







End-Point Assessment

Children, Young People & Families Practitioner Level 4 (V1.0) Support Pack

nqual.

CONTENTS

Introduction 2

EPA Timescale 3

Gateway 4

Portfolio of Evidence 4

Components of End-Point Assessment 5
- Observation of Practice 5
- Competence Interview Informed by Submission of Portfolio 5

End-Point Assessment Methods Table 6

Grading & Criteria 12
- Assessment Grading Breakdown 12
- Grading Descriptors for Observation of Practice 13
- Grading Descriptors for Competence Interview 17
- Resit / Retake 22

Mock Competence Interview 23

INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Children, Young People and Families Practitioner Level 4 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 Practitioner should typically spend up to 24 months on the programme.

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

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 Skills England Assessment Plan. For reference, you can find this document.

Children, Young People and Families Practitioner Level 4 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.

Gateway

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 3 weeks prior to EPA.

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.

EPA Approved

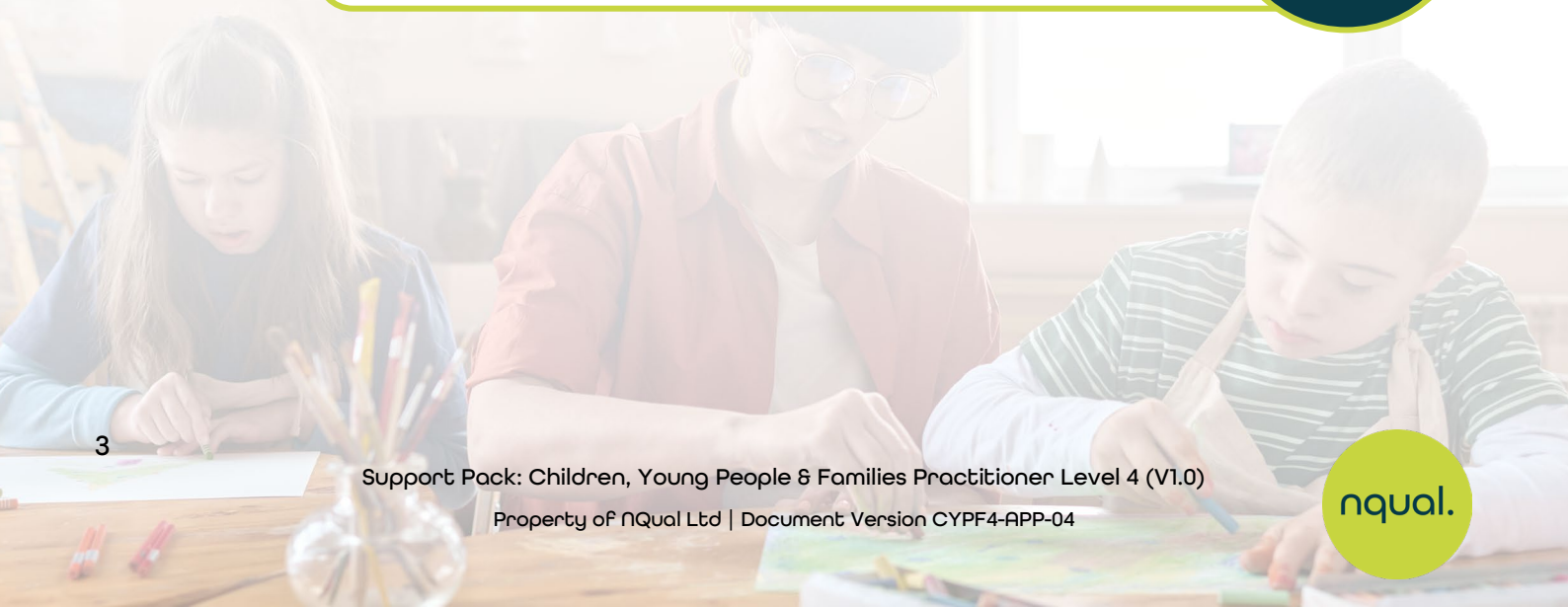
NQual will send an invoice for the remaining fee once EPA is approved.

Assessment

The apprentice will complete an Observation of Practice and a Competence Interview.

