



End-Point Assessment

Children, Young People & Families Manager
Level 5 (V1.0) Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Children, Young People and Families Manager Level 5 apprenticeship standard. This document is designed for apprentices, employers and training providers involved in the End-Point Assessment of an apprentice studying this standard.

An apprentice for Children, Young People and Families Manager should typically spend up to 24 months on programme.

This support pack is divided into sections covering all the relevant aspects of EPA.

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 End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education. For reference, you can find this document.

[*Children, Young People and Families Manager Level 5 EPA Plan \(Skills England\)*](#)



EPA TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA 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 End-Point Assessment. All evidence should be uploaded to NQual a maximum of 8 weeks prior to EPA.

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 EPA is approved.

EPA Approved

Assessment

The apprentice will complete a Situational Judgement Test and a Competence Interview

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 EPA 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 complete their End-Point 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 EPA via the Gateway.

Gateway requirements for Children, Young People and Families Manager outline that the apprentice must have:

- Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer
- Submitted a Portfolio of Evidence
- Passed the mandatory qualification:
 - Option 1: Children's Residential Care Manager Level 5 Diploma in Leadership and Management for Residential Childcare
 - Option 2: Children and Young People and Families Manager in the Community - Level 5 Diploma in Leadership for Health and Social Care
- A current DBS

The Gateway form must be sent to NQual a minimum of 3 weeks before End-Point Assessment is carried out, along with the evidence listed above. You can access the NQual Gateway form by emailing: admin@nqual.co.uk

PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a Portfolio of Evidence which will be developed on programme to demonstrate their practice in achieving the knowledge, skills, and behaviours (KSBs) associated with the Competence Interview. The portfolio is not directly assessed but will be used to aid discussion therefore the apprentice is allowed to submit up to 20 pieces of evidence.

It is recommended that the portfolio shows examples of the apprentice's work, including:

- Four or five specific cases where they have managed complexity (situations where there are no precise procedural guidelines, and it is a matter of weighing up the likely implications for each party). It should show where they have delivered impact at operational level and shown leadership and management responsibility for setting and delivering objectives within children, young people, and family social care sector. They must demonstrate evidence of assessment of the situation, analysis, decision making, response and review.

Specific evidence could include notes, action plans, case notes, supervision records, reports or records produced as part of the work activity, reviews of cases and evidence of issues and resolution in the delivery of objectives.

- Evidence of the values, behaviours, and skills that the apprentice has displayed to meet the requirements of the standard such as witness testimonies, feedback from children, young people and families, and partner agency colleagues, manager observations.
- A minimum of three and a maximum of five written observations of practice from your training provider or line manager.
- Any continuing professional development undertaken during the apprenticeship period.

(*please note that this is not an exhaustive list).

COMPONENTS OF END-POINT ASSESSMENT

Situational Judgement Test

The Situational Judgement Test is designed to test the thinking and approach of the apprentice in dealing with specific situations that are typical of management and leadership within the children, young people and families sector. It will highlight their competence in the knowledge outlined in the standard. It will also demonstrate how they consider that the decisions they make will impact the outcomes for service users.

The situational judgement test contains at least one question per core theme (there are 7 core themes and 2 themes in each option) and will last up to 2 hours.

Competence Interview Informed by Submission of a Portfolio

The competence interview is an opportunity for the apprentice to discuss the content of the portfolio with the assessor. The assessor will not directly assess the

portfolio but uses it to inform their questioning. The competence interview is a structured discussion of 55-65 minutes in duration. It will look at both the work the apprentice has undertaken and the strengths they have demonstrated. There will be questions and discussion about the professional practice undertaken by the apprentice, which will:

- Confirm and validate judgments about the quality of work.
- Provide evidence for any gaps or perceived weaknesses in skills
- Explore aspects of the work, including how and why it was carried out

The 2 components may be carried out in any order. The assessments can be carried out remotely.

END-POINT 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	Competence Interview	Situational Judgement Test
Core			
'You provided direction and ensured we worked as a cohesive team'	Knowledge		
	Current research and development in the health and social care sector. (K1)		✓
	Theories underpinning the learning, development and motivation of individuals and teams (K2)		✓
	The role of the team and the internal and external environment in which it operates.(K3)		✓
	Skills		
	Maintains and develops a leadership style that sets the ethos, aims and approach to the work. (S1)	✓	
	Manages the application of professional judgement, standards, and codes of practice.(S2)	✓	
	Creates a strong sense of team purpose. (S3)	✓	
	Behaviours		
	Care: Respecting and valuing practitioners, encouraging, and enabling them to deliver excellent practice. (B1)	✓	
	Compassion: Consideration and concern, combined with robust challenge and support. (B2)	✓	
	Courage: Having honest conversations and encouraging practitioners to offer their own solutions to improving practice. (B3)	✓	

'You implemented a working environment which supported dignity and human rights'	Knowledge		
	Values and ethics and the principles and practices of diversity, equality, rights, and inclusion. (K4)		✓
	Approaches to dignity and respect. (K5)		✓
	Skills		
	Models an ethos that actively promotes equality, resilience, dignity, and respects diversity and inclusion. (S4)	✓	
	Actively seeks the views of others. (S5)	✓	
	Behaviours		
	Communication: Building relationships with practitioners, peers, and partner organisations. (B4)	✓	
	Competence: Knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes. (B5)	✓	
	Commitment: Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient. (B6)	✓	
'You helped us work through the challenges that faced us and ensured we were safe'	Knowledge		
	The principles and practice of supervision with their staff. (K6)		✓
	The theories and up-to-date research and best practice that underpin practice decision making. (K7)		✓
	The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people, and families. (K8)	✓	
	A healthy, safe, and stimulating environment that fulfils health & safety legislation and requirements. (K9)		✓
	The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent. (K10)	✓	
	Skills		
	Develops and delivers good quality supervision practice and decision-making. (S6)	✓	

	Demonstrates evidence-based practice and models the effective use of up-to-date research and theories. (S7)	✓	
	Identifies and manages risk. (S8)	✓	
	Monitors, evaluates, and improves the working environment to ensure that it is safe. (S9)	✓	
'You enabled us to focus on and achieve improved outcomes for children and young people'	Knowledge		
	The principles and practice of statutory frameworks, standards, guidance, and Codes of Practice. (K11)		✓
	The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies. (K12)		✓
	Approaches to developing and implementing improvement, including use of data. (K13)		✓
	The theories of intervention that meet the needs of children, young people, and adults within the family. (K14)		✓
	Skills		
	Sets clear, measurable objectives. (S10)	✓	
	Uses data to evaluate the effectiveness of outcomes. (S11)	✓	
	Develops, facilitates, and leads change in working practices that deliver improved outcomes. (S12)	✓	
	Actively encourages the participation of children young people and families in service improvement. (S13)	✓	
	Manages the quality assurance of the service provided and proposes improvements. (S14)	✓	
'You managed and made best use of the resources that we have'	Knowledge		
	The practice and principles of resource management. (K15)		✓
	How to create engagement and innovation in the development of practice. (K16)		✓
	The commissioning cycle and its application. (K17)		✓
	Skills		
	Manages and deploys total resource (e.g. people, finance, IT, property) to maximise outcomes.(S15)	✓	

