



End-Point Assessment

Early Intervention Practitioner Level 4 (V1.1)

Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the Assessment of the Early Intervention Practitioner Level 4 standard. It is designed for apprentices, employers and training providers involved with the Assessment of an apprentice studying Early Intervention Practitioner Level 4.

An apprentice for Early Intervention Practitioner Level 4 should have a minimum of 18 months learning prior to the assessment.

This document is divided into sections covering all of the relevant aspects of Assessment for Level 4 Early Intervention Practitioner.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide you will find references to the Assessment. This information has been outlined in the Skills England, Early Intervention Practitioner Assessment plan.

For reference, you can find this document here:

[*Early Intervention Practitioner Level 4 EPA Plan \(Skills England\)*](#)



ASSESSMENT TIMESCALE

Register with NQual

Training Providers should register apprentices For Assessment with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready For Assessment. All evidence should be uploaded to NQual a minimum of 10 working days prior to the Assessment.

Gateway

EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once the Assessment is approved.

EPA Approved

Assessment

The apprentice will complete a Presentation with Questions and a Professional Discussion Underpinned by a Portfolio.

Results will be communicated within 10 working days of Final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an Assessment results document. If the apprentice Fails, NQual will send details to the learner and training provider outlining Feedback and next stages.

Results

GATEWAY

This section outlines the requirements an apprentice must have met in order to be put forward for their Assessment.

Once the employer is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for the Assessment via Gateway.

Gateway requirements for the Early Intervention Practitioner Level 4 apprenticeship outline that the apprentice must:

- confirm they are ready to take the Assessment
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules

For the professional discussion underpinned by portfolio, the apprentice must submit a portfolio of evidence.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the Assessment Plan or NQual.

The Gateway form must be sent to NQual a minimum of 10 working days before Professional Discussion Underpinned by a Portfolio is carried out, along with the evidence listed above and 4 weeks for the Presentation with Questions.

The apprentice must submit any presentation materials to the EPAO by the end of week 2 of the Assessment period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions.

All Assessment activity will take place no later than 3 months from Gateway.

You can request the NQual Gateway form by emailing: admin@nqual.co.uk

PORTFOLIO OF EVIDENCE

The apprentice will have prepared a portfolio during the programme to support the Professional Discussion component. The portfolio will be uploaded electronically via ACE360.

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 10 discrete pieces of evidence. Evidence must be mapped against the KSBs.

Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

The portfolio must include

- at least two observations of the apprentice that are recorded in a written format by a senior or supervisor who has experience of recording observations and knowledge of the assessment criteria
- one observation of the apprentice undertaking multi-agency engagement
- one observation of direct work undertaken by the apprentice with the individual and or family

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- anonymised records or documentation
- anonymised witness statements
- annotated redacted photographs

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion.

The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO

COMPONENTS OF ASSESSMENT

The Assessment for the Early Intervention Practitioner Level 4 apprenticeship standard consists of two assessment methods. These are a Presentation with Questions and a Professional Discussion Underpinned by a Portfolio.

Each is outlined in further detail below.

Presentation with Questions

The Presentation with Questions will last a total of 45 minutes. This will typically include a presentation of 30 minutes and questioning lasting 15 minutes. An increase of 10% can be allowed for the apprentice to finish a task or respond to a question.

An independent assessor must conduct and assess the presentation with questions.

The presentation must cover:

Cycle of work undertaken with the individual and or family including:

- Assessment and analysis process
- Planning process
- Intervention process
- Review own practice

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The apprentice must submit any presentation materials to the EPAO by the end of week 2 of the Assessment period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the presentation assessment.

Professional Discussion Underpinned by a Portfolio

The Professional Discussion is a two-way discussion which involves both the Independent Assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The Professional Discussion must last for 60 minutes. The Independent Assessor has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer. Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

A minimum of 10 questions will be asked and apprentices should review the Pass and Distinction criteria before the discussion.