Results

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.



GATEWAY

This section outlines the requirements an apprentice must have met 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 Practitioner Level 4 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.
- Submitted 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 must be submitted at least 3 weeks before the competence interview. The portfolio is not directly assessed but will be used to aid discussion; therefore, the apprentice may submit up to 20 pieces of evidence.

COMPONENTS OF END-POINT ASSESSMENT

There are two optional pathways for apprentices;

- **Option 1: Practitioner in Children's Residential Care**
- **Option 2: Children, Young People and Families Practitioner within the Community.**

The apprentices will be required to complete all core themes and one of the optional pathways. The same pathway must be chosen for the Observation of Practice and for the Competence Interview.

Observation of Practice

The purpose of the observation within practice is to assess the competency of the apprentice within their work environment against the KSBs for this standard. During the observation, the apprentice will work with or on behalf of a child or young person as an individual in their own right and as a central part of a family/carer entity.

This could include a family engagement meeting, early help meeting, parenting programme, a visit to a home, multi-agency meeting or contact with children, young people, and families.

The Observation of Practice scenario will be chosen by the apprentice after discussion with the employer and will be enabled by the employer for the End-Point Assessment to take place, including access for the independent assessor. The employer will ensure that the appropriate safeguards and guidelines are in place for live interactions with children, young people, and families.

The observation will last for 80-90 minutes, including a 10-minute briefing session, the 55–60 minute observation and a 15-20 minute Q&A.

- The apprentice is required to submit a briefing submission document 48 hours prior to the assessment date. (2000 words +/- 10%).
- During the 10-minute initial briefing, the apprentice will present their submission document to the assessor with a summary of the context of the piece of work they are about to undertake and an outline of the aim and objectives of the session and how this relates to the outcomes for the child or young person.
- This must include confirmation from the apprentice that consent has been gained for the assessor to be present and whether recording of the observation is permitted.
- If remote, the initial briefing session and Q&A must be video recorded by the assessor. The Observation can be video or audio recorded; if this is not permitted, an observation description must be filled in.
- For in-person observations, no recording of the Observation is permitted.

The Q&A will enable the assessor to ask questions about what has been observed and to clarify criteria that could not be directly observed.

The Observation of Practice should take place before the Competence Interview and, where reasonably practicable, should take place on the same day.

Competence Interview Informed by Submission of Portfolio

The purpose of the Competence Interview is to ensure that the apprentice understands and can explain the work presented in their portfolio. The portfolio is not directly assessed.

The Competence Interview will take 55- 60 minutes and will focus on the work covered in the portfolio and the professional practice undertaken within the course of the apprentice's work, based on the application of the core skills, knowledge, and behaviours which will:

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

END-POINT ASSESSMENT METHODS TABLE

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

Learning Outcomes	What is Required	Observation of Practice	Competence Interview
Core			
'You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard'	**Knowledge**		
	Communication that enables the voice of the child, young person or family members to be heard (K1)		✓
	Multiple factors that contribute to uncertainty in the lives of children, young people and families (K2)		✓
	Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working (K3)		✓
	Skills		
	Communicates in a way that enables the voice of the child, young person or family members to be heard (S1)		✓
	Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered (S2)		✓
	Actively promotes respect, equality, diversity, and inclusion (S3)		✓
	Behaviours		
	Care: Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives (B1)	✓	
	Compassion: Consideration and concern for children, young people, and their families, combined with an understanding of the perspective of those you work with (B2)		✓
	Courage: Honesty and a positive belief in helping children, young people, and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people, and families to challenge and enable them to fulfil their potential (B3)		✓

'You helped me to identify risk, you made me aware when things were unsafe'	**Knowledge**		
	The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding (K4)		✓
	The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent (K5)		✓
	Skills		
	Works together with children, young people, and families to keep them safe and manage risk and promotes the development of skills the family need to successfully manage risk themselves (S4)		✓
	Works with and supports other professionals to respond to safeguarding concerns (S5)		✓
	Behaviours		
	Communication: Your work is based on building effective relationships, being perceptive and empathic and building good rapport (B4)		✓
	Competence: The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice (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 identified my/our Strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'	**Knowledge**		
	Child, adolescent, and adult development (K6)		✓
	The spectrum of needs and how they may be met (K7)		✓
	The principles of effective assessment and the importance of analysis and professional judgement (K8)		✓

