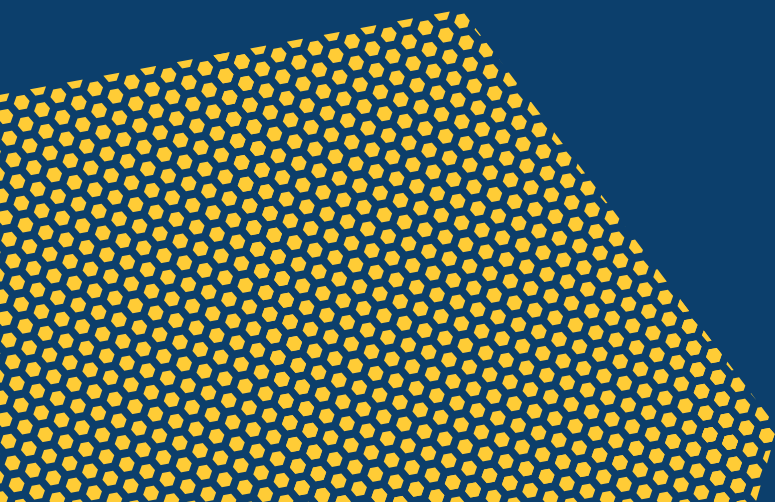# Training Qualifications UK

TQUK Level 4 End-Point Assessment for ST0868 **Early Intervention Practitioner** V1.1

Qualification Number: 610/6507/9

Standard Specification

Contents

Key Information

Reference:	ST0868
Version:	V1.1
Level:	4
Typical duration to gateway:	18 months
Typical EPA period:	3 months
Maximum funding:	£5,000
Route:	Care services
Approved for delivery:	27 May 2021
Date updated:	29 September 2025
Lars code:	634
EQA provider:	Ofqual
Review:	This apprenticeship standard will be reviewed in accordance with the Skills England change request policy
Qualification Number	610/6507/9

Apprenticeship Summary

Overview of the Role

Provide intervention services early in identified cases.

Occupation Summary

This occupation exists within statutory and voluntary organisations that deliver person-centred, early intervention services to individuals of all ages, from pre-birth to end of life. Early Intervention Practitioners provide practical help and emotional support to people facing challenges such as substance misuse, gambling, behavioural issues, mobility difficulties, or learning needs. They also offer impartial advice and guidance to those affected by the individual's circumstances, including family and friends.

The core purpose is to deliver timely interventions to prevent issues escalating into complex statutory involvement. Services are voluntary and consent-based, encouraging engagement while respecting choice. Many individuals choose to participate, recognising the benefits for themselves and those around them.

Practitioners identify and source the right intervention at the right time to achieve agreed outcomes. They work in varied community settings, meeting individuals at home or in neutral locations. Their role centres on assessing risks, listening to the individual's voice, and building trust to provide flexible, effective support. Using collaborative, evidence-based approaches, they aim to strengthen resilience and empower individuals to take ownership of their lives. This often involves family, friends, and professionals, and may require coordinating multi-agency responses. Practitioners ensure effective collaboration and information sharing between partners to meet emerging needs and prevent escalation to statutory thresholds.

Support spans all age ranges and contexts. For example:

- Lead Reablement Worker: Helps adults regain independence after injury, creating plans to rebuild confidence and skills so they can remain at home rather than enter residential care.
- Violence Prevention Worker: Delivers behavioural change interventions with perpetrators, prioritising victim and child safety while addressing domestic violence impacts.
- Pastoral and School Inclusion Officer: Works to keep young people in education, supporting those with behavioural issues through targeted interventions and close collaboration with parents and professionals.

Daily interactions include individuals, their families, and networks; colleagues and managers; and professionals across education, health, care, housing, financial support, youth justice, probation, social care, and police.

Key responsibilities:

- Assessing and analysing cases to identify early intervention needs.
- Allocating cases within the team in collaboration with managers.
- Working with partner agencies and participating in (or chairing) multi-agency meetings.
- Reviewing progress and outcomes promptly.
- Resolving issues to maintain positive relationships while meeting organisational and legal requirements.
- Maintaining accurate, auditable documentation for compliance and quality inspections (e.g., Care Quality Commission, OFSTED).

Early Intervention Practitioners play a vital role in preventing problems from escalating, promoting resilience, and ensuring individuals receive the right help at the right time.

Typical Job Titles

- Assistant senior care worker

- Assistant social worker

- Children's centre worker

- Community worker

- Early help practitioner

- Early intervention advisor

- Early intervention alcohol case worker

- Early intervention and prevention worker

- Family support worker

- Lead reablement worker

- Pastoral and school inclusion officer

- Violence prevention worker

Professional Recognition

This apprenticeship is not aligned to professional recognition.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods/components:

Presentation with questions

Professional discussion underpinned by a portfolio of evidence

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

• photo ID

• portfolio of evidence.