	Mobilises collective action across service boundaries and within the community to manage resources. (S16)	✓	
	Commissions and contract manages external providers. (S17)	✓	
'You built the relationships with others that ensured effective communication and partnership work'	Knowledge		
	Inter-agency and multi-agency work and its role in ensuring positive outcomes. (K18)		✓
	Techniques to influence, persuade and negotiate with others. (K19)		✓
	Skills		
	Collaborates with partner agencies and resolves complex issues to achieve best outcomes.(S18)	✓	
	Builds an ethos of learning and continuous improvement across partner organisations. (S19)	✓	✓
'You ensured there was a culture of continuing professional development'	Knowledge		
	Principles of reflective practice; how people learn; effective continuing professional development. (K20)		✓
	Academic research, evidence-based data, policy developments, practice developments. (K21)		✓
	Skills		
	Evaluates practice of team members. (S20)	✓	
	Assesses learning styles of self and team. (S21)	✓	
	Listens to, challenges and supports practitioners. (S22)	✓	
	Engages in reflective practice and develops a learning culture across the team. (S23)	✓	

Option 1: Manager in Children's Residential Care

1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care	Knowledge		
	The principles of long-term care and support for children and young people. (K22)		✓
	The legislation, the theoretical approaches, and the compliance requirements for running a residential care home for the care and support of children and young people. (K23)		✓
	The theory and best practice in the use of restraint. (K24)		✓
	Skills		
	Ensures each child receives care and that the continuity of care for each child is in place. (S24)	✓	
	Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children. (S25)	✓	
1b. Leads and supports practice development in the care and support of children and young people in residential care.	Manages and monitors safe systems of physical restraint. (S26)	✓	
	Knowledge		
	Theoretical and practical approaches to meeting the holistic needs of children and young people in care. (K25)		✓
	Principles and practice of distributive leadership within the home. (K26)		✓
	Skills		
	Manages staff performance and ensures each child receives the care and support to meet their needs. (S27)	✓	
	Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes. (S28)	✓	

Option 2: Children, Young People and Families Manager within the Community

2a. Creates an environment that promotes partnership working within a specific working context (e.g. early years, youth, youth justice, Family work, special educational needs, and disability etc.) and builds consensus and support for improving outcomes together

Knowledge

The national systems of social welfare. (K27)



Local agencies and community groups. (K28)



Theoretical approaches to the practice and principles of effective multi-agency working. (K29)



Skills

Proactively develops and sustains strategies for joint working, to improve outcomes. (S29)



Demonstrates good awareness of stakeholders. (S30)



Contributes to and initiates appropriate joint budget arrangements. (S31)



2b. Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society

Knowledge

Theoretical approaches to contemporary social issues that affect family life and the care of children and young people. (K30)



The priority practice areas in the specific context and their responsibilities within it. (K31)



Ethical and professional approaches to practice in a partnership context. (K32)



Skills

Leads, implements, and evaluates effective approaches to practice in specific contexts. (S32)



Audits and measures performance effectively within a multi- agency context. (S33)



Effectively uses and shares information and data. (S34)



Leads and develops new approaches to early intervention in partnership practice. (S35)



GRADING & CRITERIA

Assessments will result in the apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

In order to pass the overall End-Point Assessment, the apprentice must pass both elements of the End-Point Assessment.

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

Assessment Breakdown

The apprentice must achieve a score of 50% or above to Pass the Situational Judgement Test.

An apprentice must achieve a minimum of a Pass in both components to achieve a Pass overall. To achieve a Distinction, the apprentice must achieve all Pass and all Distinction criteria. The final grade will be decided on the following combinations.

Assessment Methods 1: Situational Judgement Test	Assessment Methods 2: Competence Interview	Overall Grade
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Grading Descriptors for Competence Interview

The apprentice must meet all of the Pass and Distinction criteria to achieve a Distinction.

Themes	Pass Descriptors	Distinction Descriptors	Guidance
Core			
<i>'You provided direction and ensured we worked as a cohesive team'</i>	Works with the team and with partner organisations to identify and articulate a shared vision, values, aims, ethos, and shared objectives in relation to the care and support of children, young people, and their families. Sets clear standards and evaluates own practice and that of others using a number of frames of reference and identifies future actions. Provides opportunities for the team to plan and discuss priorities, give and receive ideas to achieve objectives and modifies responses where necessary. A range of appropriate leadership styles are used and evaluated within the context of own organisation's work environment and ethics. Demonstrates and evaluates own ability to motivate others and build commitment to the organisation/and partnership values. Examines the work of others and identifies its strengths and weaknesses using identified criteria. Offers feedback and asks for contributions to support shared objectives and improve practice. Works very effectively and confidently with others, leading and evaluating work where	Effectively models a range of negotiation and cooperation skills with own team and with partner organisations to develop relationships that reflect the aims, ethos and shared vision required to achieve the required objectives. Encourage and support others to analyse their own practice and that of others in relation to relevant standards and frameworks. uses critical reflection and considers potential alternatives and their implications for the future. Demonstrates a flexible approach to the building of collaborative relationships with the team to support the process of identifying priorities and evaluating progress of group objectives. Addresses conflict. Applies different leadership styles in a range of situations and evaluates them to make a judgement based on appropriate criteria and a wide evidence base. Works exceptionally well with others showing effective and appropriate leadership skills, critical evaluation skills and encouraging a collaborative and creative work environment to promote positive solutions for improvement.	Pass: You should show clear examples of how you established shared vision, values, and objectives with your team and partners. Evidence should demonstrate how you create opportunities for staff to contribute ideas, review priorities and work collaboratively. You must reference how your leadership style is applied, evaluated and adapted in practice, with examples of motivating and supporting others (at least 2 leadership styles). Feedback, evaluation of practice, constructive challenge and reflective activity should be clearly demonstrated. Distinction: You must evaluate your leadership approach, including the impact of negotiation, cooperation and collaborative decision-making. Stronger evidence of critical reflection, flexibility and creative solutions to team challenges is required.

	appropriate, creating opportunities for constructive debate on improving professional standards.	Assesses and evaluates the work of others and demonstrates judgement and discrimination in providing different sources of feedback. Develops relationships which are mutually beneficial to improving practice. (- Compassion) Works exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting obligations to others.	You should demonstrate high-level leadership practice that encourages autonomy, creativity and positive challenge across the team. Evidence should show deeper analysis of how you build influential, productive partnerships and promote collective problem-solving.
<i>'You implemented a working environment which supported dignity and human rights'</i>	Shows evidence of having taken a rights-aware approach to work by identifying the rights at issue, identifying the responsibilities of the organisation in terms of those rights and by determining the appropriate course(s) of action. Takes responsibility for and engages actively in a range of ongoing team opportunities to build commitment to the dignity and respect of others. Communication is clear, fluent, generally appropriate for the audience, and generally precise in the choice of words and the structure of sentences. Consistency is shown in their written and spoken style that doesn't impair communication. Reviews own ability to motivate and delegate and empower others to achieve service improvement using appropriate evidence. Sufficient evidence is provided that appropriate plans and targets and improvement plans have been or are being implemented and sufficient critical assessment using quality standards	Demonstrates judgement and discernment in modelling and developing a culture of mutual respect and accountability. Builds constructive relationships that foster participation in the development of professional practice that upholds dignity and respect. Demonstrates excellent communication skills appropriate to the audience. Motivates others and build commitment to the organisation's values and goals and achieve service outcomes is assessed to make a judgement using appropriate criteria and a wide evidence base. Comprehensive evidence is provided that an appropriate improvement plans, based on quality standards and with milestones, responsibilities and resources required have been or are being implemented and the evidence is critically assessed and benchmarked against the improvement plans. Models reflection on own performance and ensures development of others through coaching	Pass: Your examples should show how you take a rights-based approach in practice, including identifying risks, responsibilities and appropriate actions. Evidence should demonstrate how you promote dignity, respect, equality, resilience and inclusive ways of working. Communication must be clear, appropriate and consistent, and you should show an ability to motivate and empower others. Quality standards, improvement planning and active participation in reflective practice should be evident. Distinction: You must provide strong evidence of modelling and embedding a culture of mutual respect, accountability, inclusion and dignity. Communication should be exemplary and adapted expertly to purpose and audience.