	Skills		
	Identifies the influences on the individual and the family and supports them to make informed choices (S6)		✓
	Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness (S7)		✓
	Identifies and addresses barriers to accessing resources (S8)	✓	
'You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me '	**Knowledge**		
	Models for monitoring changes in a child, young person, or family member's wellbeing (K9)		✓
	A range of evidence-based interventions and their strengths and weaknesses (K10)		✓
	Skills		
	Identifies and manages evidence-based approaches and evaluates their effectiveness (S9)		✓
	Contributes to the development of a resilient, consistent, and persistent approach to practice (S10)		✓
'You weren't afraid to make difficult decisions when you thought it was the right thing to do'	**Knowledge**		
	The duties, responsibilities, boundaries, and ethical nature of the role (K11)	✓	
	Theories and guidelines underpinning sound practice (K12)		✓
	Skills		
	Models clarity of purpose, clear expectations and a professional approach to decision making (S11)		✓
	Appropriately challenges and/or offers alternative perspectives with the children, young person, or family (S12)	✓	
	Contributes to own professional development (S13)		✓

'You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better'	**Knowledge**		
	Systems and policy frameworks for work with children, young people, and families. e.g. education, health, care, employment, criminal justice, special educational needs, and disabilities, first aid, safeguarding (K13)		✓
	Skills		
	Applies knowledge of legal, economic, and social justice systems and implements policy frameworks in support of positive outcomes for children, young people, and families (S14)	✓	
'You thought about things'	**Knowledge**		
	The role of professional judgement and analysis in complex situations (K14)		✓
	The importance of considering ethics and values, challenging self, and the systems in use (K15)		✓
	Skills		
	Demonstrates critical evaluation of practice and insight into own emotions, behaviour, and feelings, and uses these insights to challenge own practice (S15)		✓
	Takes an active part in continuous professional development (S16)		✓
'You included people who were important to me or could help me'	**Knowledge**		
	Techniques for establishing shared goals and outcomes when building relationships with others (K16)	✓	
	Skills		
	Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people, and families, to ensure appropriate and timely support (S17)		✓

Option 1: Practitioner in Children's Residential Care			
1a. Working with families, carers, and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care	**Knowledge**		
	The legislation and compliance requirements for residential care (K17)		✓
	The aspirations for a child in residential care (K18)		✓
	Group living and group dynamics (K19)		✓
	Legislation and the Code of Practice for Special Educational Needs and Disability (K20)		✓
	Skills		
	Assumes the role of professional parent (S18)		✓
	Contributes to creating and reviewing placement plans based on individual need (S19)	✓	
	Is able to support traumatised children and young people to live together and make progress (S20)	✓	
1.b. Work within a team to promote the ethos of the home	**Knowledge**		
	The ethos of the home and how to create and promote it (K21)	✓	
	Team dynamics and collaborative approach in residential environment (K22)		✓
	Skills		
	Develops and promotes the ethos of the home (S21)		✓
	Models collaborative team working and the ability to support and appropriately challenge each other (S22)	✓	
Option 2: Children Young People and Families Practitioner within the Community			
2a. Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational	**Knowledge**		
	The national systems of social welfare (K23)	✓	
	Essential networks of agencies and community groups (K24)	✓	
	Practice and principles of effective multi-agency working (K25)		✓

needs, and disability, etc.) and build sustainable solutions together	**Skills**		
	Builds networks with others and contributes to the development and evaluation of interventions (S23)		✓
	Challenges interagency non-performance (S24)		✓
	Negotiates and navigates the systems of social welfare to secure effective joint outcomes (S25)		✓
2.b. In-depth understanding of a particular age group, context, or family system	**Knowledge**		
	Contemporary social issues that affect family life and the care of children and young people (K26)	✓	
	Detailed understanding of working with a particular group e.g. U5, 5-11, 12+, young adult, parents, families, children with special educational needs and disabilities etc (K27)	✓	
	Key ethical and professional aspects of role (K28)	✓	
	Skills		
	Engages effectively with child, young person, and/or family members (S26)		✓
	Supports children, young people, or vulnerable adults to identify and take action to deal with safeguarding risk (S27)		✓

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

Assessment Methods 1: Observation of Practice	Assessment Methods 2: Competence Interview Informed by Portfolio	Overall Grade
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction



The Pass and Distinction grading descriptors can be found in the tables below, separated into Observation of Practice and Competence Interview informs my Portfolio elements.