The portfolio must be submitted to NQual at Gateway.

ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

Learning Outcomes	What is Required	Presentation with Questioning	Professional Discussion Underpinned by a Portfolio
Knowledge			
K1	Legislation, statutory guidance, national, local and organisational policies and procedures in relation to individuals and families relevant to own role.		✓
K2	Principles and benefits of local and national multi-agency and multi-disciplinary working.		✓
K3	Stages of, and factors that affect development, transitions and changes individuals may go through, and the impact they can have on an individual and their family.	✓	
K4	Legislation and organisational procedures for safeguarding, the protection of vulnerable people and combating extremism within the requirements of own role.		✓
K5	When and how to escalate and de-escalate individual cases beyond own responsibility.	✓	
K6	Importance of health, wellbeing and resilience and ways to manage and maintain it for self and others.		✓
K7	The duty of candour, the responsibilities, boundaries and ethical nature of own role, with individuals, the family network and other professionals.	✓	
K8	Theories and evidence based strategies related to early intervention work, trauma informed practice, social justice, person and whole family centred approaches.		✓
K9	Methods used to assess and analyse the requirements of individuals, families, including observation, questioning and problem solving.	✓	
K10	Principles of using professional judgement and how it relates to the complexities of a situation and to make informed decisions.	✓	

K11	Different communication methods and strategies, including the use of digital technologies, to account for the needs of individuals and families when building professional relationships.	✓	
K12	Theories of change and the impact it has on own self and others.		✓
K13	The importance of safe lone working and mitigating risks to protect personal safety.		✓
K14	Principles of mentoring and coaching to help support others.		✓
K15	Caseload management processes and when to seek support or direction.		✓
K16	Purpose of supervision to enhance practice and wellbeing.		✓
K17	The aims, values and culture of own organisation and how own role contributes to this.		✓
K18	How to undertake risk assessments in line with relevant policies and procedures.	✓	
K19	Conflict resolution techniques and methods used to manage differences of opinion and difficult situations with individuals, the wider family network and other professionals		✓
K20	Family structures, environmental, social and cultural contexts and the impact on different situations.		✓
K21	Importance of working collaboratively seeking and hearing the voice of the individual to empower and influence intervention work including action planning.	✓	
K22	Organisation specific policies and commitment relating to rights, equality, diversity and inclusion.	✓	
K23	Importance of identifying and evaluating own learning and development need		✓
K24	How to produce detailed and accurate records that meet organisational and legislative requirements.		✓
K25	Principles of confidentiality in line with legal and organisational policies and procedures		✓

K26	How to find up to date information, advice and guidance that can be used to allow individuals, families and professional partners to make informed choices about accessing support	✓	
K27	Own organisations digital strategy and how to use digital technologies appropriate to own role.	✓	
K28	How to prioritise interventions based on presenting needs.	✓	
K29	Techniques to build effective professional relationships with individuals and families.	✓	
K30	Techniques to build effective professional relationships with colleagues and other agencies.	✓	
K31	How to work as an independent practitioner and when to seek guidance and direction	✓	
Skills			
S1	Apply legislation, statutory guidance, national, local and organisational policies and procedures to meet the needs of individuals and families		✓
S2	Gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice and support informed decision making.		✓
S3	Identify relevant factors and how these have impacted on the needs of the individual and their family.	✓	
S4	Identify and respond to safeguarding, protection, vulnerable people and extremism concerns		✓
S5	Manage, and respond to assessed strengths, risks and accessing support when beyond own area of responsibility	✓	
S6	Identify, develop and adopt strategies for self and others to support health, wellbeing and resilience taking action when required		✓
S7	Manage expectations and open conversations within boundaries of own role.	✓	
S8	Apply relevant current theories and evidence based strategies when working with individuals and families to meet their identified needs.		✓
S9	Use observation, questioning, problem solving and analysis techniques when undertaking assessments	✓	