	demonstrates the organisation's effectiveness. Demonstrates encouragement to team members to review performance and to learn from each other. Identifies learning needs of team to enable development of strengths and address weaknesses.	and mentoring approach and creating development opportunities to empower others and enable collective learning.	Improvement plans should show comprehensive evaluation, clear measures and a strong evidence base. You should demonstrate coaching and mentoring approaches that promote collective learning and reflective improvement across the team.
<i>'You helped us work through the challenges that faced us and ensured we were safe'</i>	Sound knowledge base of relevant legislation and guidance on safeguarding and health and safety issues, relating to the care and support of children, young people, and families. Demonstrates good critical insight into the national and local safeguarding legislation and guidance and shows the ability to evaluate the approaches to safeguarding working practices. Uses appropriate information to evaluate options and the selection of the final outcome clearly reflects the evaluation. Evaluates strengths and weaknesses of own and other's practice and the criteria by which judgements are made. Prepared to question received opinion, prejudices and values sets operating. Accesses and uses a range of knowledge from literature, research, and policy sources for to inform own and other's professional practice and decision making. (Uses appropriate information from relevant legal structures including the law around safeguarding	Broad knowledge base of relevant legislation and guidance on safeguarding and health and safety issues relating to work with children, young people, and families. Well-developed critical evaluation of the legislation and guidance and the assumptions and /or data which inform the overall approach to safeguarding and health and safety. Uses a range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions, which have considered the alternatives. Confidently evaluates actions and situations identifying clearly articulated strengths and weaknesses of own and other's practice, questioning received opinion, prejudices and value sets operating. Manages own learning using a wide range of resources and critically engages with an extremely wide knowledge base of theories, concepts, policy sources and the latest research to enhance own and other's professional practice and decision making.	Pass: A sound grasp of safeguarding legislation, guidance and safe working practices should be demonstrated. Evidence must show clear, logical decision-making using appropriate information, evaluation of options and identification of risk. You should demonstrate the ability to question assumptions, show insight into practice strengths and weaknesses, and use evidence-based practice. Health and safety leadership should be competent, compliant and capable of problem resolution. Distinction: Evidence must show broad and critically evaluated knowledge of safeguarding, legislation and best practice. Decision-making should show autonomy, initiative and clear evaluation of alternatives.

	practice, information sharing and the rights of children to evaluate risk and make decisions. Actions taken clearly reflect the evaluation. Generally, technically, and professionally competent in leading and promoting health and safety, fulfilling the organisation's legal obligations and in delivering effective arrangements. Can identify key areas of problems and choose appropriate methods for resolution.	Uses an extremely wide range of appropriate information from relevant legal structures including the law around safeguarding practice, information sharing and the rights of children to evaluate risk and exercises autonomy and initiative when exploring options. Makes clear decisions which has taken into account the alternatives. Technically and professionally competent in leading, delivering and promoting the health and safety obligations of the organisation and work shows evidence of rigour and /or creativity. Can identify key areas of problems confidently and choose appropriate methods for resolution with autonomy and effectiveness.	You should demonstrate advanced engagement with research and theory to influence practice. Health and safety leadership should show rigour, creativity and confident identification and resolution of complex issues.
<i>'You enabled us to focus on and achieve improved outcomes for children and young people'</i>	Works with the team and with partner organisations to identify and articulate clear and shared objectives which are defined in a shared plan that gives focus to the work. Some evidence of ability to collect and interpret data/information to inform both strategy and practice. Sets high expectations for the quality of professional practice across the team and provides systematic opportunities to enhance and refresh practice including assessment and safeguarding practices. Provides regular opportunities for children, young people, and families to give and receive ideas to achieve service improvement and ensures appropriate information is shared to inform decision making.	Effectively models a range of negotiation skills with own team and with partner organisations to develop relationships that build shared objectives and defines and addresses them fully and with some creativity in shared plans. Evidence of exceptional success and a degree of autonomy shown in undertaking a range of research-type tasks that have informed strategy and practice. Encourages and supports others to analyse and continually improve the quality of their practice in relation to a range of relevant standards. Uses critical reflection to consider effective solutions for the improvement of professional practice. Demonstrates a flexible and original approach to the building of collaborative relationships with children, young people, and families to support the	Pass: You should show how objectives were set collaboratively and defined in shared plans. Evidence of using data effectively to inform practice and measure impact is required. You must provide examples of how professional practice is monitored, maintained and improved. There should be clear examples of participation by children, young people and families in improvement activities. Distinction: You must show strong negotiation and relationship-building skills with partners to support shared objectives.

	Manages the quality assurance of the service provided and proposes improvements.	process of achieving service improvement and evaluates progress of agreed objectives.	Evidence of high-quality research, data analysis and autonomous improvement activity is required. You should provide deeper critical reflection on improving practice, including creative solutions. Engagement with children, young people and families should be flexible, original and evaluative.
<i>'You managed and made best use of the resources that we have'</i>	Acquires and maintains resources and plans and manages processes that will deliver specified outcomes and establishes systems for staff to carry out their work. Provides clarity on how resources will be used and reports on results. Interacts effectively with others to seek out opportunities for and improve and deliver appropriate resourcing decisions. Uses data and evaluations to inform future resourcing decisions. Demonstrates management of the effective and efficient use of commissioning processes to make best use of resources to support the delivery of specified outcomes.	Meets all obligations to organisation to manage resources and uses management and planning strategies effectively to enhance and maximise the delivery of effective outcomes. Demonstrates a flexible approach to the development of relationships with stakeholders to foster collective responsibility for fair and effective use and management of resources. Shows awareness of strategic and operational priorities to ensure continuous improvement. Demonstrates a high degree of autonomy and exploration in commissioning decisions that ensures best value and appropriate devolved accountability to support the delivery of effective outcomes.	Pass: Evidence should show clear resource planning, management and reporting on outcomes. You should demonstrate the ability to use data and evaluation to inform resourcing decisions. Commissioning processes should be used effectively to support outcomes. Distinction: You must demonstrate strategic awareness and the ability to maximise resource effectiveness. Evidence of collaborative, flexible and innovative approaches to resource management is required. Commissioning decisions should show autonomy, robust justification and clear accountability.

<i>'You built the relationships with others that ensured effective communication and partnership work'</i>	Recognises and encourages a wide range of partners that contribute to the delivery of positive outcomes for children, young people, and families. Able to choose and evaluate methods of collaboration appropriate to the task, from a range of prescribed methods. Builds and leads constructive team and partner relationships that foster professional learning communities.	Actively engages building and facilitating collaboration with a wide and diverse range of partners. Choice of methods of collaboration and partnership are sound and self-determined and are evaluated using appropriate information and data. Promotes and builds an environment of critical reflection and collaborative learning to support and enhance high-quality practice in work with children, young people, and families.	Pass: You should show the ability to recognise, encourage and work effectively with a wide range of partners. Evidence should include methods of collaboration and examples of how these improved outcomes. You must demonstrate constructive team and partner relationships that support shared learning. Distinction: Evidence must show active engagement in building and facilitating collaboration across a diverse range of partners. The choice and evaluation of partnership approaches should be well-reasoned and data-informed. You should demonstrate how you promote critical reflection and continuous improvement across partners.
<i>'You ensured there was a culture of continuing professional development'</i>	Examines the work of others and identifies the strengths and weaknesses using existing criteria indicating possibilities for improvement, based on individual need. Evaluates own practice and that of others using a specific frame of reference and supports the development of plans of action.	Demonstrates judgement and discrimination in evaluating the work of others and provides difference sources of feedback and offers clear insights into strategies for improvement. Analyses practice by critically reflecting on own and other's practice and the rationale behind it. Uses imaginative thinking about potential alternative possibilities and the implications for future practice. (	Pass: You should demonstrate how you evaluate the work of others using set criteria and provide constructive feedback. Evidence should show reflection on your own and others' practice, identifying strengths, weaknesses and improvement opportunities.