Grading Descriptors for Observation of Practice

Themes	Pass Descriptors	Distinction Descriptors
'You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard'	An active commitment to inclusion, equality of opportunity and valuing diversity. (B1 - Care)	An active commitment to, and strong evidence across all casework, of the principles of inclusion, equality of opportunity and valuing diversity. Demonstrates an appreciation of the complexity of the range of issues involved. (B1 - Care)
'You helped me to identify risk; you made me aware when things were unsafe '	Shows evidence of monitoring and reviewing the relationships they make and reflect on how their principles, values, and ways of working impact on their own beliefs and on their own practice. (B5 - Competence) Demonstrates a clear focus on achieving change, using a respectful, persistent, open, and appropriately challenging manner to encourage and support the changes needed, and that this work is underpinned by evidence-based practice. (B6 - Commitment)	Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice. (B5 - Competence) Demonstrates skill in the use and evaluation of evidence-based effective approaches that help children, young people, and families effect change. Awareness of the limitations and ambiguities of the theoretical knowledge. (B6 - Commitment)
'You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'	Shows sound and coherent argument and sustained thinking in the construction of professional analysis where the child is at the centre of the work, and develops joint workable plans and strategies based on this. (S8)	Shows the ability to draw strands of information together into a coherent case for professional analysis and demonstrates a well-formulated argument where the voice of the child is clearly at the centre of the work and negotiates jointly owned and co-created plans and strategies. (S8)

'You weren't afraid to make difficult decisions when you thought it was the right thing to do'	Demonstrates critical awareness of ethical issues and cultural diversity and is able to relate these to personal beliefs and values. (K11) There is considerable evidence of independent thinking and critical reflection, and the candidate demonstrates a coherent, well-informed point of view, showing some originality in drawing on relevant research, the use of a wide range of information and in the critical judgements they support. (S12)	Demonstrates critical awareness of ethical issues, cultural diversity, and the diversity of values in health and social care and can draw from both theoretical and lived experience. (K11) Logical, articulate analysis is a consistent feature of decision making. Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research. Perceptive and persuasive points made with strong conclusions. (S12)
'You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better'	Demonstrates evidence that professional practice is underpinned and guided by up-to-date key legislative requirements in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection. (S14)	Sound knowledge of up-to-date key legislative requirements and an understanding of their tensions and conflicts, in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection. (S14)
'You included people who were important to me or could help me'	Knowledge and understanding of the basic theories underpinning the methods used to gain support from others and the advantages and difficulties of including children, young people, families, and communities to contribute to decision-making in own area of practice. (K16)	Detailed knowledge and understanding of the theories underpinning effective co-working with children, young people and families, joint decision- making practice and co- creating plans to achieve desired outcomes. Offers good quality insights into the issues involved and relates this to their own practices of working with others. (K16)

Option 1: Practitioner in Children's Residential Care		
1a. Working with families, carers, and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care	Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs. (S19) Reflects on and evaluates methods of intervention. (S20)	Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and uses an exceptionally wide range of relevant research to critically inform the design, planning, and interventions in individual plans. (S19) Shows insight and autonomy in evaluating methods of intervention. (S20)
1.b. Work within a team to promote the ethos of the home	Understands the strategy and key principles that make the home child-oriented and understands own role in this. (K21) Demonstrates skills in establishing effective relationships, working co-operatively with others, managing conflict and liaising and negotiating both within the organisation and across professions. (S22)	Has detailed knowledge and understanding of the key principles and concepts related to creating and promoting the ethos within the home and can critically reflect on their application in practice. (K21) Works exceptionally well with others, showing leadership where appropriate in establishing effective relationships. Shows appreciation of the complexity of the issues when working co-operatively with others, liaising and negotiating and managing conflict both within the organisation and across professions. (S22)

