>Apprentice must develop a portfolio that will inform the end-point assessment competence interview. This portfolio development is overseen by the employer and by the training provider who will advise the apprentice accordingly. It is recommended that it will include, examples of the apprentice's work including:</p> <ul style="list-style-type: none"> <li>• Three or four specific cases the apprentice has dealt with that demonstrate evidence of assessment, planning, implementation and review. Specific evidence could include assessments, action plans, case notes, supervision records, reports or records produced as part of the implementation of the work activity,</li> </ul>

	<p>reviews of cases and evidence of issues and resolution in the implementation of action plans</p> <ul style="list-style-type: none"> <li>• evidence of the values and behaviours that the apprentice has displayed whilst undertaking their activities, such as witness testimonies, feedback from children, young people and families and partner agency colleagues, manager observations</li> <li>• a minimum of three recorded observations of practice and a maximum of five.</li> <li>• any continuing professional development undertaken during the apprenticeship period</li> </ul> <p>Once complete it must demonstrate the on-programme evidence of the application of the knowledge, skills and behaviours contained within the apprenticeship standard (see Annex 4), so that the assessor can prepare for the competence interview.</p> <p>Apprentice undertakes the mandatory qualification specified in the standard:</p> <p><b>Option 1</b> for Children's Residential Care Practitioner - Level 3 Diploma for Residential Childcare</p> <p><b>OR</b></p> <p><b>Option 2</b> for Children and Young People and Families Practitioner in the Community - Level 4 Certificate in Higher Education in working with Children Young People and Families</p>
<p>Months 18-21</p> <p><b>Link to Gateway</b></p>	<p>Apprentice completes the mandatory qualification</p> <p>Apprentice completes Level 2 maths and English (if not already achieved)</p> <p>Employer determines readiness for the end-point assessment based on achievement of the competencies against all the standards and evidence in the portfolio. The employer may discuss this with the training provider and apprentice.</p>
<p>Month 21</p> <p><b>Assessment Gateway</b></p>	<p>Employer informs end-point assessment organisation that apprentice has achieved the following and is ready for end-point assessment and the following criteria have been met:</p> <ul style="list-style-type: none"> <li>• apprentice has completed the portfolio to the required standards and entries have been validated by the employer</li> <li>• apprentice has a current DBS Certificate</li> <li>• apprentice has passed the mandatory qualification</li> <li>• apprentice has achieved level 2 in maths and English or equivalent (if not already previously achieved)</li> </ul>

	<ul style="list-style-type: none"> <li>manager confirms that the apprentice has satisfactorily completed the knowledge, skills and behaviour requirements</li> </ul>
Months 22-24 <b>End-Point Assessment</b>	<p>The apprentice will undertake the two end-point assessments:</p> <ol style="list-style-type: none"> <li><b>Observation of practice</b> by independent assessor in apprentice's own workplace setting.</li> <li><b>Competence interview</b> with independent assessor. Apprentice will submit the portfolio at least three weeks before the competence interview is due to be held. The portfolio will be reviewed by the assessor and will be the subject of the competence interview.</li> </ol>
*For experienced practitioners the timelines will be adjusted to take into account their previous experience.	

## SECTION 2: On-Programme Assessment of Skills, Knowledge and Behaviours

### Assessment Gateway

The judgement of performance against the skills, knowledge and behaviour set out in the apprenticeship standard shall be assessed exclusively by the end-point assessment organisation. However, the apprentice can only access the end-point assessment if they have successfully passed through the assessment gateway. The criteria to pass through the assessment gateway is described in the table on p.4/5. Readiness for the assessment gateway is judged by the employer and may be in consultation with the apprentice and training provider.

## SECTION 3: End-Point Assessment - What will be assessed and how will the end-point assessment be carried out?

The apprentices will be assessed on the required skills, knowledge and behaviours to undertake the role of a Children, Young People and Family Practitioner, as detailed in the apprenticeship standard.

### Methods of end-point assessment

The end-point assessment will consist of two assessment methods:

- 1. Observation of practice**
- 2. A competence interview informed by submission of a portfolio.**

**Assessment Overview**

<b>Assessment Method</b>	<b>Key Areas to be Assessed</b>	<b>Assessed By</b>	<b>Grading</b>
<b>Observation of Practice</b>	Application of Knowledge, Application of Skills, Application of Behaviours	End-Point Assessment Organisation	Fail/Pass/Distinction
<b>Competence Interview informed by Portfolio</b>	Skills, Knowledge, Behaviours	End-Point Assessment Organisation	Fail/Pass/Distinction

**End-Point Assessment Component Specification****Observation of Practice****Key Facts:**

- An 80-90 minutes individual observation of the apprentice at work. This includes:
  - 10 minute initial briefing session for the apprentice to outline the context of the work about to be undertaken
  - The actual observation period will be 55- 60 minutes.
  - 15-20 minute clarification question and answer session at the end, for the assessor to gain a clearer understanding of the choices made, the outcomes achieved and to ask the apprentice to reflect on the work undertaken during the observation.
- The observation must be designed to make sure that the apprentice demonstrates the required skills, knowledge and behaviours.
- The observation will consist of a live setting practical example, undertaken at the apprentice's normal place of work. The practical example chosen must show that the needs of a specific child or young person are at the heart of this work. This will utilise the apprentice's skills and link their theoretical knowledge to practical working.
- Graded as fail/pass/distinction.

The purpose of the observation within practice is to assess the competency of the apprentice within their work environment. The observation must afford the opportunity for the apprentice to work with or on behalf of a child or young person as an individual in their own right and as a central part of a family/carer entity and it should allow them to demonstrate the application of their knowledge, skills and behaviours. The live setting practical example that will be observed should reflect a frequent activity from the

apprentice's work activities and should include evidence of the analysis and professional judgement, practical application of and reflection on theories, models and legislation and child centred practice, values and ethical considerations with the child, young person or family. The standards against which this will be assessed are outlined in the 3 tables below (Knowledge, Skills and Behaviours). This could include a family engagement meeting, early help meeting, parenting programme, a visit to a home, multi-agency meeting or contact with children, young people and families. The observation aims to utilise the apprentice's skills and link their theoretical knowledge to practical working.

The final end-point assessment visit programme will be sent by the employer to the Assessor with the portfolio, outlining dates, times and expectations for the visit from the assessor, at least three weeks before the proposed end-point assessment.

The Observation of Practice scenario will be chosen by the apprentice after discussion with the employer and will be enabled by the employer in terms of provision of premises for the end-point assessment to take place and access for the independent assessor. The employer will ensure that all the appropriate safeguards and guidelines are in place for live interactions with children, young people and families. It will be assessed by the independent assessor, using a quality assured format.

The apprentice will know in advance the criteria against which they will be assessed. During the 10 minute initial briefing the apprentice will present the assessor with a summary of the context of the piece of work they are about to undertake and an outline of the aim and objectives of the session and how this relates to the outcomes for the child or young person (2000 words +/- 10%).

The Assessor will not be permitted to ask the apprentice questions during the observation, and before the end-point assessment starts the assessor should outline the purpose of their presence to the child, young person and/or family and the relevant confidentiality arrangements surrounding the information received during the observation.

The Observation of Practice should take place before the Competence Interview and where reasonably practicable, should take place on the same day. The assessor will be able to expand upon their observations and to gain a greater understanding of the choices made and the outcomes achieved during the Observation of the live setting practice example, through the question and answer session that will take place directly after the Observation. The end-point assessment organisation will complete the assessment paperwork.

The Observation of Practice will be graded using the grading criteria in Annex 3.

The observation is an important aspect of the end-point assessment. It will highlight the practical competence of the apprentice and showcase the applied use of skills and knowledge that an interview and portfolio cannot include. It is also an opportunity for the apprentice to show practice that is child-centred.