			Distinction: You must demonstrate high-level evaluation, using multiple sources of feedback and clearly reasoned improvement strategies. Evidence should show imaginative, reflective thinking and consideration of alternative approaches to future practice.
Option 1: Manager in Children's Residential Care			
1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care	Sets high expectations for the quality of care in the children's residential home, based on approved standards and works with the team to identify and articulate opportunities to enhance and improve the experiences of children in care. Builds and leads on critical assessment of own and other's work using identified quality standards and encourages team members to review their approach to the care of children and to learn from each other. Demonstrates good critical insight into the systems of physical restraint and the associated issues and shows the ability to practice and evaluate the approaches to the working practice of restraint.	Encourages and supports others to analyse and continually improve quality care in the children's residential home in relation to a range of relevant standards. Encourages critical reflection across the team to consider effective solutions for the improvement of the experiences of children in care. Demonstrates judgement and discernment in modelling and developing a culture of individual and collective accountability in the care and support of children. Demonstrates well developed critical evaluation of the systems of physical restraint and the associated issues and the assumptions and /or data which inform the overall approach to the working practices involved in restraint.	Pass: Evidence must show high expectations for the quality of care and clear understanding of children's long-term care needs. You should show how team practice is critically assessed using standards and how learning opportunities are facilitated. You must demonstrate insight into physical restraint systems and their safe use. Distinction: You should guide others to continually improve residential care quality using critical reflection and team learning. Evidence must show strong judgement in developing accountability and high standards of practice. Physical restraint evaluation should be deeply analytical and challenge assumptions appropriately.

<i>1b. Leads and supports practice development in the care and support of children and young people in residential care</i>	Examines and monitors the performance of staff against set criteria and ensuring the child's individual needs are at the centre of their work. Identifies the strengths and weaknesses of practice, indicating the possibilities for improvement. Takes responsibility for and engages actively in providing regular opportunities for staff and stakeholders including children, young people, and Families to give and receive ideas to achieve service improvement.	Demonstrates judgement and discrimination in monitoring and evaluating the performance of staff and ensuring the child's individual needs are at the centre of their work. Provides feedback to staff and offers clear insights into strategies for improvement. Demonstrates a flexible and original approach to the building of collaborative relationships that Foster participation with children, young people, and Families to support the process of achieving service improvement.	Pass: You should demonstrate monitoring of staff performance and how children's needs are centred in all work. Evidence must include participation, consultation and shared improvement activity with stakeholders. Distinction: You must demonstrate high-level evaluation of staff performance with clear, insightful feedback. Evidence should show strengthened participation and collaborative practice to improve outcomes.
Option 2: Children, Young People and Families Manager within the Community			
<i>2a. Creates an environment that promotes partnership working within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs, and disability etc.) and builds consensus</i>	Identifies, encourages, and evaluates the work of a range of partners to develop and contribute to explicit strategies for the delivery of positive outcomes for children, young people, and Families within a specific working context. Identifies and can show evidence of a wide range of partners within a specific working context that contribute to the delivery of positive outcomes for children, young people, and Families. Interacts effectively with others to seek out opportunities to acquire and maintain resources that will deliver specified outcomes within a specific working context.	Actively engages the building of facilitative relationships with a wide and diverse range of partners within a specific working context. Demonstrates well developed critical evaluation of the methods of collaboration and partnership and their collective outcomes. Demonstrates active engagement in identifying building and facilitating collaboration with a wide and diverse range of partners within a specific working context. Demonstrates a range of flexible and innovative approaches to the development of relationships to acquire and manage resources to maximise the	Pass: Evidence should demonstrate identification and evaluation of a wide range of partners and their contributions. You must show effective interaction to access or maintain resources and support outcomes. Distinction: Evidence must show active, facilitative relationship-building with diverse partners. You should critically evaluate collaborative methods and their collective outcomes.

and support for improving outcomes together		delivery of effective outcomes, within a specific working context.	Resource management approaches should be innovative and flexible.
2b. Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society	Oversees and monitors approaches to practice against set criteria in a specific working context, whilst keeping the child's individual needs at the centre of their work. Identifies the strengths and weaknesses of practice, indicating the possibilities for improvement. Examines and monitors the performance of multi-agency practice working arrangements against set criteria. Identifies the strengths and weaknesses of multi-agency practice, indicating the possibilities for improvement. Shows evidence of involvement in a range of information sharing and data exchange within a specific working context, that contributes to the delivery of positive outcomes for children, young people and families. Sets high expectations for the quality of early intervention practice across the team and the partnership and provides systematic opportunities to enhance and refresh practice including assessment and safeguarding practices.	Demonstrates judgement and discrimination in monitoring and evaluating approaches to practice in a specific working context, always keeping the child's individual needs at the centre of their work. Provides feedback to staff and partners and offers clear insight into strategies for improvement. Demonstrates judgement and discrimination in monitoring and evaluating the performance of multi-agency practice working arrangements. Provides feedback on performance and offers clear insights into strategies for improvement. Demonstrates active engagement in identifying building and facilitating collaboration in sharing information and data with a wide and diverse range of partners, within a specific working context. Encourages and supports others to analyse and continually improve the quality of early intervention practice across a range of different working contexts. Uses critical reflection to consider effective solutions and engage others in the evaluation of assessment, intervention, and safeguarding practice.	Pass: You should demonstrate consistent monitoring of practice against criteria, ensuring children's needs are central. Evidence must include clear examples of multi-agency practice evaluation and information sharing. Distinction: You must show well-reasoned evaluation of practice approaches, offering clear insights into improvement strategies. Evidence should demonstrate active engagement in collaborative information-sharing and improvement practices across diverse contexts. You should show high-level reflection and analysis in early intervention and safeguarding improvements.