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Presentation with Questions

Assessment Overview

In the presentation with questions, the apprentice will deliver a presentation on a set subject to the End-Point Assessor. The assessor must then ask questions after the presentation. It must be structured to give the apprentice the opportunity to demonstrate the knowledge, skills, and behaviours (KSBs) mapped to this assessment method to the highest available grade.

The presentation with questions must last **45 minutes**. The End-Point Assessor has the discretion to increase this time by up to 10% to allow the apprentice to complete their last point or respond to a question if necessary. The presentation will typically last **30 minutes**, and the questioning will typically last **15 minutes**.

The presentation with questions must take place in a suitable venue, for example the employer's premises, in a controlled environment, free from any distractions. The presentation with questions can be conducted by video conferencing using Microsoft Teams.

The presentation must cover a cycle of work undertaken with an individual and/or family including:
- the assessment and analysis process
- the planning process
- the intervention process
- a review of their own practice.

The presentation materials, along with any technical requirements for the presentation, must be submitted by the **end of week two** of the EPA period. The End-Point Assessor must have at least **two weeks** to review any presentation materials before the presentation is delivered by the apprentice to allow them to prepare questions. The apprentice must also have at least **two weeks' notice** of the presentation.

During the presentation, the apprentice must have access to:
- audio-visual presentation equipment
- a flip chart and writing and drawing materials
- a computer.

The End-Point Assessor must ask **at least four questions** after the presentation. The questions are asked in order to seek clarification where required and assess the level of competence against the grading descriptors.

Follow up questions are allowed where further clarification is required.

Grading

The End-Point Assessor must make the grading decision.

This assessment is graded fail, pass, or distinction according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria <u>and</u> all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Presentation with Questions- KSBs and Grading Criteria

Assessment and analysis process		
Pass	Explains the factors that affect development, transitions and changes and the impact they can have on the needs of the individual and their family **(K3, S3)**.	
	Assesses strengths and risks using professional judgement is responsive to needs and adapts, recognising the complexities of the situation, and makes informed decisions on when to access support when it is beyond their own area of responsibility **(K5, K10, S5, S10, B3)**.	
	Explains their use of observation, questioning, problem solving and analysis techniques when undertaking assessments **(K9, S9)**.	
Dist.	Justifies how they use their professional judgement to make informed decisions **(K10, S10)**.	
	Justifies the methods they utilise when undertaking assessments **(K9, S9)**.	
K3	Stages of, and factors that affect development, transitions and changes individuals may go through, and the impact they can have on an individual and their family.	
K5	When and how to escalate and de-escalate individual cases beyond own responsibility.	
K9	Methods used to assess and analyse the requirements of individuals, families, including observation, questioning and problem solving.	
K10	Principles of using professional judgement and how it relates to the complexities of a situation and to make informed decisions.	
S3	Identify relevant factors and how these have impacted on the needs of the individual and their family.	
S5	Manage, and respond to assessed strengths, risks and accessing support when beyond own area of responsibility.	
S9	Use observation, questioning, problem solving and analysis techniques when undertaking assessments.	
S10	Use professional judgement to understand the complexities of a situation and make informed decisions.	
B3	Be responsive to need and adapt to different situations.	
Assessment and analysis process		
Pass	Describes how they undertake risk assessments in line with policies and procedures **(K18, S18)**.	
	Summarises how they prioritise interventions based on presenting needs **(K28, S28)**.	
Dist.	Justifies their decision making on how they prioritise based on presenting needs **(K28, S28)**.	
K18	How to undertake risk assessments in line with relevant policies and procedures.	
K28	How to prioritise interventions based on presenting needs.	
S18	Undertake risk assessments in line with relevant policies and procedures.	
S28	Prioritise interventions based on presenting needs.	