The Practice Observation requirements are:

Assessment Method	Key Areas to be Assessed	Assessed By	Grading
<b>Observation of Practice</b>	<ul style="list-style-type: none"> <li>• <b>Application of Knowledge</b> Apprentice is able to show thinking and problem solving skills. Within daily practice is able to showcase analysis within their practice and judgements based on theoretical and practical knowledge.</li> <li>• <b>Application of Skills</b> The apprentice is able to link theory to practice and reflect on this practice. They can demonstrate use of practical, evidenced-based assessment tools. The apprentice is able to show how critical legislation is embedded into practice.</li> <li>• <b>Application of Behaviours</b> Can demonstrate child centred principles and the values which are needed of a child, young person and family practitioner. To showcase ethical considerations working with children, young people and families</li> </ul>	End-Point Assessment Organisation	Fail/Pass/Distinction
<p><i>How the Observation of Practice requirements relate to the knowledge, skills and behaviours is detailed within the apprenticeship standard is shown in the 'Structured Brief for End-Point Assessors' in Annex 2</i></p> <p><i>The criteria for marking can be found in Annex 3.</i></p>			



## **The Competence Interview**

The purpose of the competence interview is to ensure that the apprentice understands and can explain the work presented in their portfolio and that there is no plagiarism involved in the work. It is an opportunity for the assessor to discuss with the apprentice the content of the portfolio, allowing them to seek reassurance, where necessary, that the apprentice meets or exceeds the apprenticeship standard. The assessor must not assess the portfolio, but uses it to inform the questioning for the competence interview.

The competence interview is a structured discussion of 55- 60 minutes duration between the apprentice and the independent assessor, focusing on the work covered in the portfolio. It will look at both the work the apprentice has undertaken, the strengths demonstrated and will consider any gaps or weaknesses in knowledge, skills or behaviours. There will be probing questions and discussion about the professional practice undertaken within the course of the apprentice's work, based on the application of the core skills and knowledge and behaviours which will:

- confirm and validate judgements about the quality of work;
- provide evidence for any gaps or perceived weaknesses in skills and knowledge;
- explore aspects of the work, including how and why it was carried out.

The information gained from the discussion will provide a basis for the independent assessor to make a holistic decision about the grade to be awarded. There is a structured brief (Annex 2), a suggested assessor's preparation sheet for the competence interview, and grading criteria (Annex 3) to aid the independent assessor to undertake the discussion and ensure that consistent approaches are taken.

The range of assessment methods undertaken throughout the apprenticeship, including the on-programme assessments, enables the full range of knowledge, skills and behaviours to be considered.

**The Competence Interview requirements are:**

<b>Assessment Method</b>	<b>Key Areas to be Assessed</b>	<b>Assessed By</b>	<b>Grading</b>
<b>Competence Interview Informed by Portfolio</b>	<ul style="list-style-type: none"> <li>• <b>Skills</b> Evidence of their practice that includes: thinking skills and problem-solving skills, assessment, analysis and use of professional judgement within a health and social care context</li> <li>• <b>Knowledge</b> Able to relate to their practice their knowledge of theories, practice, research, legislation and the local, regional and national environment in which they work</li> <li>• <b>Behaviours</b> Demonstration of the use of principles and values of a children, young people and family practitioner within their practice, in the context of their own organisation's environment and ethics</li> </ul>	End-Point Assessment Organisation	Fail/Pass/Distinction
<p><i>More details on the end-point assessment methods can be found in the 'Structured Brief for End-Point Assessors' in Annex 2.</i></p> <p><i>The criteria for marking can be found in Annex 3.</i></p>			

**Who will carry out the end-point assessment?**

Each employer will appoint an end-point assessment organisation to develop and manage the end-point assessment process. The end-point assessment organisation can only be chosen from the Education and Skills Funding Agency (ESFA) Register of Apprentice End-Point Assessment Organisations.

**The end-point assessment organisation will be expected to\*:**

- develop standard documentation and resources for the end-point assessment and guidance for apprentices on the end-point assessment;
- develop standard documentation resources and guidance for assessors on the end-point assessment, and develop a bank of typical interview questions of sufficient size to prevent predictability for the competence interview that are reviewed annually to ensure those banks remain fit-for-purpose;
- have robust internal quality assurance in place;
- provide evidence of IT infrastructure and/or on-line facilities for the secure collection of learner data for registration and results;
- have clear arrangements for making reasonable adjustments for this standard ensuring that there are no unnecessary barriers and that any reasonable adjustments for candidates preserve the validity, reliability and integrity of the end-point assessments, in accordance with the Equality Act. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustment will be made;
- Liaise with the relevant stakeholders for the issue of the apprenticeship certificate.

*\* Annex 1 contains further details of the role of the end-point assessment organisations and includes the assessment responsibilities of all parties for the duration of the whole apprenticeship.*

**Ensuring independence**

All the end-point assessments will be undertaken by an independent assessor appointed by the end-point assessment organisation. The assessor must have played no part in working for the employer, the training provider or working with the apprentice during the period of apprenticeship. Neither the employer nor the training provider will play any part in end-point assessment decisions beyond the gateway.

The final independent judgement of occupational competence will be made by the independent assessor.

**Delivering consistent, reliable judgements**

The end-point assessment methods described above are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in the children, young people and families sector, regardless of the size or make up of the employer.

The Apprenticeship Standard defines clearly what is required in terms of knowledge, skills and behaviours, it is at the heart of the assessment process. It is envisaged that there may be a large number of end-point assessment organisations and employers taking part in these apprenticeships. End-point assessment organisations will be required to put in place processes to ensure that judgments made on occupational competence are consistent.

### **Delivering accurate, valid judgements**

The end-point assessment process has been developed specifically against the Standard and is designed to test the totality of the Standard. The combination of assessment methods in the final end-point assessment ensures that the assessment of each apprentice is based on their performance and reflects accurately the quality of their work and the application of skills, knowledge and behaviours specified in the Standard. Taken together, the components of the end-point assessment build a cumulative picture of performance against the Standard. They are both synoptic competence activities which demonstrate the higher-level skills of the apprentice.

End-point assessment is based on a number of practice examples which, taken together, cover the totality of the Standard and demonstrates the application of knowledge and competence in the work environment.

The end-point assessor will review the portfolio three weeks in advance of the end-point assessment and at the end-point assessment day, which will be held at the apprentice's workplace, the assessor will assess the observation of practice and then undertake the competence interview on the same day. This ensures the independence of each end-point assessment method.

### **Grading Criteria**

End-point assessors will grade the apprentice, using all the information gained in the end-point assessment. The apprenticeship has the Standard at the heart of the process. The grading will follow the guidance contained within the grading model in Annex 3. The apprentice will be awarded either a Pass, Distinction or Fail for each method of assessment.

In order to achieve a pass in each method of assessment, the apprentice must fulfil the pass criteria in all KSBs. In order to achieve a distinction in each method of assessment, the apprentice must fulfil the distinction criteria in all KSBs.

The table below will be used to calculate the overall grade.

**Grade Calculator**

<b>Assessment Method</b>	<b>Grading</b>					<b>Weighting</b>
<b>Observation of Practice</b>	If an apprentice fails any one of the assessments it will be deemed to be an overall fail	Pass	Distinction	Pass	Distinction	50%
<b>Competence Interview</b>		Pass	Pass	Distinction	Distinction	50%
<b>Overall Grade Awarded</b>	FAIL	PASS	PASS	PASS	DISTINCTION	

The chosen independent end-point assessment organisation will make the decision on the overall grade for each apprentice. The overall grade will be based on the final end-point assessment. The apprentice must achieve the minimum pass threshold in both end-point assessments to pass the apprenticeship.