Grading Descriptors for Situational Judgement Test

The apprentice must meet at least 50% of the criteria to achieve a Pass

Themes	Pass Descriptors	Guidance
Core		
<i>'You provided direction and ensured we worked as a cohesive team'</i>	Has broad knowledge and understanding of well-established theories and concepts within health and social care and recognises the areas where the knowledge base is most/least secure Has knowledge of the main methods of enquiry into leadership styles and leading teams, and demonstrates the ability to critically evaluate the appropriateness of approaches to solving problems in the field	Well established theories & current research established theories & current research See guidance notes on: - Erikson, Piaget, Bowlby - Attachment informed practice, child centred and strengths-based approaches-informed practice, child-centred and strengths-based approaches - Trauma informed models such as PACE, ARC, Social Pedagogy, CARE, Sanctuary informed models such as PACE, ARC, Social Pedagogy, CARE, Sanctuary Learning, development & motivation See guidance notes on: - Maslow's hierarchy of needs - VARK learning styles - Tuckman's team stages - Belbin team roles - FIRO theory - Coaching leadership

		• Team roles & internal/external environments See guidance notes on: • Tuckman's stages • Belbin's team roles • FIRO theory • Multi-agency environments across education, social care, police, health, VCS
<i>'You implemented a working environment which supported dignity and human rights'</i>	Has sound knowledge base on which to explore and analyse the theories and concepts of equalities, values, rights and ethical issues within the discipline with some detail and autonomy Demonstrates a sound knowledge base upon which to explore and analyse the theories and related ethical issues around dignity and respect	Equalities, values, rights & ethics See guidance notes on: • Ethical theories (utilitarianism, natural law, positivism, Kantian, consequentialism) • PANEL principles • Protected characteristics • Advocacy and rights-based practice based practice Dignity & respect See guidance notes on: • PANEL principles • Corporate parenting • Emotional intelligence • PACE, ARC and trauma informed relational care informed relational care

<i>'You helped us work through the challenges that faced us and ensured we were safe'</i>	Shows a good understanding of key theories and concepts of supervision and demonstrates good critical insight and ability to contrast alternative positions Shows a good understanding of key theories and areas of recent research in decision making and demonstrates good critical insight and ability to contrast alternative positions Sound knowledge base of relevant legislation and guidance on safeguarding and health and safety issues, relating to the care and support of children, young people and Families. Demonstrates good critical insight into the national and local safeguarding legislation and guidance and shows the ability to evaluate the approaches to safeguarding working practices	Supervision See guidance notes on: • Clinical, CBT, humanistic, psychodynamic, solution focused and integrative models focused and integrative models • Reflective cycles: Gibbs, Kolb, Schön, Rolfe, 5Rs, 4Cs Decision making theories making theories See guidance notes on: • Bounded rationality • Behavioural decision making • Decision analysis • Game theory • Negotiation models: BATNA, ZOPA; integrative vs distributive approaches Safeguarding legislation & risk management See guidance notes on: • Children Act • Children and Families Act • Working Together • KCSIE • Safeguarding Vulnerable Groups Act / DBS • Children's Home Regulations & Quality Standards
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		Health & safety environments See guidance notes on: • Health and Safety at Work Act • Risk assessments • Behaviour support planning • Restrictive practice governance practice governance Mandatory safeguarding requirements See guidance notes on: • Statutory multi-agency requirements • Sector specific safeguarding guidance specific safeguarding guidance • DBS
<i>'You enabled us to focus on and achieve improved outcomes for children and young people'</i>	Sound knowledge base of statutory Frameworks relating to children, young people and Families. Demonstrates good critical insight into the associated issues and can use knowledge and understanding to evaluate working practices Sound knowledge of relevant OFSTED Framework. Issues identified and critically analysed within given areas. Ability to apply concepts and principles outside immediate context Sound understanding of theories and concepts relating to developing and implementing improvement and demonstrates the ability to use evidence to support argument. Ability to apply concepts and principles outside immediate context Broad knowledge of relevant theories of intervention linked to context. Effectively evaluates information and the enquiry process including critique of techniques used	Statutory Frameworks See guidance notes on: • Children Act • Children's Home Regulations • Quality Standards • Human Rights Act • Mental Capacity Act • Consent and Gillick Consent • Transforming Care

		• GDPR • Codes of Practice For Adult and Social Care Workers • SEND Code of Practice Quality assurance (Ofsted, CQC) See guidance notes on: • SCCIF • Ofsted inspection processes • Regulation 44 visits • CQC links where applicable Improvement & evidence based practice-based practice See guidance notes on: • Improvement planning • Action Research cycle • Outcome monitoring and review • Audit and evaluation methods Intervention theories See guidance notes on: • PACE • ARC • Social Pedagogy • CARE
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		• Sanctuary Model • Person centred planning • Mediation & conflict resolution • Models of Health • Transforming Care
<i>'You managed and made best use of the resources that we have'</i>	Sound knowledge base of practice and principles of resource management within the context of work with children, young people and Families. Demonstrates good critical insight into the associated issues and shows the ability to evaluate the approaches to the working practice of resource management Good knowledge base of the theories of change and the development of practice in health and social care and explores and analyses engagement and innovation. Uses theories to review the effect of innovation and change within an organisation and/or with its partners Good knowledge and understanding of commissioning cycle, explores and analyses the field and its theory and ethical issues	Resource management See guidance notes on: • Budget, staffing, time and resource planning • Contract and commissioning oversight • Performance management cycle Change and innovation See guidance notes on: • Lewin • Kotter • Bridges • Kübler Ross • Action Research models Commissioning cycle See guidance notes on: • Commissioning cycle (Plan → Do → Review) • Contract management

		Monitoring and evaluation
<i>'You built the relationships with others that ensured effective communication and partnership work'</i>	Broad knowledge and understanding of the theories, concepts and methodologies around influencing, persuading and negotiating with others. Evidence of research informed literature integrated into work with own and other agencies.	Inter-agency and multi-agency working See guidance notes on: - Multi-agency responsibilities - Partnership agreements - SLAs and shared delivery models Influencing, persuading, negotiating See guidance notes on: - BATNA, ZOPA - Distributive vs integrative negotiation - Mediation and conflict resolution
<i>'You ensured there was a culture of continuing professional development'</i>	Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions Evidence of independent reading from a wide range of appropriate sources that fulfil the requirements of continuous professional development plan. Clear accurate application of material	Reflective practice & CPD See guidance notes on: - Reflective models (Gibbs, Kolb, Schön, Rolfe, 5Rs, 4Cs) - Supervision and CPD processes Evidence, research, policy See guidance notes on: - Evidence based practice based practice - Legislative/policy development - Audit and improvement cycles

Option 1: Manager in Children's Residential Care		
<i>1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care</i>	Has sound knowledge base on which to explore and analyse the theories and concepts of long-term care and support for children and young people, with some detail and autonomy	Long-term care & support See guidance notes on: • Therapeutic care • PACE, ARC • Stability, attachment and regulation • Care planning
	Sound knowledge base of relevant legislation and guidance on compliance requirements for running a children's residential care home. Demonstrates good critical insight into the legislation, regulations and guidance which informs the appropriate approaches to working practices	Legislation & compliance (residential) See guidance notes on: • Children's Home Regulations • Quality Standards • Ofsted requirements • Regulation 44
	Sound knowledge base of practice and principles of the use of restraint within the context of work with children's residential care. Demonstrates good critical insight into the associated issues and shows the ability to evaluate the approaches to the working practice of restraint	Restraint practice See guidance notes on: • Restrictive practices • Legal principles (necessary, proportionate, last resort) • TCI • Recording and reviewing

<i>1b. Leads and supports practice development in the care and support of children and young people in residential care</i>	Broad knowledge of relevant theories and practices of meeting the holistic needs of children and young people in care. Effectively evaluates information and the enquiry process including critique of techniques used Sound knowledge base of practice and principles of distributive leadership within the context of work with children's residential care. Demonstrates good critical insight into the associated issues and shows the ability to reflect on and evaluate own approaches to the practice of distributive leadership	Holistic needs See guidance notes on: - Physical, psychological, social, spiritual needs - Maslow - Attachment/trauma considerations Distributive leadership See guidance notes on: - Shared leadership models - Collective accountability - Team based decision making
Option 2: Children, Young People and Families Manager within the Community		
<i>2a. Creates an environment that promotes partnership working within a specific working context</i> <i>(e.g. early years, youth, youth justice, Family work, special educational needs, and disability etc.) and</i>	Has broad knowledge and understanding of well-established national and local systems of social welfare relating to children, young people and Families and recognises the areas where the knowledge base is most/least secure Broad knowledge and understanding of the local agencies and community groups that can influence and progress work with children, young people and Families. Able to research, choose and evaluate local partnerships Broad knowledge and understanding of the theories, concepts and methodologies around developing effective working relationships with others. Shows ability to evaluate critically the appropriateness of different approaches to working with other agencies in the field	National/local welfare systems See guidance notes on: - Children Act - Working Together - UNCRC - Local authority duties Local agencies & community groups See guidance notes on: - Early Help - VCS, youth clubs, Faith groups