Option 2: Children, Young People and Families Practitioner within the Community		
2a. Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs, and disability etc.) and build sustainable solutions together	Demonstrates a broad understanding of theories of partnership, partnership philosophies and practices of partnership and links this to their own role. (K23, K24)	Demonstrates a detailed understanding of the theoretical concepts underpinning effective partnership working, with evidence of independent and original good quality insight into the issues. (K23. K24)
2b. In-depth understanding of a particular age group, context, or family system	Understands basic concepts of sociological, psychological, and psycho-sociological theory and can apply these concepts to contemporary social and cultural phenomena in own practice area. (K26) Has a good working knowledge of the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context. (K27) Demonstrates awareness of ethical and professional issues within a specific context and is able to relate these to personal beliefs and values. (K28)	Has a detailed understanding of the theoretical concepts that inform health and social care practice and is able to critically evaluate the social issues that affect children, young people, and family life within the context of their practice. (K26) Demonstrates an extremely confident and perceptive approach to the knowledge of the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context. (K27) Demonstrates understanding of how cultural diversity and the diversity of values in health and social care are demonstrated in the health and social care context, drawing from theory and own experience. (K28)

Grading Descriptors for Competence Interview informed by Portfolio

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

Themes	Pass Descriptors	Distinction Descriptors
'You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard '	Understands the basic theories underpinning the methods by which they might hear the voice of the child clearly when working with children, young people, and families. (K1) Sound routine knowledge and understanding of the main concepts and key theories underpinning communication with children, young people, and families. Recognises the barriers to communication and appreciates the complexity of the issues within a given context. (K2) Shows evidence of being able to evaluate own strengths and weaknesses in relation to personal and professional values. (K3) Can accurately apply methods that build relationships with children, young people, and families, grounded in the principle of respectful collaborative working and recognition of individual needs. (S1) Shows evidence of the voice of the child within casework. (S1) Being able to hold a compassionate position on the circumstances in which children, young people and their families find themselves, whilst at the same time ensuring that the child is safe from harm. (B2) Demonstrates that the children, young people and families' particular strengths, knowledge and experience are valued. (B3)	Has a detailed knowledge and understanding of the theoretical concepts underpinning the practice of keeping the child at the centre of practice. Can evaluate the difficulties in hearing the voice of the child when working with families and other agencies. (K1) Detailed knowledge and understanding of the concepts and theories that inform the different communication strategies they might use to take into account the individual needs of children, young people, and families. (K2) Perceptive understanding of the barriers to communication within given contexts and explicit acknowledgement of different perspectives. (K2) Shows evidence of insight and autonomy in evaluating own strengths and weaknesses in relation to personal and professional values. (K3) Shows autonomy in building appropriate relationships with children, young people and families that helps them to develop their own resources and resilience and ensures that the voice of the child is heard as a narrative running through all casework, with evidence of taking into account the individual needs of children. (S1) Builds effective relationships with children, young people, and families as an integral aspect of practice, which are both compassionate and purposeful. (B2) Skilful help and support offered to children, young people and families to recognise and build on their strengths, experience and knowledge. (B3)