Apprentices who fail one or more EPA methods will be offered the opportunity to take a re-sit/re-take. Resits/retakes must not be offered to apprentices who pass and wish to achieve a higher grade. A re-sit does not require further learning, whereas a re-take does.

The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

**Resit for the End-Point Assessment**

If an apprentice does not turn up to the end-point assessment, a fail mark will be recorded. The exception to this would be if the apprentice were unable to attend for medical reasons, in which case the production of corroborating evidence from a recognised medical practitioner must be submitted to the employer and the End-Point Assessment Organisation within 7 days. Similarly, if there were other serious extenuating circumstances (accident, serious family circumstances, or instance of uncontrollable natural forces in operation) that meant that the apprentice had not been able to attend, credible and corroborated written evidence must be submitted to the employer and End-Point Assessment organisation within 7 days. In both cases if the evidence is accepted as valid, the apprentice will be able to take the end-point assessment as if for the first time and the grade will not be capped. In this

case, the end-point assessment must take place at a time agreed with the employer and EPAO.

If an apprentice has failed one or more of the end-point assessments at the first attempt, they may ask the assessing organisation to consider any extenuating circumstances which may have adversely affected the quality of work in an end-point assessment. Such claims must be accompanied by corroborated evidence. If the claim is accepted the apprentice is given the opportunity to re-sit the end-point assessment with no cap on the grade mark.

Apprentices must re-sit the end-point assessment typically within a 3-month period but the result will be capped at a pass mark unless extenuating circumstances exist.

### **Retakes for the End-Point Assessment**

If any part of the end-point assessment is failed at the first attempt, the employer must determine whether any additional training for the apprentice is needed. Where this is the case, further development should be provided to the apprentice before they are resubmitted for end-point assessment. Only those elements of the end-point assessment which are graded as a fail will be eligible for a retake.

Apprentices must re-take the end-point assessment typically within a six-month period but the result will be capped at a pass mark unless extenuating circumstances exist.

Employers should be confident that the apprentice is ready to start the end-point assessment before putting them forward for gateway. It is anticipated that the apprentice will be well practised in the assessment methods. Only three attempts to complete the end point assessment can be made.

### **Awarding an apprenticeship certificate**

When both parts of the end-point assessment are successfully completed then an apprenticeship certificate will be awarded.

#### SECTION 4: Affordability and Manageability

The costs and practicality of assessment have been an important consideration in the development of this assessment approach, not least because of the potential number of smaller organisations who may want to take on apprentices in this role. Because of the nature of the work within the sector, it is important that end-point assessment includes face to face communication.

Cost effectiveness has been incorporated in several ways:

- the combination of assessment methods ensures breadth, validity and reliability;
- the end-point assessment is reduced to one point of contact for the apprentice –the observation of practice and competence interview, where reasonable practicable these should be undertaken consecutively on the same day.

#### Anticipated starts for 2018:

2018	No. of Starts
Option 1. Practitioner in Children's Residential Care	3900
Option 2. Children, Young People and Families Practitioner within the Community	100

We anticipate that these numbers will increase significantly once this apprenticeship route becomes known.

#### Implementation

The approach to development and implementation will continue to be informed by close consultation with a wide range of employers, learning providers, including universities and colleges, and end-point assessment organisations. The children, young people and family workforce sector will continue to work together with those involved in training and assessment to reflect on the lessons learned throughout the development and roll out of the programme. The Core Employer Group will ensure that any actions are taken forward appropriately.

#### SECTION 5: Quality Assurance

Quality assurance is in place to ensure the consistency of quality and approach to assessment by all the end-point assessment organisations offering the end-point assessment. It is anticipated that end-point assessments for this apprenticeship standard will be carried out by multiple end-point assessment organisations.

### **Internal Quality Assurance**

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint assessors that have the following minimum skills, knowledge and occupational competence:
  - knowledge of the children, young people and family sector
  - have at least 2 years experience of competence-based interviewing within the last 5 years
  - qualified to at least level 4 in the children, young people and family sector
  - qualified in assessment practice, e.g. D33 Assessors qualification
  - hold a current DBS certificate;
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading;
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time;
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time;
- provide opportunities for assessors to update their assessment expertise through planned CPD activities and check that their occupational expertise is current and at the required level.

### **External Quality Assurance**

External quality assurance will be provided by Ofqual, through regulation of the end-point assessment. The government requires all organisations that offer end-point assessments to be on the ESFA Register of End-Point Assessment Organisations and for this standard, recognised awarding organisations must also meet Ofqual's Criteria for Recognition and must be able to demonstrate to Ofqual that they meet the full General Conditions of Recognition.



**End-Point Assessment Responsibilities**

	<b>Employer</b>	<b>Apprentice</b>	<b>End-Point Assessment Organisation</b>	<b>Learning Provider</b>
Gateway	Provides summative evidence on knowledge, skills and professional behaviours against the Standard in its entirety, to indicate that the apprentice is ready for the end-point assessment.	Self-assesses against the standards to indicate they are ready for end-point assessment and provides evidence that they have passed maths and English at Level 2 and the mandatory qualification.	Arranges for end-point assessments to take place. Advises apprentice /employer on suitable dates and locations for the assessments.	Informs the employer of the results of the apprentices in relation to the qualification.
	Advises the apprentice on how the end-point assessment will be conducted. Enrols apprentice for the end-point assessment and allows time away from the workplace to prepare and take the practical end-point assessment.			
End-Point Assessment		Produces a portfolio that presents evidence from practice that is likely to have been gathered during the apprenticeship and fully completed towards the end of the apprenticeship, illustrating the application	The end-point assessor reviews the portfolio. The end-point assessor notes particular aspects of the work that they wish to discuss with the apprentice during the interview.	Assists the apprentice in developing their portfolio to ensure that the portfolio covers the totality of the Apprenticeship Standard and has been done to a satisfactory standard.

		of knowledge, skills and behaviours.		
			The end-point assessment organisation develops a bank of questions that elicit that practice outcomes, skills, knowledge requirements and appropriate behaviours have been evidenced.	
			The end-point assessment organisation develops and produces a structured brief /guidance for the end-point assessor to support the competence interview and observation of practice, so that the end-point assessor is fully appraised to determine what meets the Standards.	
			The end-point assessor undertakes a structured discussion (the competence interview) with the apprentice focusing on the portfolio.	
			The end-point assessor probes/explores aspects of evidence and quality of the apprentice's work.	

			The end-point assessor makes a holistic assessment of each apprentice's work, including the grade to be awarded, on the basis of evidence in each assessment method.	
			The end-point assessment organisation makes the final judgement with regards to the success of an apprentice.	
			In the event of an appeal against the grade awarded, the end-point assessment organisation undertakes an independent review of the evidence to confirm or modify the grade in line with their standard complaint procedures.	
			Advises the appropriate certification body on the outcome for the apprenticeship to be awarded. Advises apprentice of outcome.	
Quality Assurance and Moderation	EQA Provider reviews the end-point assessment organisation(s) they have commissioned, to make sure		Puts all moderators and external verifiers through a training process to ensure	The mandatory qualifications should be recognised and quality assured by one of the following bodies/

	that the services offered continually meet the employer-defined requirements, in consultation with OFQUAL.		consistent approach to making judgements.	frameworks: RQF, Ofqual, QAA or a Higher Education Institution with awarding powers.
			Provides independent moderation carried out by a designated panel of sector experts.	
			Sets up and operates quality assurance processes that will monitor end-point assessment function of their organisation including a panel of sector experts.	