S10	Use professional judgement to understand the complexities of a situation and make informed decisions.	✓	
S11	Communicate with individuals including the use of digital technologies accounting for the needs of individuals and Families.	✓	
S12	Identify and respond to the impact of change when working with the individual and their network.		✓
S13	Implement safe working practice when lone working to mitigate any potential risks		✓
S14	Apply the principles of mentoring or coaching when helping and supporting others.		✓
S15	Manage caseloads in line with organisational policies and procedures to meet the needs of individuals or Families		✓
S16	Use supervision to support and enhance the quality of your practice and wellbeing		✓
S17	Contribute to the aims, values and culture of own organisation.		✓
S18	Undertake risk assessments in line with relevant policies and procedures.	✓	
S19	Manage differences of opinion and difficult situations with individuals, the wider family network, and other professionals providing professional challenge when necessary		✓
S20	Consider the family and wider environmental, social and cultural context when planning and implementing support or intervention		✓
S21	Work collaboratively with individuals, their wider network and partner agencies to ensure the individual voice is heard when decision making	✓	
S22	Apply organisational policies and commitment to rights, equality, diversity and inclusion.	✓	
S23	Participate in learning and development activities and evaluate the impact on own practice.		✓
S24	Produce detailed and accurate records that meet organisational and legislative requirements		✓
S25	Ensure compliance with legal and organisational policies and procedures in maintaining the confidentiality of information.		✓

S26	Provide individuals, families and professional partners with up to date information advice and guidance to help them make informed choices about accessing support.	✓	
S27	Use digital technologies where appropriate within own role and own organisations digital strategy.	✓	
S28	Prioritise interventions based on presenting needs.	✓	
S29	Use relationship building techniques to develop and maintain effective professional relationships with individuals and families.	✓	
S30	Build and maintain effective professional relationships with colleagues and other agencies	✓	
S31	Work independently as a practitioner within the wider team context, seeking guidance and direction when needed.	✓	
Behaviours			
B1	Engage with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes.		✓
B2	Have professional curiosity and be willing to explore different approaches in practice.		✓
B3	Be responsive to need and adapt to different situations	✓	
B4	Be reflective, caring and considerate of self and others and be able to draw upon and build support networks.		✓
B5	Learn from success and mistakes, to continuously review approach.	✓	
B6	Value people as individuals, considering intersectionality and the perspective of others.	✓	

GRADING & CRITERIA

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, Merit or Distinction. This decision is dependent on whether they have met the standard and its Assessment criteria. In order to achieve a passing grade, the apprentice must gain a minimum of a Pass in all components of the Assessment. To achieve an overall Merit, the apprentice must achieve a Distinction in the observation method and to achieve an overall Distinction, the apprentice must achieve a Distinction in both assessment methods.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

Grades allocated for each component will be Fail, Pass, Merit and Distinction.

The final grade will be decided on the following combinations:

Assessment Methods 1: Observation with Questioning	Assessment Methods 2: Professional Discussion Underpinned by a Portfolio	Overall Grading
Fail	Fail	Fail
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

The Pass and Distinction descriptors can be found in the tables below separated into Presentation with Questions and Professional Discussion Underpinned by a Portfolio of Evidence.