'You helped me to identify risk; you made me aware when things were unsafe'	Can explain the impact that risk indicators of different forms of harm can have on children and young people and their families. Understands own role and the role that other professionals have in the identification and prevention of forms of harm. (K4, K5) Demonstrates the use of a sound approach to managing risk in safeguarding and protection work, based on local and national guidelines, keeping the child and family at the centre of the process. (S4) Demonstrates a joined-up approach with other professionals to the management of risk and challenges ineffective practice. (S5) Demonstrates inclusive communication and behaviour with clients and partner agencies. (B4 - Communication) Shows evidence of monitoring and reviewing the relationships they make and reflect on how their principles, values, and ways of working impact on their own beliefs and on their own practice. (B5 - Competence) Demonstrates a clear focus on achieving change, using a respectful, persistent, open, and appropriately challenging manner to encourage and support the changes needed, and that this work is underpinned by evidence-based practice. (B6 - Commitment)	Detailed knowledge and understanding of the main risk indicators of different forms of harm within early intervention and prevention practice and own role in this. Has awareness of ambiguities and limitations of knowledge. (K4, K5) Demonstrates a skilled approach to managing risk based on a critical analysis of the harm to children in specific contexts, and where it is safe to do so enables and supports families to co- create their own solutions. (S4) Can work effectively with other agencies to develop an effective multi-agency network to manage risk, showing leadership skills where appropriate. Takes the initiative to evaluate the practice of the network. (S5) Demonstrates effective and confident inclusive communication with clients and partner agencies in a range of formats according to the context. (B4 - Communication) Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice. (B5 - Competence) Demonstrates skill in the use and evaluation of evidence-based effective approaches that help children, young people, and families effect change. Awareness of the limitations and ambiguities of the theoretical knowledge. (B6 - Commitment)
You identified my/our Strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'	Demonstrates knowledge and understanding of a range of assessment skills and their associated theories in the context in which they are working. (K6, K7, K8) Shows sound and coherent argument and sustained thinking in the construction of professional analysis where the child is at the centre of the work, and develops joint workable plans and strategies based on this. (S6, S7)	Can compare and contrast different assessment skills and their associated theories in the context of different health and social care settings. (K6, K7, K8) Shows the ability to draw strands of information together into a coherent case for professional analysis and demonstrates a well-formulated argument where the voice of the child is clearly at the centre of the work and negotiates jointly owned and co-created plans and strategies. (S6, S7)

'You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me '	Demonstrates knowledge and understanding of a range of interventions and their associated theories in the context in which they are working and has evaluated their use in practice. (K9, K10) Demonstrates tenacity, resilience, and consistency in the development of plans and review for a specified range of methods of intervention. (S9) Reflects on and evaluates methods of intervention. (S10)	Can compare and contrast different interventions and their associated theories in the context of different health and social care settings and has critically reflected on the evaluation of own use of specific interventions. (K9, K10) Analyses different interventions and their associated theories in the context of different health and social care settings and demonstrates creative thinking, tenacity, resilience, and consistency in the development of plans and review for specific methods of intervention. (S9) Reflects on and critically evaluates methods of intervention. (S10)
'You weren't afraid to make difficult decisions when you thought it was the right thing to do'	Sound routine knowledge and understanding of the guidance, main concepts and key theories underpinning own practice. (K12) There is considerable evidence of independent thinking and critical reflection, and the candidate demonstrates a coherent, well-informed point of view, showing some originality in drawing on relevant research, the use of a wide range of information and in the critical judgements they support. (S11, S13)	Detailed knowledge and understanding of the main concepts and theories underpinning own practice and has an awareness of the ambiguities and limitations of this knowledge. (K12) Logical, articulate analysis is a consistent feature of decision making. Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research. Perceptive and persuasive points made with strong conclusions. (S11, S13)
'You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better'	Understands and is able to describe the key pieces of legislation and policy relevant to work in health and social care and the role of statutory codes and can apply to accurately address and make a consistent response to well-defined complex problems. (K13)	Detailed knowledge and understanding of the main key pieces of legislation and guidance and how this relates to their professional role, appreciating the complexity of the issues in the field. (K13)

'You thought about things'	Understands the role of evidence in decision making and the effective use of fact and opinion in complex situations and the importance of clear reasoning when making recommendations. (K14) Is able to summarise the equalities requirements of own role and explain principles, values, and ethical dilemmas within own area of practice. (K15) Takes an active part in regular supervision sessions and discusses, reflects on and tests out ethical issues, conflicting information or professional disagreements and uses research, professional development, and other's expertise effectively. (S15, S16)	Understands the importance of drawing strands of information together into a coherent case for professional analysis and the use of relevant research to support critical judgements. (K14) Has knowledge and critical understanding of the equalities requirements and ethical issues within own role and the roles of other professionals with whom they work. (K15) Critical engagement in regular supervision sessions and professional development. Is receptive to new ideas and shows evidence of knowledge of an exceptionally wide range of literature that balances discussion and critically informs argument and problem solving. (S15, S16)
'You included people who were important to me or could help me'	Demonstrates that the child/young person is well supported through effective collaborative working with clients, their families, professionals from other health disciplines and/or other agencies. (S17)	Demonstrates that the child/young person is well supported through effective collaborative working with clients and their families and professionals from other health disciplines and/or agencies and there is evidence that these activities have been well planned, managed, and organised. (S17)
Option 1: Practitioner in Children's Residential Care		
1a. Working with families, carers, and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care	Understands and is able to describe the key pieces of legislation, statutory codes, and guidance relevant to work in children's residential care and can apply to address well-defined problems. (K17) Understands theories of attachment, child development and the theories behind the interventions and key working used with individual and groups of children and young people, including the theories of person-centred practice. (K18) Understands the techniques of assessment, matching, planning, and reviewing processes. (K19) Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs. (S18)	Detailed knowledge and understanding of the key principles, and concepts related to law and ethics of children's residential care and their application to their professional role, appreciating the complexity of a range of issues within children's residential care. (K17) Can evaluate different theories of attachment, child development, theories of intervention and key working and has critically reflected on the evaluation of own use of specific interventions and person-centred practice with children and young people. (K18) Has a detailed knowledge and understanding of the theoretical concepts that make for effective assessment, planning and reviewing and has an awareness of the ambiguities and limitations of the theories. (K19) Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and uses an