**STRUCTURED BRIEF FOR END-POINT ASSESSORS****Example - Final end-point assessment visit programme from Children, Young People and Families (level 4)**

	FINAL VISIT PROGRAMME
9.30	Assessor arrives and meets with apprentice who outlines schedule for the visit
9.40	10 minutes briefing 55- 60 minutes observation of practice 15-20 minutes question and answer session
10:50	Break – 30 minutes
11:20	Assessor undertakes competence interview based on the portfolio, with apprentice
12.20	Assessor Departs

The visit will consist of an observation of practice and a competence interview based on the submitted portfolio. The final end-point assessment visit programme will be sent with the portfolio outlining dates, times and expectations of the visit for the assessor, at least three weeks ahead of the proposed end-point assessment.

**1. Observation of Practice**

This will advise on the suitability of the apprentice's practice and will highlight 3 main areas which includes application of skills, application of knowledge and application of behaviours:

**Application of Skills** - evidence of practice that includes: thinking skills and problem-solving skills, assessment, analysis and use of professional judgement within a health and social care context

**Application of knowledge** - able to relate practice to knowledge of theories, practice, research, legislation and the local, regional and national environment in which they work

**Application of Behaviours** -demonstration of the use of principles and values of a children, young people and family practitioner within their practice, in the context of the apprentice's own organisation's environment and ethics

Within the observation, the assessor will look to identify that the three areas explained are showcased throughout the practice observation and knowledge of children, young people and families is evidenced against the standards, as shown in the 'Assessment of the Apprentice's evidence' tables below.

The observation will consist of a live setting practical example. This could include a family engagement meeting, early help meeting, parenting programme, a visit to a home, multi-agency meeting or contact with children, young people and families. This will utilise the apprentice's skills and link their theoretical knowledge to practical working. Valid DBS required.

Because of the uncertainty of working and interacting with children, young people and their families, especially those with complex educational or social needs, any gaps in meeting the required criteria in the standard may be supplemented by the information gained from the question and answer session afterwards.

## Example Assessor's template for the Observation

<b>End-Point Assessment Organisation:</b>		<b>Name of Apprenticeship:</b>	
<b>Apprentice:</b>		<b>Assessor:</b>	
<b>Centre:</b>		<b>Date of End-Point Assessment:</b>	
<p>The purpose of the observation is to gather evidence from the apprentice about their suitability to pass the apprenticeship, specifically:</p> <ul style="list-style-type: none"> <li>To determine if the apprentice has the thinking skills and problem-solving skills, assessment, analysis and use of professional judgement within a health and social care context</li> <li>To determine if the apprentice is occupationally competence and if so, whether they are working at or above the level outlined in the standard.</li> </ul>			
<b>KSB</b>		<b>EVIDENCE/COMMENTS</b>	
Core Knowledge elements			
The duties, responsibilities, boundaries and ethical nature of the role			
Techniques for establishing shared goals and outcomes when building relationships with others			
Option 1: Practitioner in Children's Residential Care – Knowledge elements			

**PARTICIPANT'S NAME****FINAL ASSESSMENT VISIT DATE****Annex 2**

The ethos of the home and how to create and promote it	
<b>Option 2: Children, Young People and Families Practitioner within the Community – Knowledge elements</b>	
The national systems of social welfare	
Essential networks of agencies and community groups	
Contemporary social issues that affect family life and the care of children and young people	
Detailed understanding of working with a particular group e.g. U5, 5-11, 12+, young adult, parents, families, children with special educational needs and disabilities etc.	
Key ethical and professional aspects of role	
<b>Core Skills Elements</b>	



**PARTICIPANT'S NAME****FINAL ASSESSMENT VISIT DATE****Annex 2**

Identifies and addresses barriers to accessing resources	
Appropriately challenges and/or offers alternative perspectives with the children, young person or family	
Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families	
<b>Option 1: Practitioner in Children's Residential Care – Skills elements</b>	
Contributes to creating and reviewing placement plans based on individual need	
Is able to support traumatised children and young people to live together and make progress	
Models collaborative team working and the ability to support and appropriately challenge each other	
<b>Behaviours</b>	

**PARTICIPANT'S NAME**

**FINAL ASSESSMENT VISIT DATE**

**Annex 2**

Care - Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives	
Competence - The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice	
Commitment - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient	
<b>Grading for the Observation</b>	
Fail/Pass/Distinction	Signed ..... Date.....

## 2. Competence Interview

The competence interview between an apprentice and an assessor will last 55- 60 minutes and will focus on the portfolio evidence already provided by the apprentice. The portfolio will consist of evidence of a range real-work activities undertaken during the apprenticeship that meet the apprenticeship standards. The portfolio itself is not assessed, but it is used to inform the questioning for the interview.

The assessor will have read the portfolio and will have prepared for the competence interview by using the template provided below. They will prepare questions that will question the apprentice about the evidence in the portfolio, which will lead to a discussion on the review of their practice. A bank of typical questions will have been developed beforehand by the EPAO but the assessor may write their own questions pertinent to the portfolio. EPAOs must develop 'practical question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The assessor will target particular areas for discussion, based on their review of the portfolio. This activity will involve scrutiny of the illustrative evidence so that a judgement can be made on the extent to which the skills, knowledge and behaviours in the standard are demonstrated. The competence interview will also provide evidence of the strengths of the apprentice and will aim to supplement the information when gaps have been identified in an apprentice's portfolio. The assessor is responsible for ensuring that the points that need to be covered are brought into the discussion by the apprentice.

The grading criteria in Annex 3 should be used so that the competences to be covered are defined against the Standard. This will help to ensure that the assessment is valid and reliable and that the purposes of the discussion are met.

The assessor must provide evidence of a record of the discussion and this should not be a tick box exercise but must include space to record the evidence on which the assessment judgement is made.

### Example Assessor's template for the Competence Interview

<b>End-Point Assessment Organisation:</b>		<b>Name of Apprenticeship:</b>	
<b>Apprentice:</b>		<b>Assessor:</b>	
<b>Centre:</b>		<b>Date of End-Point Assessment:</b>	
<p>The purpose of the competence interview is to gather evidence from the apprentice about their suitability to pass the apprenticeship, specifically:</p> <ul style="list-style-type: none"> <li>To ask apprentices to clarify issues relating to specific parts of the portfolio and to consider the totality of the portfolio with regard to meeting the criteria within the apprenticeship standards</li> <li>To ascertain that the portfolio is the apprentice's own work, and that s/he has developed knowledge, skills and behaviours at this level, exceeded this level, or that the apprentice clearly does not meet the criteria to pass the apprenticeship</li> </ul>			
<b>KSB</b>		<b>EVIDENCE/COMMENTS</b>	
Core Knowledge elements			
Communication that enables the voice of the child, young person or family members to be heard			
Multiple factors that contribute to uncertainty in the lives of children, young people and families			
Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working			
The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding			

The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent	
Child, adolescent and adult development	
The spectrum of needs and how they may be met	
The principles of effective assessment and the importance of analysis and professional judgement	
Models for monitoring changes in a child, young person or family member's wellbeing	
A range of evidence based interventions and their strengths and weaknesses	
Theories and guidelines underpinning sound practice	
Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding	
The role of professional judgement and analysis in complex situations	
The importance of considering ethics and values, challenging self and the systems in use	
<b>Option 1: Practitioner in Children's Residential Care – Knowledge elements</b>	

The legislation and compliance requirements for residential care	
The aspirations for a child in residential care	
Group living and group dynamics	
Legislation and the Code of Practice for Special Educational Needs and Disability	
Team dynamics and collaborative approach in residential environment	
<b>Option 2: Children, Young People and Families Practitioner within the Community</b>	
Practice and principles of effective multi agency working	
<b>Core Skills Elements</b>	
Communicates in way that enables the voice of the child, young person or family members to be heard	
Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered	
Actively promotes respect, equality, diversity and inclusion	
Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves	