<i>builds consensus and support for improving outcomes together</i>		• Social care, police, CAMHS • NSPCC, Barnardo's Multi-agency working (theory & practice) See guidance notes on: • SLAs, delivery plans • Coordinated assessment and review • Information sharing principles
<i>2b. Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society</i>	Has broad knowledge and understanding of well-established theories and concepts within a range of specific social issues that affect family life and the care of children and young people (within the context of the work, such as domestic abuse, poverty, mental health, substance misuse, disability) and recognises the areas where the knowledge base is most/least secure Sound knowledge base of priority practice areas that are the focus of local strategic direction relating to children, young people and families. Demonstrates good critical insight into the associated issues and can use knowledge and understanding to evaluate working practices Has sound knowledge base on which to explore and analyse ethical and professional approaches to practice in a partnership context within the discipline, with some detail and autonomy	Social issue theories See guidance notes on: • Functionalism • Conflict theory • Symbolic interactionism • Models of Health • Transforming Care • SEND Code of Practice Local strategic priorities See guidance notes on: • Local authority priorities • Commissioning and early intervention focus • Improvement frameworks

		K.1 Ethical/professional partnership practice See guidance notes on: • Duty of care and Duty of Candour • Professional responsibility • Ethical decision making • Boundaries and information sharing • Consent and Gillick Consent • GDPR • Codes of Practice For Adult and Social Care Workers
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Re-sit / Re-take

If an apprentice requires a re-sit / re-take for one component this typically takes place within 3 months of the Fail notification. If a re-sit / re-take takes place outside of 6 months, the apprentice will be required to be reassessed on all elements. The timescale can depend upon how long the apprentice needs for further training and can be taken within 6 months of the fail result.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum grade of a pass.

MOCK COMPETENCE INTERVIEW

It is the responsibility of the employer and training provider to complete mock interviews with the apprentice, and it is the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Competence interview materials will be given to the training provider when registering learners with NQual.

A mock interview should take between 55-65 minutes.

SITUATIONAL JUDGEMENT TEST - GUIDANCE

This section is designed to support revision for the Situational Judgment Test. The information below can be cross-referenced to the table above to link knowledge areas to grading descriptors.

Knowledge Areas	Reference	Content
Core		
Child Development Theories	Erik Erikson – Psychosocial Development	Erikson proposed that individuals move through eight life stages. Each stage involves a psychological conflict (e.g. trust vs mistrust, identity vs role confusion). If resolved positively, the child develops resilience and confidence. Early relationships strongly influence future emotional wellbeing.
	Jean Piaget – Cognitive Development	Piaget believed children actively construct knowledge. He identified four stages of thinking development (sensorimotor, preoperational, concrete operational, formal operational). Understanding a child's stage helps practitioners set appropriate expectations and learning strategies.
	John Bowlby – Attachment Theory	Bowlby argued that secure attachments with primary caregivers are essential for healthy emotional development. Disrupted attachment can lead to behavioural and relational difficulties. This theory underpins trauma-informed and therapeutic practice.
	Attachment-Informed Practice	Recognises that behaviour is often linked to early attachment experiences. Managers ensure staff respond with empathy, consistency and emotional containment.
	Child-Centred Practice	Places the child's voice, wishes and best interests at the centre of all decisions. It promotes participation, empowerment and safeguarding.
	Strengths-Based Approach	Focuses on abilities, resilience and potential rather than deficits. Encourages collaborative working and solution-focused practice.
Team Development and Motivation	Maslow's Hierarchy of Needs	Maslow proposed five levels of need: physiological, safety, love/belonging, esteem and self-actualisation. Staff and children must have basic needs met before achieving growth and performance.
	Tuckman's Team Development Model	Teams move through Forming, Storming, Norming, Performing and Adjourning.

		Managers use this model to support team cohesion and resolve conflict.
	Belbin's Team Roles	Belbin identified nine team roles (e.g. Coordinator, Plant, Implementer, Completer Finisher). Balanced teams perform better because they utilise complementary strengths.
	Schutz's FIRO Theory (Inclusion, Control, Affection)	Explains how individuals behave in groups. People need inclusion (belonging), control (influence) and affection (connection). Helps managers understand team dynamics.
	Gallup's 5 C's of Teamwork	Effective teams demonstrate: • Common Purpose • Connection • Communication • Collaboration • Celebration
	VARK Learning Styles	Identifies four learning preferences: • Visual • Auditory • Reading/Writing • Kinaesthetic Useful in supervision and staff development planning.
Leadership Theories and Styles	Transformational Leadership	Leaders inspire, motivate and create a shared vision. Focuses on innovation and positive culture change.
	Transactional Leadership	Based on structure, targets, rewards and consequences. Effective in regulated environments.
	Authoritarian Leadership	Leader makes decisions independently. Can be useful in crisis situations.
	Democratic/Participative Leadership	Encourages team involvement in decision-making. Builds engagement and ownership.
	Delegative/Laissez-Faire Leadership	High autonomy for staff. Effective when managing experienced teams.
	Servant Leadership	Leader prioritises the needs and development of others. Strongly aligned to social care values.
	Coaching Leadership	Focuses on developing individual potential through questioning, reflection and support.

Equality, Rights and Ethics	McGregor's Theory X and Theory Y	- Theory X: Staff dislike work and require control. - Theory Y: Staff are self-motivated and responsible. Influences supervision style and management approach.
	Ethical Theories	
	Utilitarianism (Jeremy Bentham)	Decisions should produce the greatest good for the greatest number.
	Natural Law Theory (Locke, Hobbes, Hume)	Rights are inherent and universal.
	Legal Positivism (John Austin)	Law is valid because it is created by authority.
	Kant's Deontological Theory	Actions are morally right if they follow duty and universal principles, regardless of outcome.
	Consequentialist Perspective	Judges decisions based on outcomes rather than intentions.
	Rights-Based Frameworks	
	PANEL Principles	- Participation - Accountability - Non-discrimination - Empowerment - Legality - Ensures services are rights-focused.
	Protected Characteristics (Equality Law)	Protect individuals from discrimination based on age, disability, race, religion, sex, sexual orientation, etc.
	Advocacy	An advocate supports individuals to express their views and safeguard their rights.
	Corporate Parenting Principles	Local authorities have a duty to act as a responsible parent for looked-after children.
	Emotional Intelligence	The ability to recognise and manage emotions in self and others. Essential for leadership and safeguarding.
	Codes of Practice for Adult and Social Care Workers	Codes of Practice set out the professional standards, values and behaviours expected of adult and social care workers. They promote dignity, respect, safeguarding, accountability and ethical conduct, and guide how practitioners should behave in their roles.