	Reflects on and evaluates methods of intervention. (S18)	exceptionally wide range of relevant research to critically inform the design, planning, and interventions in individual plans. (S18) Shows insight and autonomy in evaluating methods of intervention. (S18)
1.b. Work within a team to promote the ethos of the home	Can identify the values, factors and processes that may hinder or facilitate collaboration and effective team activity. (K22) Demonstrates that the child/young person is well supported through effective collaborative working with clients, their families, professionals from other health disciplines and/or other agencies. (S21)	Has detailed knowledge and understanding of the concepts and key principles of the values, factors and processes that may hinder or facilitate collaboration and effective team activity and can evaluate their application in practice. (K22) Demonstrates that the child/young person is well supported through effective collaborative working with clients and their families and professionals from other health disciplines and/or agencies and there is evidence that these activities have been well planned, managed, and organised. (S21)
Option 2: Children, Young People and Families Practitioner within the Community		
2a. Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs, and disability etc.) and build sustainable solutions together	Demonstrates a broad understanding of theories of partnership, partnership philosophies and practices of partnership and links this to their own role. (K25) Demonstrates skills in establishing effective relationships, working co-operatively in the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context, and can demonstrate impact of joint working on the delivery of improved outcomes. (S23, S24, S25)	Demonstrates a detailed understanding of the theoretical concepts underpinning effective partnership working, with evidence of independent and original good quality insight into the issues. (K25) Demonstrates highly skilled negotiation of the education, health and social care provision within a particular context and effective use of the legal and practice guidelines underpinning that context. Works exceptionally well with others, showing leadership where appropriate in managing joint working that impacts on the delivery of improved outcomes. (S23, S24, S25)

2b. In-depth understanding of a particular age group, context, or family system	Shows evidence that the interventions and plans used in a specific context are appropriate to that context. The plans are child or family centred and evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet individual needs and manage risk in safeguarding, keeping the child and family at the centre of the process. (S26, S27) Uses relevant research to inform practice. (S26, S27) Reflects on and evaluates methods of working with a specific group of children and their families, based on up-to-date research. (S26, S27)	Shows evidence of a well-formulated argument for the jointly co-created plans being used with specific groups of children and young people and their families in a particular context. (S26, S27) Demonstrates creative thinking in the individual nature of the application of these plans, and the methods of intervention. (S26, S27) Relevant research into that context is used to inform argument, balance discussion and inform problem solving in managing risk in safeguarding. (S26, S27) Shows insight and autonomy in evaluating methods of working with a specific group of children informed by a wide range of relevant literature. (S26, S27)

Resit / Retake

If an apprentice requires a resit / retake for one component, this typically takes place within 3 months of the Fail notification. If a resit/retake 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 resat or retaken, the apprentice will be awarded a maximum of a pass.

MOCK COMPETENCE INTERVIEW INFORMED BY PORTFOLIO

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

Competence Interview materials will be given to training providers when registering learners with NQual.

A mock Competence Interview should take 55- 60 minutes.





admin@nqual.co.uk
www.nqual.co.uk
01925-931-684

Property of NQual Ltd