Works with and supports other professionals to respond to safeguarding concerns	
Identifies the influences on the individual and the family and supports them to make informed choices	
Identifies and manages evidence-based approaches and evaluates their effectiveness	
Contributes to the development of a resilient, consistent and persistent approach to practice	
Models clarity of purpose, clear expectations and a professional approach to decision making	
Appropriately challenges and/or offers alternative perspectives with the children, young person or family	
Contributes to own professional development	
Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice	
Takes an active part in continuous professional development	
Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support	
<b>Option 1: Practitioner in Children's Residential Care – Skills elements</b>	
Assumes the role of professional parent	

Develops and promotes the ethos of the home	
<b>Option 2: Children, Young People and Families Practitioner within the community – Skills</b>	
Builds networks with others and contributes to the development and evaluation of interventions	
Challenges interagency non-performance	
Negotiates and navigates the systems of social welfare to secure effective joint outcomes	
Engages effectively with child, young person and/or family members	
Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk	
<b>Behaviours</b>	
Compassion - Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with	
Competence - The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice.	
Commitment - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient	
Courage - Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space	



to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential	
Communication - Your work is based on building effective relationships, being perceptive and empathic and building good rapport	
<b>Grading for the Observation</b>	
Fail/Pass/Distinction	<p style="text-align: right;">Signed .....</p> <p style="text-align: right;">Date.....</p>

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**End-Point Assessment Method, by Element, based on the Level 4 Children, Young People and Family Practitioner Standard**

*Below is a table of the assessment method for each element of the standard.*

Standard	Knowledge and understanding	Assessment method	Skills	Assessment method	Behaviours	Assessment method
<b><i>'You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard'</i></b>	Communication that enables the voice of the child, young person or family members to be heard	Competence interview	Communicates in way that enables the voice of the child, young person or family members to be heard	Competence interview	Care	Observation of practice
	Multiple factors that contribute to uncertainty in the lives of children, young people and families	Competence interview	Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered	Competence interview	Compassion	Competence interview
	Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working	Competence interview	Actively promotes respect, equality, diversity and inclusion	Competence interview	Courage	Competence interview
<b><i>'You helped me to identify risk, you made me</i></b>	The range of potential safeguarding risk factors (e.g. domestic	Competence interview	Works together with children, young people and families to keep them safe	Competence interview	Communication	Competence interview

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<b><i>aware when things were unsafe '</i></b>	violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding		and manage risk and promoting the development of skills the family need to successfully manage risk themselves			
	The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent	Competence interview	Works with and supports other professionals to respond to safeguarding concerns	Competence interview	Competence	Competence interview Observation of practice
					Commitment	Competence interview Observation of practice
<b><i>'You identified my/our</i></b>	Child, adolescent and adult development	Competence interview	Identifies the influences on the individual and the family	Competence interview		

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<b><i>strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'</i></b>			and supports them to make informed choices			
	The spectrum of needs and how they may be met	Competence interview	Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness	Competence interview		
	The principles of effective assessment and the importance of analysis and professional judgement	Competence interview	Identifies and addresses barriers to accessing resources	Observation of Practice		
<b><i>'You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me '</i></b>	Models for monitoring changes in a child, young person or family member's wellbeing	Competence interview	Identifies and manages evidence-based approaches and evaluates their effectiveness	Competence interview		
	A range of evidence based interventions and their strengths and weaknesses	Competence interview	Contributes to the development of a resilient, consistent and persistent approach to practice	Competence interview		
<b><i>'You weren't afraid to make difficult decisions when</i></b>	The duties, responsibilities, boundaries and ethical nature of the role	Observation of practice	Models clarity of purpose, clear expectations and a professional approach to decision making	Competence interview		

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<b><i>'you thought it was the right thing to do'</i></b>	Theories and guidelines underpinning sound practice	Competence interview	Appropriately challenges and/or offers alternative perspectives with the children, young person or family	Observation of practice		
			Contributes to own professional development	Competence interview		
<b><i>'You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better'</i></b>	Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding	Competence interview	Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families	Observation of Practice		
<b><i>'You thought about things'</i></b>	The role of professional judgement and analysis in complex situations	Competence interview	Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice	Competence interview		

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	The importance of considering ethics and values, challenging self and the systems in use	Competence interview	Takes an active part in continuous professional development	Competence interview		
<b><i>'You included people who were important to me or could help me'</i></b>	Techniques for establishing shared goals and outcomes when building relationships with others	Observation of practice	Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support	Competence interview		
<b>OPTION 1: Practitioner in Children's Residential Care</b>						

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Standard	Knowledge and understanding	Assessment Method	Skills	Assessment Method		
<b>1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care</b>	The legislation and compliance requirements for residential care	Competence interview	Assumes the role of professional parent	Competence interview		
	The aspirations for a child in residential care	Competence interview	Contributes to creating and reviewing placement plans based on individual need	Observation of practice		
	Group living and group dynamics	Competence interview	Is able to support traumatised children and young people to live together and make progress	Observation of practice		
	Legislation and the Code of Practice for Special Educational Needs and Disability	Competence interview				
<b>1.b. Work within a team to promote the ethos of the home</b>	The ethos of the home and how to create and promote it	Observation of practice	Develops and promotes the ethos of the home	Competence interview		
	Team dynamics and collaborative approach in residential environment	Competence interview	Models collaborative team working and the ability to support and appropriately challenge each other	Observation of practice		

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<b>OPTION 2: Children, Young People and Families Practitioner within the Community</b>						
<b>Standard</b>	<b>Knowledge and understanding</b>	<b>Assessment Method</b>	<b>Skills</b>	<b>Assessment Method</b>		
<b><i>2a. Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and build sustainable</i></b>	The national systems of social welfare	Observation of practice	Builds networks with others and contributes to the development and evaluation of interventions	Competence interview		
	Essential networks of agencies and community groups	Observation of practice	Challenges interagency non-performance	Competence interview		
	Practice and principles of effective multi agency working	Competence interview	Negotiates and navigates the systems of social welfare to secure effective joint outcomes	Competence interview		



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<b><i>solutions together</i></b>						
<b><i>2.b. In depth understanding of a particular age group, context or family system</i></b>	Contemporary social issues that affect family life and the care of children and young people	Observation of practice	Engages effectively with child, young person and/or family members	Competence interview		
	Detailed understanding of working with a particular group e.g. U5, 5-11, 12+, young adult, parents, families, children with special educational needs and disabilities etc.	Observation of practice	Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk	Competence interview		
	Key ethical and professional aspects of role	Observation of practice				

PASS, DISTINCTION AND FAIL GRADING CRITERIA				
Standards	Knowledge and understanding	Fail Criteria	Pass criteria	Distinction criteria
<b>1. 'You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard'</b>	1.1 Communication that enables the voice of the child, young person or family members to be heard	Little evidence of a knowledge base of the theories underpinning the concept of the voice of the child, young person or family	Understands the basic theories underpinning the methods by which they might hear the voice of the child clearly when working with children, young people and families	Has a detailed knowledge and understanding of the theoretical concepts underpinning the practice of keeping the child at the centre of practice. Can evaluate the difficulties in hearing the voice of the child when working with families and other agencies
	1.2 Multiple factors that contribute to uncertainty in the lives of children, young people and families	Little understanding of the underlying concepts and principles underpinning communication with children, young people and their families. Gaps in knowledge in relation to understanding the complexity of issues within own working context	Sound routine knowledge and understanding of the main concepts and key theories underpinning communication with children, young people and families. Recognises the barriers to communication and appreciates the complexity of the issues within a given context	Detailed knowledge and understanding of the concepts and theories that inform the different communication strategies they might use to take into account the individual needs of children, young people and families
	1.3 Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working	Evaluation of own strengths and weakness in relation to personal and professional values may be	Shows evidence of being able to evaluate own strengths and weaknesses in relation to personal and professional values	Perceptive understanding of the barriers to