		Managers are responsible for ensuring these standards are understood, modelled and upheld in practice.
	Duty of Candour	The duty of candour requires organisations and leaders to be open and honest when things go wrong. This includes acknowledging mistakes, apologising appropriately, sharing information and taking action to learn and improve. It supports transparency, trust and ethical leadership within services.
Safeguarding and Legal Frameworks	Children Act (1989 & 2004)	Establishes welfare of the child as paramount and outlines safeguarding duties.
	Children and Social Work Act	Introduced corporate parenting principles and safeguarding reforms.
	Safeguarding Vulnerable Groups Act	Established the Disclosure and Barring Service (DBS).
	Children and Families Act	Covers SEND reforms and multi-agency support.
	Working Together to Safeguard Children	Statutory guidance on multi-agency safeguarding responsibilities.
	Keeping Children Safe in Education	Safeguarding guidance specific to education settings.
	Children's Home Regulations & Quality Standards	Set minimum standards for residential care.
	Social Care Common Inspection Framework (SCCIF)	Inspection Framework used to assess quality of provision.
	Consent & Gillick Consent	Consent must be informed, voluntary and given by someone with capacity. Gillick competence refers to whether a child under 16 has sufficient understanding to consent to decisions about their care. Practitioners must balance children's rights, parental responsibility and safeguarding duties, and act in the child's best interests where consent is unclear or cannot be obtained.
	SEND Code of Practice	The SEND Code of Practice provides statutory guidance on identifying, assessing and supporting children and young people with special educational needs and disabilities. It emphasises inclusion, early identification, participation of children and parents, and multi-agency working to achieve positive outcomes. Support should follow a graduated approach of assess, plan, do and review, and focus on meeting individual needs.

	GDPR	GDPR provides a legal framework for the lawful, fair and secure handling of personal information. It sets out principles such as data minimisation, confidentiality and proportionality. In safeguarding contexts, information can be shared without consent where it is necessary to prevent harm, provided decisions are justified, recorded and proportionate.
Supervision and Reflective Practice	Supervision Models:	
	Clinical Supervision	Structured reflection on professional practice to ensure quality and safety.
	Cognitive Behavioural Supervision	Focuses on understanding links between thoughts, feelings and behaviour.
	Humanistic Supervision	Emphasises empathy, authenticity and personal growth.
	Psychodynamic Supervision	Explores unconscious processes and relational dynamics.
	Solution-Focused Supervision	Focuses on strengths and future solutions rather than problems.
	Integrative Models	Combine elements of different theoretical approaches.
	Reflective Models:	
	Gibbs' Reflective Cycle	Description → Feelings → Evaluation → Analysis → Conclusion → Action Plan.
	Kolb's Experiential Learning Cycle	Experience → Reflection → Conceptualisation → Experimentation.
	Schön's Reflection-in-Action	Reflecting during and after practice.
	Rolfe's Model	What? So What? Now What?
	5 R's of Reflection	Reporting, Responding, Relating, Reasoning, Reconstructing.
	4 C's of Reflection	Continuous, Connected, Challenging, Contextualised.
Decision Making and Negotiation	Bounded Rationality	Decision-making is limited by time, information and cognitive capacity.
	Behavioural Decision-Making	Recognises that biases influence choices.
	Decision Analysis	Systematic comparison of options and outcomes.

	Game Theory	Explores strategic interaction between parties.
	Negotiation Concepts:	
	BATNA (Best Alternative to a Negotiated Agreement)	Your Fallback option if negotiation Fails.
	ZOPA (Zone of Possible Agreement)	Range where agreement is possible.
	Distributive Negotiation	Win-lose bargaining over fixed resources.
	Integrative Negotiation	Win-win solutions through collaboration.
Change Management	Kübler-Ross Change Curve	Denial → Anger → Bargaining → Depression → Acceptance. Explains emotional response to change.
	Kurt Lewin's Change Model	Unfreeze → Change → Refreeze. Focuses on preparing, implementing and embedding change.
	Bridges Transition Model	Ending → Neutral Zone → New Beginning. Focuses on psychological transition.
	Kotter's 8-Step Model	Structured process for leading organisational change.
	Action Research Model	Cycle of planning, acting, observing and reflecting to improve practice.
Intervention and Practice Models	Social Pedagogy	Holistic approach combining care and education.
	CARE Model	Focuses on relationship-based, trauma-informed residential care.
	Sanctuary Model	Organisational framework promoting safety, emotional intelligence and recovery.
	PACE Model	Playfulness, Acceptance, Curiosity, Empathy – supports attachment and trauma-informed care.
	Lundy Model of Participation	Ensures children's voice through Space, Voice, Audience and Influence.
	Transforming Care (Winterbourne Review)	The Winterbourne View Review exposed serious abuse and poor care, leading to the Transforming Care agenda. This aims to reduce institutional care, minimise restrictive practices and promote community-based, person-centred support for people with learning disabilities and autism. It highlights the importance of leadership oversight, safeguarding culture and rights-based care.

	Models of Health	Models of health influence how needs are understood and addressed. The medical model focuses on diagnosis and treatment, while the social model of disability emphasises removing social and environmental barriers. The health belief model explores how beliefs and perceptions influence behaviour change. Understanding these models supports inclusive, person-centred and effective interventions.
Commissioning and Resource Management	Commissioning Cycle	Plan → Do → Review. Involves needs analysis, procurement, monitoring and evaluation.
	Contract Management	Ensures providers meet agreed standards and outcomes.
	Resource Management	Effective management of: • Budget • Staffing • Time • Physical resources • Legal compliance
Service Improvement and Participation	Change and Improvement Planning	Includes outcome monitoring, evidence-based evaluation and self-improvement plans.
	Children's Voice Strategies	Surveys, panels, meetings and feedback systems.
	Participation Culture	Empowering children and families to influence services.
Option 1: Residential Care		
Principles of Long-Term Care and Support: Residential care focuses on stability, therapeutic relationships and holistic development.	PACE (Playfulness, Acceptance, Curiosity, Empathy)	A relational approach used in trauma-informed care. • Playfulness reduces fear and defensiveness. • Acceptance separates the child from their behaviour. • Curiosity explores underlying needs. • Empathy validates feelings. Supports emotional safety and attachment repair.
	Therapeutic Care	Care that recognises trauma, attachment disruption and emotional regulation needs. Staff respond consistently and relationally rather than punitively.

	ARC Framework (Attachment, Regulation, Competency)	A trauma-informed framework that focuses on: • Building safe attachments • Supporting emotional regulation • Developing life competencies Used widely in residential settings.
	Care Plans	Individualised statutory documents outlining: • Needs • Outcomes • Placement aims • Interventions Must be regularly reviewed and child-focused.
	Care Standards – 5 Principles	Residential services must promote: • Dignity and Respect • Compassion • Inclusion • Responsive Care • Support and Wellbeing
Use of Restraint and Behaviour Management: Restraint must always be lawful, proportionate and necessary.	Professional Judgement	Staff must assess risk dynamically and act proportionately.
	Behaviour Management Plans	Individualised plans outlining: • Triggers • De-escalation strategies • Agreed responses Focus should be on positive behaviour support, not punishment.
	Risk Assessments	Identify potential harm and outline preventative measures.
	Last Resort Principle	Physical restraint should only be used when there is: • Risk of harm • No safer alternative available
	Individually Planned Interventions	Strategies must reflect the young person's history, needs and trauma profile.
	Ethos of the Home	Homes should promote therapeutic, relational care rather than control-based environments.
	Therapeutic Crisis Intervention (TCI)	A structured model supporting: • Crisis prevention • De-escalation