Grading Descriptors for the Presentation with Questions

Learning Outcome	Pass Descriptors	Distinction Descriptors
Assessment and Analysis Process	Explains the factors that affect development, transitions and changes and the impact they can have on the needs of the individual and their family (K3, S3). Assesses strengths and risks using professional judgement is responsive to needs and adapts, recognising the complexities of the situation, and makes informed decisions on when to access support when it is beyond their own area of responsibility (K5, K10, S5, S10, B3). Explains their use of observation, questioning, problem solving and analysis techniques when undertaking assessments (K9, S9).	Justifies how they use their professional judgement to make informed decisions (K10, S10). Justifies the methods they utilise when undertaking assessments (K9, S9).
Planning Process	Describes how they undertake risk assessments in line with policies and procedures (K18, S18). Summarises how they prioritise interventions based on presenting needs (K28, S28).	Justifies their decision making on how they prioritise based on presenting needs (K28, S28).
Intervention Process	Explains how they manage expectations and open conversations within the responsibilities, boundaries and ethical nature of their role when providing individuals, families and professional partners up to date information, advice and guidance to help them make informed choices about accessing support (K7, K26, S7, S26). Describes the communication methods used, including the appropriate use of digital technologies, in line with organisational digital strategy, to account for the needs of individuals and families when building professional relationships (K11, K27, S11, S27). Describes how they work collaboratively, building and maintaining effective professional relationships with individuals, their wider network and partner agencies to ensure the individual voice is heard to empower and influence intervention work and action planning (K21, K29, K30, S21, S29, S30).	Analyses the responsibilities, boundaries and ethical nature of their role and how it effects the information, advice and guidance they provide to individuals, families and professionals (K7, K26, S7, S26). Evaluates their collaboration skills in building and maintaining effective professional relationships (K29, K30, S29, S30).

	Explains how they apply organisational policies and commitment to rights, equality, diversity and inclusion, valuing people as individuals, considering intersectionality and the perspective of others (K22, S22, B6).	
Review own Practice	Explains how they work independently as a practitioner within the wider team context, seeking guidance and direction when needed and learning from success and mistakes to continuously review approach (K31, S31, B5).	

Grading Descriptors for the Professional Discussion Underpinned by a Portfolio of Evidence

Learning Outcome	Pass Descriptors	Distinction Descriptors
Managing Workload in Line with Policies, Procedures and Priorities	Explains how they manage caseloads and meet the needs of individuals or families in line with legislation, statutory guidance, national, local and organisational policies and procedures, seeking support and direction when necessary (K1, K15, S1, S15). Describes what impact their participation in learning and development activities has on their own practice and their contribution to the aims, values and culture of own organisation (K17, K23, S17, S23). Summarises how they produce detailed and accurate records that maintain confidentiality of information in line with organisational and legislative requirements (K24, K25, S24, S25).	Evaluates their success in managing caseloads to meet the needs of individuals or families (K15, S15).
Partnership Working and Relationship Building	Explains how they provide professional challenge when necessary and use techniques to manage conflict when differences of opinion and difficult situations happen with individuals, wider family networks and other professionals (K19, S19). Articulates how they gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice, support decision making, and to collectively promote best outcomes (K2, S2, B1). Describes how they apply the principles of mentoring or coaching when helping and supporting others (K14, S14).	Justifies the techniques they use to manage conflict, differences of opinion and difficult situations with individuals, wider family networks and other professionals (K19, S19). Explains the benefits to practice, decision making and best outcomes from multi-agency and multi-discipline working (K2, S2, B1).

	Interprets the family, and wider environmental, social and cultural context when planning and implementing support or interventions (K20, S20).	
Safe Practice	Identifies how they respond to safeguarding concerns (K4, S4). Describes how they are reflective, caring and considerate of self and others, when they adopt strategies to manage and maintain health, wellbeing and resilience, using supervision and support networks to enhance their practice and wellbeing (K6, K16, S6, S16, B4). Explains how they implement safe working practice when lone working to mitigate potential risks (K13, S13).	Evaluates the effectiveness of different strategies they use for managing and maintaining health, wellbeing and resilience for self and others (K6, S6).
Theories and Approaches to Practice	Articulates how they use professional curiosity in relation to current theories or evidence based strategies they explore when working with individuals and families to meet their identified needs (K8, S8, B2). Theorises the impact of change when working with individuals and those in their network (K12, S12).	Appraises the current theories or evidence based strategies they explore when working with individuals and families (K8, S8).

Re-sit / Re-take

If an apprentice fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 2 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise the entire assessment will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum Assessment grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practiced answering questions for their Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQual.

A Mock Professional Discussion should take a maximum of 90 minutes.



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