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		illogical, irrelevant or contradictory		<p>communication within given contexts and explicit acknowledgement of different perspectives</p> <p>Shows evidence of insight and autonomy in evaluating own strengths and weaknesses in relation to personal and professional values</p>
<b><i>'You helped me to identify risk, you made me aware when things were unsafe'</i></b>	The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local	Gaps in knowledge and superficial understanding of the impact that risk indicators of different forms of harm can have on children and young people and their families. Gaps in understanding of own and other's role in the identification and prevention of different forms of harm	Can explain the impact that risk indicators of different forms of harm can have on children and young people and their families. Understands own role and the role that other professionals have in the identification and prevention of forms of harm	Detailed knowledge and understanding of the main risk indicators of different forms of harm within early intervention and prevention practice and own role in this. Has awareness of ambiguities and limitations of knowledge

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	and national thresholds for safeguarding			
	The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent			
<b><i>'You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed</i></b>	Child, adolescent and adult development	Limited evidence of knowledge and understanding and /or gaps in knowledge in the range of assessment skills and their associated theories	Demonstrates knowledge and understanding of a range of assessment skills and their associated theories in the context in which they are working	Can compare and contrast different assessment skills and their associated theories in the context of different health and social care settings
	The spectrum of needs and how they may be met			
	The principles of effective assessment and the importance of			

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<b><i>the next steps together'</i></b>	analysis and professional judgement			
<b><i>'You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me '</i></b>	Models for monitoring changes in a child, young person or family member’s wellbeing A range of evidence based interventions and their strengths and weaknesses	Demonstrates limited knowledge and understanding of the theories underpinning the interventions that are in use in their working context and shows scant evidence of the evaluation of their use in practice	Demonstrates knowledge and understanding of a range of interventions and their associated theories in the context in which they are working and has evaluated their use in practice.	Can compare and contrast different interventions and their associated theories in the context of different health and social care settings and has critically reflected on the evaluation of own use of specific interventions.
<b><i>'You weren't afraid to make difficult decisions when you thought it was the right thing to do'</i></b>	The duties, responsibilities, boundaries and ethical nature of the role Theories and guidelines underpinning sound practice	Shows a limited understanding of ethical issues and cultural diversity, limited evidence of the ability to relate these to personal beliefs and values Limited evidence of the knowledge and understanding of the main concepts and key theories underpinning own practice	Demonstrates critical awareness of ethical issues and cultural diversity and is able to relate these to personal beliefs and values Sound routine knowledge and understanding of the guidance, main concepts and key theories underpinning own practice	Demonstrates critical awareness of ethical issues, cultural diversity and the diversity of values in health and social care and can draw from both theoretical and lived experience Detailed knowledge and understanding of the main concepts and theories underpinning own practice and has an awareness of the

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				ambiguities and limitations of this knowledge
<b><i>'You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better'</i></b>	Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding	Heavy reliance on small range of sources and deficient in quality, with little evidence of interpretation or analysis in applying this knowledge to address well defined complex problems	Understands and is able to describe the key pieces of legislation and policy relevant to work in health and social care and the role of statutory codes and can apply to accurately address, and make a consistent response to, well defined complex problems	Detailed knowledge and understanding of the main key pieces of legislation and guidance and how this relates to their professional role, appreciating the complexity of the issues in the field
<b><i>'You thought about things'</i></b>	The role of professional judgement and analysis in complex situations	Views and findings are sometimes illogical or contradictory. Statements are made with scant evidence	Understands the role of evidence in decision making and the effective use of fact and opinion in complex situations and the importance of clear reasoning when making recommendations	Understands the importance of drawing strands of information together into a coherent case for professional analysis and the use of relevant research to support critical judgements
	The importance of considering ethics and values, challenging self and the systems in use	Some grasp of the equalities requirements of own role but little evidence of being able to explain principles, values and	Is able to summarise the equalities requirements of own role and explain principles,	Has knowledge and critical understanding of the equalities requirements and

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		ethical dilemmas within own area of practice	values and ethical dilemmas within own area of practice	ethical issues within own role and the roles of other professionals with whom they work
<b><i>'You included people who were important to me or could help me'</i></b>	Techniques for establishing shared goals and outcomes when building relationships with others	Shows a limited grasp of the basic theories underpinning the methods used to gain support from others and the advantages and difficulties of including children, young people, families and communities and little evidence of being able to apply that knowledge to practice	Knowledge and understanding of the basic theories underpinning the methods used to gain support from others and the advantages and difficulties of including children, young people, families and communities to contribute to decision making in own area of practice	Detailed knowledge and understanding of the theories underpinning effective co-working with children, young people and families, joint decision-making practice and co-creating plans to achieve desired outcomes. Offers good quality insights into the issues involved and relates this to their own practices of working with others
<b>Standards</b>	<b>Knowledge and understanding</b>	<b>Fail Criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>OPTION 1: Practitioner in Children's Residential Care</b>				
<b><i>Working with families, carers</i></b>	The legislation and compliance	Evidence of limited knowledge of the key	Understands and is able to describe the key pieces of	Detailed knowledge and understanding of the key

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<b><i>and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care</i></b>	requirements for residential care	pieces of legislation, statutory codes and guidance relevant to work in children's residential care and little evidence of the application of knowledge	legislation, statutory codes and guidance relevant to work in children's residential care and can apply to address well defined problems	principles, and concepts related to law and ethics of children's residential care and their application to their professional role, appreciating the complexity of a range of issues within children's residential care
	The aspirations for a child in residential care			
	Group living and group dynamics		Understands theories of attachment, child development and the theories behind the interventions and key working used with individual and groups of children and young people including the theories of person-centred practice	Can evaluate different theories of attachment, child development, theories of intervention and key working and has critically reflected on the evaluation of own use of specific interventions and person-centred practice with children and young people.
	Legislation and the Code of Practice for Special Educational Needs and Disability	Shows a limited grasp of the theories of attachment, child development, person centred practice, the theories behind the interventions and key working used with individual and groups of children and young people  Gaps in knowledge and superficial understanding of the techniques of assessment, matching, planning and reviewing processes	Understands the techniques of assessment, matching, planning and reviewing processes	Has a detailed knowledge and understanding of the theoretical concepts that make for effective assessment, planning and reviewing and has an awareness of the ambiguities



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				and limitations of the theories
<b><i>Work within a team to promote the ethos of the home</i></b>	The ethos of the home and how to create and promote it	Shows evidence of an elementary grasp of the strategy and key principles that make the home child-oriented, but without much understanding of application in practice	Understands the strategy and key principles that make the home child-oriented and understands own role in this	Has detailed knowledge and understanding of the key principles, and concepts related to creating and promoting the ethos within the home and can critically reflect on their application in practice
	Team dynamics and collaborative approach in residential environment	Gaps in knowledge and superficial understanding of the values, factors and processes that may hinder or facilitate collaboration and effective team activity	Can identify the values, factors and processes that may hinder or facilitate collaboration and effective team activity	Has detailed knowledge and understanding of the concepts and key principles of the values, factors and processes that may hinder or facilitate collaboration and effective team activity, and can evaluate their application in practice
<b>Standards</b>	<b>Knowledge and understanding</b>	<b>Fail Criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>Option 2 Children, Young People and Families Practitioner within the Community</b>				