		Safe, approved physical intervention Includes post-incident reflection and learning
	5 Restrictive Principles	Types of restrictive practice: • Chemical • Environmental • Mechanical • Physical • Seclusion Must always be justified, proportionate and recorded.
Legislation and Compliance Requirements: Residential managers must ensure regulatory compliance.	Children Act	Establishes welfare as paramount and outlines safeguarding duties.
	Children's Home Regulations	Sets operational requirements for running a children's home.
	Quality Standards	Define the expected outcomes for children living in homes.
	Ofsted Regulations	Ofsted inspects and regulates children's homes under statutory frameworks.
	Mental Capacity Act	Applies when assessing capacity to make decisions (relevant for older young people).
	Human Rights Act	Ensures rights such as dignity, liberty and family life are protected.
	Working Together to Safeguard Children	Statutory multi-agency safeguarding guidance.
Approved Standards and Regulatory Expectations	Regulation 44	Independent monthly visit to review safeguarding, quality of care and leadership oversight.
	The 6 Cs	Core values in care: • Care • Compassion • Courage • Communication • Commitment • Competence
	Health and Safety at Work Act	Ensures safe environments for staff and young people.
	Equality and Human Rights Legislation	Protects against discrimination and promotes fairness.
	Continuous Professional Development (CPD)	Managers must ensure ongoing staff training, including:

		• Safeguarding • Behaviour management • TCI (if used)
	Care Quality Commission (CQC)	Relevant where residential settings link with regulated health provision.
Associated Ethical and Practice Issues	Residential managers must consider: • Staff training and competency • Understanding appropriate intervention techniques • Risk of harm to staff or young person • Protecting dignity during restraint • Legal defensibility of actions • Recording and reporting requirements	
Holistic Needs of Children in Residential Care: Residential care must address whole-child development.	Physical Needs	Health, nutrition, sleep, safety.
	Psychological Needs	Emotional regulation, trauma recovery, attachment security.
	Social Needs	Relationships, education, peer belonging.
	Spiritual Needs	Identity, belief systems, meaning and values.
	Maslow's Hierarchy of Needs	Explains how unmet basic needs affect behaviour and engagement.
	Piaget and Vygotsky	Support understanding of cognitive development and learning capacity.
	Child-Centred Practice	Ensures decisions reflect individual needs and voice.
Leadership in Residential Settings	Distributive Leadership	Leadership responsibilities are shared across the team. Encourages collective accountability, shared expertise and collaborative decision-making.
Performance Management and Quality Improvement	Supervision Policies	Ensure structured reflection, accountability and support.
	Performance Management Systems	Monitor staff capability and development.
	5 Components of Performance Management	• Planning • Monitoring • Developing • Rating • Rewarding
	SMART Targets	Goals should be:

		• Specific • Measurable • Achievable • Realistic • Timely
	Professional Development Plans (PDPs)	Identify individual training needs and progression goals.
	Continuous Professional Development (CPD)	Ongoing learning to maintain professional competence.
	Quality Improvement Plans	Action plans developed following: • Audit • Inspection • Incident review
	Ofsted Inspection	Judges effectiveness of safeguarding, leadership, care quality and outcomes.
	Legislative Updates	Managers must remain informed of changes to law and statutory guidance.
Community Pathway		
Theories and Concepts Relating to Social Issues: Understanding social theory helps managers analyse disadvantage, inequality and community need.	Functionalist Theory	Views society as a system of interconnected parts working together to maintain stability. Social institutions (family, education, religion) contribute to social order. In practice: Focuses on strengthening support systems to maintain stability for children and families.
	Conflict Theory	Suggests society is shaped by inequality and power imbalances. Highlights issues such as poverty, discrimination and marginalisation. In practice: Encourages managers to challenge structural inequality and advocate for resources.
	Symbolic Interactionism	Focuses on how individuals interpret and give meaning to social interactions. Identity and behaviour are shaped by everyday experiences. In practice: Supports person-centred approaches and understanding lived experience.

Local Strategic Direction: Community managers must align services with local priorities.	Local Council	Responsible for: - Safeguarding strategy - Early help services - Commissioning and funding - Local safeguarding partnerships Managers must understand local authority priorities and improvement plans.
	Voluntary and Community Sector (VCS)	Includes charities, faith groups and community organisations. Often deliver: - Early intervention - Youth support - Family services - Advocacy They are key partners in prevention and community resilience.
Ethical and Professional Approaches Managers must balance moral reasoning with legal duty.	Duty of Care	Legal and moral obligation to ensure safety and wellbeing.
	Utilitarian (Consequentialist) Ethics	Decisions are justified by outcomes – the greatest good for the greatest number.
	Positive and Negative Rights	Negative rights: Freedom from interference (e.g. liberty). Positive rights: Entitlement to services or support (e.g. education, healthcare).
	Virtue Ethics	Focuses on moral character (honesty, integrity, courage). Important in leadership and safeguarding.
	Professional Responsibility	Includes: - Accountability - Maintaining boundaries - Acting within competence - Escalating concerns appropriately
Multi-Agency Practice Community pathway managers work across services.	Roles and Responsibilities	Clear understanding of: - Social workers - Schools - Health professionals - Police - Youth workers - Voluntary sector staff - Each agency has distinct statutory duties.

	Multi-Agency Approaches	Involve coordinated assessment, planning and review to improve outcomes.
	Partnership Working	Collaborative working based on shared goals, communication and accountability.
InFormation Sharing and Data Exchange Effective safeguarding depends on lawful and proportionate information sharing.	Types of Communication	• Formal reports • Strategy meetings • Digital systems • Case recording • Professional discussions
	Information Sharing Principles	• Necessary • Proportionate • Relevant • Secure • Recorded Failure to share information can increase safeguarding risk.
National and Local Systems of Social Welfare Managers must understand statutory frameworks that underpin community practice.	Key Legislation and Guidance	• Children Act • Children and Families Act • Working Together to Safeguard Children • Keeping Children Safe in Education • Equality Legislation • Education Act • United Nations Convention on the Rights of the Child (UNCRC) These establish safeguarding duties, inclusion principles and education entitlements.
	Police Involvement Plans	Outline procedures for escalation, criminal exploitation, missing children or safeguarding concerns.
Local Agencies and Community Groups Community pathway managers coordinate services such as:	Early Help	Preventative support before statutory intervention is required.
	Parenting Teams	Support families with behaviour management and parenting strategies.
	Social Services	Statutory safeguarding and care planning.
	Schools and Pastoral Support	Monitor attendance, wellbeing and educational progress.
	Youth Clubs and Church Groups	Promote inclusion, belonging and positive activities.

	Police	Safeguarding, exploitation prevention and criminal justice.
	CAMHS (Child and Adolescent Mental Health Services)	Specialist mental health assessment and treatment.
	NSPCC / Barnardo's	National charities providing specialist child protection and family services.
	Local Charities and Agencies	Provide targeted community-based support.
Methodologies in Community Practice	Person-Centred Planning	Places the individual's needs, voice and strengths at the centre of planning.
	Collaboration	Working jointly with families and professionals to achieve shared outcomes.
	Learning and Working Styles	Recognising different communication and engagement preferences.
	Conflict Resolution and Mediation	Structured approaches to resolving disputes between families, agencies or young people.
Joint Working in Practice Effective joint working ensures consistency and safeguarding.	Partnership Working Practices	Formalised agreements that outline shared responsibilities.
	Delivery Plans	Clear action plans with measurable outcomes.
	Service Level Agreements (SLAs)	Contracts outlining expectations between organisations.
	Monitoring and Recording Outcomes	Tracking progress and evidencing impact.
	Communication Processes	Regular meetings, secure systems and escalation routes.
	Roles and Responsibilities of Partners	Clear accountability prevents duplication and risk gaps



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