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<p><b><i>Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and build sustainable solutions together</i></b></p>	<p>The national systems of social welfare</p>	<p>Shows a limited grasp of the theories of partnership, partnership philosophies and practices of partnership and little evidence of the application of this knowledge to own role</p>	<p>Demonstrates a broad understanding of theories of partnership, partnership philosophies and practices of partnership and links this to their own role</p>	<p>Demonstrates a detailed understanding of the theoretical concepts underpinning effective partnership working, with evidence of independent and original good quality insight into the issues</p>
	<p>Essential networks of agencies and community groups</p>			
	<p>Practice and principles of effective multi agency working</p>			
<p><b><i>In depth understanding of a particular age group, context or family system</i></b></p>	<p>Contemporary social issues that affect family life and the care of children and young people</p>	<p>Shows a limited grasp of the basic concepts of sociological, psychological and psycho-sociological theory and little evidence of the application of these concepts to contemporary social and cultural</p>	<p>Understands basic concepts of sociological, psychological and psycho-sociological theory and can apply these concepts to contemporary social and cultural phenomena in own practice area.</p>	<p>Has a detailed understanding of the theoretical concepts that inform health and social care practice is able to critically evaluate the social issues that affect children, young people and family life within the context of their practice</p>
	<p>Detailed understanding of working with a particular group</p>			

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	e.g. U5, 5-11, 12+, young adult, parents, families, children with special educational needs and disabilities etc.	phenomena in own practice area.  Significant gaps in knowledge of the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context	Has a good working knowledge of the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context	Demonstrates an extremely confident and perceptive approach to the knowledge of the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context
	Key ethical and professional aspects of role	Inaccurate or incomplete awareness of ethical and professional issues within the specific work context and limited interpretation of own practice	Demonstrates awareness of ethical and professional issues within a specific context and is able to relate these to personal beliefs and values	Demonstrates understanding of how cultural diversity and the diversity of values in health and social care are demonstrated in the health and social care context, drawing from theory and own experience
<b>Standards</b>	<b>Behaviours</b>	<b>Fail Criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
<b><i>Demonstrate the following behaviours</i></b>	<b>Care</b> Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a	Demonstrates limited ability to work independently with children, young people and families in a principled way needing significant	Shows that their work with children, young people and families is underpinned by a principled and professional way of working guided by a specific set of principles and	Works very effectively and with autonomy at developing and evaluating principled practice with children, young people and families. A defined set of

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	positive difference to their lives	guidance on the specific principles and values and shows evidence of the following:	values and shows evidence of the following:	principles and values is evidenced throughout their casework. Shows evidence of the following:
	<b>Compassion</b> Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with	<ul style="list-style-type: none"> <li>inadequate evidence of being able to ascertain the principles of inclusion, equality of opportunity and valuing diversity</li> <li>limited understanding of the prescribed professional values in relation to working with the clientele and not able to develop an adequate workable brief that demonstrates valuing clients</li> </ul>	<ul style="list-style-type: none"> <li>an active commitment to inclusion, equality of opportunity and valuing diversity</li> <li>demonstrates that the children, young people and families' particular strengths, knowledge and experience are valued</li> </ul>	<ul style="list-style-type: none"> <li>an active commitment to, and strong evidence across all case work, of the principles of inclusion, equality of opportunity and valuing diversity. Demonstrates an appreciation of the complexity of the range of issues involved</li> </ul>
	<b>Courage</b> Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with	<ul style="list-style-type: none"> <li>inadequate attempt to ascertain the needs of children, young people and understand the families' particular</li> </ul>	<ul style="list-style-type: none"> <li>being able to hold a compassionate position on the circumstances in which children, young people and their families find themselves, whilst at the same time ensuring that the child is safe from harm</li> <li>demonstrates a clear focus on achieving change, using a respectful, persistent,</li> </ul>	<ul style="list-style-type: none"> <li>skilful help and support offered children, young people and families to recognise and build on their strengths, experience and knowledge</li> <li>builds effective relationships with</li> </ul>

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	children, young people and families to challenge and enable them to fulfil their potential	<p>strengths, knowledge and experience</p> <ul style="list-style-type: none"> <li>no clear focus on achievement of change, poor understanding of the changes needed and limited ability to make reasoned comment on relevant evidence based practice</li> </ul>	<p>open and appropriately challenging manner to encourage and support the changes needed, and that this work is underpinned by evidence based practice</p>	<p>children, young people and families as an integral aspect of practice, which are both compassionate and purposeful</p>
	<p><b>Communication</b> Your work is based on building effective relationships, being perceptive and empathic and building good rapport</p>	<ul style="list-style-type: none"> <li>communication with clients is unstructured, unfocused and/or in a format inappropriate to the situation</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates inclusive communication and behaviour with clients and partner agencies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates skill in the use and evaluation of evidence based effective approaches which help children, young people and families effect change, Awareness of the limitations and ambiguities of the theoretical knowledge</li> </ul>
	<p><b>Competence</b> The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice.</p>	<ul style="list-style-type: none"> <li>limited evidence of monitoring and reviewing the relationships they make and demonstrates limited ability to reflect</li> </ul>	<ul style="list-style-type: none"> <li>shows evidence of monitoring and reviewing the relationships they make and reflect on how their principles, values and ways of working impact on their own beliefs and on their own practice</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates effective and confident inclusive communication with clients and partners in a range of formats according to the context</li> </ul>

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		on how their principles, values and ways of working impact on their own beliefs and on their own practice		<ul style="list-style-type: none"> <li>able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice</li> </ul>
	<p><b>Commitment</b> Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient</p>			
Standards	Skills	Fail Criteria	Pass criteria	Distinction criteria
<p><i><b>You listened to me, understood what has happened to me and how I feel about my life, and I am</b></i></p>	Communicates in way that enables the voice of the child, young person or family members to be heard	Minimal application of methods that build relationships with children, young people and families, based on a limited understanding of the principle of respectful collaborative working and	Can accurately apply methods that build relationships with children, young people and families, grounded in the principle of respectful collaborative working and recognition of individual needs. Shows evidence of the	Shows autonomy in building appropriate relationships with children, young people and families that helps them to develop their own resources and resilience and ensures that the voice of the child is heard as a narrative
	Encourages individuals to engage			

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<b><i>confident my voice is heard ' </i></b>	positively with their community and relevant agencies and actively participate in the way their care and support is delivered	lack of recognition of individual needs. Lack of sufficient evidence of the voice of the child within casework	voice of the child within casework	running though all casework, with evidence of taking into account the individual needs of children
	Actively promotes respect, equality, diversity and inclusion			
<b><i>'You helped me to identify risk, you made me aware when things were unsafe ' </i></b>	Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves	Inadequate attempt to ascertain and keep central to the process, the needs of the child when managing risk in safeguarding and protection work and demonstrates limited use of local and national safeguarding guidelines	Demonstrates the use of a sound approach to managing risk in safeguarding and protection work, based on local and national guidelines keeping the child and family at the centre of the process	Demonstrates a skilled approach to managing risk based on a critical analysis of the harm to children in specific contexts, and where it is safe to do so enables and supports families to co-create their own solutions
	Works with and supports other professionals to respond to safeguarding concerns	Does not contribute directly to working with others, and/or fails to take into account the needs and views of others, when	Demonstrates a joined-up approach with other professionals, to the management of risk and challenges ineffective practice	Can work effectively with other agencies to develop an effective multi agency network to manage risk, showing leadership skills

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		managing risk. Demonstrates limited ability to evaluate the joined-up response to the safeguarding process		where appropriate. Takes the initiative to evaluate the practice of the network
<b><i>'You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'</i></b>	Identifies the influences on the individual and the family and supports them to make informed choices	Limited or ineffective attempt to draw together arguments in the construction of professional analysis, inadequate attempt to keep the child at the centre of the work and/or little evidence of effective working processes in developing joint strategies and plans	Shows sound and coherent argument and sustained thinking in the construction of professional analysis where the child is at the centre of the work, and develops joint workable plans and strategies based on this	Shows the ability to draw strands of information together into a coherent case for professional analysis and demonstrates a well formulated argument where the voice of the child is clearly at the centre of the work and negotiates jointly owned and co-created plans and strategies
	Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness			
	Identifies and addresses barriers to accessing resources			
<b><i>'You supported me through the changes, stuck with me and checked how</i></b>	Identifies and manages evidence-based approaches and evaluates their effectiveness	Limited evidence of the development of plans and review and displaying little evidence use of a range of methods of intervention.	Demonstrates tenacity, resilience and consistency in the development of plans and review for a specified range of methods of intervention.	Analyses different interventions and their associated theories in the context of different health and social care settings and



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<b><i>things were progressing and asked whether things were better for me ' </i></b>	Contributes to the development of a resilient, consistent and persistent approach to practice	Demonstrates lack of consistency and limited evidence of tenacity and resilience in approach to practice	Reflects on and evaluates methods of intervention	demonstrates creative thinking, tenacity, resilience and consistency in the development of plans and review for specific methods of intervention. Reflects on and critically evaluates methods of intervention
<b><i>'You weren't afraid to make difficult decisions when you thought it was the right thing to do'</i></b>	Models clarity of purpose, clear expectations and a professional approach to decision making	Demonstrates limited ability to work independently needing significant guidance. Rationale behind decision making is unclear or untenable. Makes some use of relevant research but also relies on unreliable and inappropriate resources and/or demonstrates limited ability to make reasoned judgments	There is considerable evidence of independent thinking and critical reflection and the candidate demonstrates a coherent well-informed point of view, showing some originality in drawing on relevant research, the use of a wide range of information and in the critical judgements they support	Logical, articulate analysis is a consistent feature of decision making. Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research. Perceptive and persuasive points made with strong conclusions
	Appropriately challenges and/or offers alternative perspectives with the children, young person or family			
	Contributes to own professional development			
<b><i>'You knew what you were doing - you understood'</i></b>	Applies knowledge of legal, economic and social justice systems	Limited evidence that professional practice is underpinned and guided by	Demonstrates evidence that professional practice is underpinned and guided by up	Demonstrates evidence that professional practice is underpinned and guided by a

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<p><b><i>the law and knew where to find other information and helped me to form creative ideas about how to make things better'</i></b></p>	<p>and implements policy frameworks in support of positive outcomes for children, young people and families</p>	<p>up to date key legislative requirements in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection</p>	<p>to date key legislative requirements in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection</p>	<p>sound knowledge of up to date key legislative requirements and an understanding of their tensions and conflicts, in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection</p>
<p><b><i>'You thought about things'</i></b></p>	<p>Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice  Takes an active part in continuous professional development</p>	<p>Attends supervision sessions and shows limited interpretation of own practice and that of others. Limited or ineffective attempt to draw together arguments and undertake problem solving, attempts at analysis are uninformed by research</p>	<p>Takes an active part in regular supervision sessions and discusses, reflects on and tests out ethical issues, conflicting information or professional disagreements and uses research, professional development and other's expertise effectively</p>	<p>Critical engagement in regular supervision sessions and professional development. Is receptive to new ideas and shows evidence of knowledge of an exceptionally wide range of literature that balances discussion and critically informs argument and problem solving</p>
<p><b><i>'You included people who were</i></b></p>	<p>Sharing and agreeing goals and outcomes</p>	<p>Limited evidence that the child/young person is well</p>	<p>Demonstrates that the child/young person is well</p>	<p>Demonstrates that the child/young person is well</p>

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<b><i>important to me or could help me'</i></b>	when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support	supported through effective collaborative working with clients, their families, professionals from other health disciplines and/or other agencies	supported through effective collaborative working with clients, their families, professionals from other health disciplines and/or other agencies	supported through effective collaborative working with clients and their families and professionals from other health disciplines and or agencies and there is evidence that these activities have been well planned, managed and organised
<b>Standards</b>	<b>Skills</b>	<b>Fail Criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>OPTION 1: Practitioner in Children's Residential Care</b>				
<b><i>Working with families, carers and children to devise, deliver and evaluate the</i></b>	Assumes the role of professional parent Contributes to creating and reviewing placement	Limited evidence that the interventions and plans used with individuals and groups of children and young people are evidence-	Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and are jointly	Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and uses

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<b>effectiveness of interventions for the care and support of individual children and young people in residential care</b>	plans based on individual need	based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs.	designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs.	an exceptionally wide range of relevant research to critically inform the design, planning and interventions in individual plans.
	Is able to support traumatised children and young people to live together and make progress	Evaluation of methods of intervention and the information and data underpinning it are incomplete	Reflects on and evaluates methods of intervention	Shows insight and autonomy in evaluating methods of intervention
<b>Work within a team to promote the ethos of the home</b>	Develops and promotes the ethos of the home	Shows little evidence of having contributed to the strategy, key principles and practices that make up the ethos of the home and/or does not contribute effectively to maintaining that ethos	Shows evidence of having contributed to the strategy, key principles and practices that make up the ethos of the home and meets own obligation to maintaining that ethos	Contributes and works well with others, showing autonomy where necessary to realise suggestions for realistic improvements to the strategy and key principles and practices that make up the ethos of the home. Negotiates and meets all obligations to others within the home
	Models collaborative team working and the ability to support and	Communication with others in the team is unstructured and	Demonstrates skills in establishing effective relationships, working co-	Works exceptionally well with others, showing leadership where

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	appropriately challenge each other	unfocused and avoids working with others or does not contribute effectively to the team	operatively with others, managing conflict and liaising and negotiating both within the organisation and across professions	appropriate in establishing effective relationships. Shows appreciation of the complexity of the issues when working co-operatively with others, liaising and negotiating and managing conflict both within the organisation and across professions
<b>Standards</b>	<b>Skills</b>	<b>Fail Criteria</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>Option 2 Children, Young People and Families Practitioner within the Community</b>				
<b><i>Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and</i></b>	Builds networks with others and contributes to the development and evaluation of interventions	Communication skills with others in education, health and social care provision is unstructured and unfocused and avoids working with others or does not contribute effectively to the partnership team(s).	Demonstrates skills in establishing effective relationships, working co-operatively in the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context, and can demonstrate	Demonstrates highly skilled negotiation of the education, health and social care provision within a particular context and effective use of the legal and practice guidelines underpinning that context. Works exceptionally well with others, showing leadership
	Challenges interagency non-performance			
	Negotiates and navigates the systems of social welfare to	Needs significant guidance on the legal and practice guidelines and shows little		

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<p><b><i>disability etc.) and build sustainable solutions together</i></b></p>	<p>secure effective joint outcomes</p>	<p>evidence of having worked proactively within a particular context to deliver improved outcomes</p>	<p>impact of joint working on the delivery of improved outcomes</p>	<p>where appropriate in managing joint working that impacts on the delivery of improved outcome</p>
<p><b><i>In depth understanding of a particular age group, context or family system</i></b></p>	<p>Engages effectively with child, young person and/or family members</p> <p>Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk</p>	<p>Limited evidence that the interventions and plans used in a specific context are child centred/family-centred or evidence-based and little evidence of them being jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs and manage risk in safeguarding</p> <p>Limited evidence of the use of relevant research to inform practice</p> <p>Little or no evidence of reflecting on and</p>	<p>Shows evidence that the interventions and plans used in a specific context appropriate to that context. The plans are child or family centred and evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet individual needs and manage risk in safeguarding keeping the child and family at the centre of the process</p> <p>Uses relevant research to inform practice</p> <p>Reflects on and evaluates methods of working with a specific group of children and</p>	<p>Shows evidence of a well formulated argument for the jointly co-created plans being used with specific groups of children and young people and their families in a particular context. Demonstrates creative thinking in the individual nature of the application of these plans, and the methods of intervention</p> <p>Relevant research into that context is used to inform argument, balance discussion and inform problem solving in managing risk in safeguarding</p>

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		evaluation methods of working in own specific context and /or the data underpinning the evaluation of methods of intervention is incomplete	their families, based on up to date research	Shows insight and autonomy in evaluating methods of working with a specific group of children informed by a wide range of relevant literature
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