Intervention process

Pass	Explains how they manage expectations and open conversations within the responsibilities, boundaries and ethical nature of their role when providing individuals, families and professional partners up to date information, advice and guidance to help them make informed choices about accessing support **(K7, K26, S7, S26)**.
	Describes the communication methods used, including the appropriate use of digital technologies, in line with organisational digital strategy, to account for the needs of individuals and families when building professional relationships **(K11, K27, S11, S27)**.
	Describes how they work collaboratively, building and maintaining effective professional relationships with individuals, their wider network and partner agencies to ensure the individual voice is heard to empower and influence intervention work and action planning **(K21, K29, K30, S21, S29, S30)**.
	Explains how they apply organisational policies and commitment to rights, equality, diversity and inclusion, valuing people as individuals, considering intersectionality and the perspective of others **(K22, S22, B6)**.
Dist.	Analyses the responsibilities, boundaries and ethical nature of their role and how it effects the information, advice and guidance they provide to individuals, families and professionals **(K7, K26, S7, S26)**.
	Evaluates their collaboration skills in building and maintaining effective professional relationships **(K29, K30, S29, S30)**.
K7	The duty of candour, the responsibilities, boundaries and ethical nature of own role, with individuals, the family network and other professionals.
K11	Different communication methods and strategies, including the use of digital technologies, to account for the needs of individuals and families when building professional relationships.
K21	Importance of working collaboratively seeking and hearing the voice of the individual to empower and influence intervention work including action planning.
K22	Organisation specific policies and commitment relating to rights, equality, diversity and inclusion.
K26	How to find up to date information, advice and guidance that can be used to allow individuals, families and professional partners to make informed choices about accessing support.
K27	Own organisations digital strategy and how to use digital technologies appropriate to own role.
K29	Techniques to build effective professional relationships with individuals and families.
K30	Techniques to build effective professional relationships with colleagues and other agencies.

Intervention process (cont)	
S7	Manage expectations and open conversations within boundaries of own role.
S11	Communicate with individuals including the use of digital technologies accounting for the needs of individuals and families.
S21	Work collaboratively with individuals, their wider network and partner agencies to ensure the individual voice is heard when decision making.
S22	Apply organisational policies and commitment to rights, equality, diversity and inclusion.
S26	Provide individuals, families and professional partners with up to date information advice and guidance to help them make informed choices about accessing support.
S27	Provide individuals, families and professional partners with up to date information advice and guidance to help them make informed choices about accessing support.
S29	Use relationship building techniques to develop and maintain effective professional relationships with individuals and families.
S30	Build and maintain effective professional relationships with colleagues and other agencies.
B6	Value people as individuals, considering intersectionality and the perspective of others.
Review own practice	
Pass	Explains how they work independently as a practitioner within the wider team context, seeking guidance and direction when needed and learning from success and mistakes to continuously review approach **(K31, S31, B5)**.
Dist.	N/A
K31	How to work as an independent practitioner and when to seek guidance and direction.
S31	Work independently as a practitioner within the wider team context, seeking guidance and direction when needed.
B5	Learn from success and mistakes, to continuously review approach.

Portfolio of Evidence

Apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain minimum of **10 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

The apprentice is able to use the Portfolio Mapping and Tracking Form to identify which piece of evidence meets each KSB.

The portfolio must include:

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

Evidence sources may include:

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

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

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

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion
underpinned by a portfolio of evidence

Assessment Overview

In the professional discussion, the End-Point Assessor and the apprentice have a formal two-way conversation to allow the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The End-Point Assessor will conduct and assess the professional discussion, which must be structured to give the apprentice the opportunity to demonstrate the KSBs to the highest available grade.

The purpose is to assess the apprentice's competence against the following themes:

- managing workload in line with policies, procedures and priorities
- partnership working and relationship building
- safe practice
- theories and approaches to practice.

The End-Point Assessor must have at least **two weeks** to review the supporting documentation in the portfolio of evidence. The assessor must give the apprentice **two weeks' notice** of the date of the professional discussion.

The apprentice must have access to their portfolio of evidence during the professional discussion so they can refer to and use evidence from it to illustrate their answers.

The professional discussion must last for **60 minutes**. The End-Point Assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary.

The End-Point Assessor must ask at least **10 questions**. Follow-up questions are allowed where clarification is required. The assessor's questions must assess the depth of understanding of the KSBs, draw out contextualised examples and to further clarify skills demonstrated in the portfolio of evidence.

The professional discussion must take place in a suitable venue, for example the employer's premises, in a controlled environment, free from any distractions. The professional discussion can be conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor must make the grading decision.

This assessment is graded fail, pass, or distinction, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion- KSBs and Grading Criteria

Managing workload in line with policies, procedures and priorities		
Pass	Explains how they manage caseloads and meet the needs of individuals or families in line with legislation, statutory guidance, national, local and organisational policies and procedures, seeking support and direction when necessary **(K1, K15, S1, S15)**.	
	Describes what impact their participation in learning and development activities has on their own practice and their contribution to the aims, values and culture of own organisation **(K17, K23, S17, S23)**.	
	Summarises how they produce detailed and accurate records that maintain confidentiality of information in line with organisational and legislative requirements **(K24, K25, S24, S25)**.	
Dist.	Evaluates their success in managing caseloads to meet the needs of individuals or families **(K15, S15)**.	
K1	Legislation, statutory guidance, national, local and organisational policies and procedures in relation to individuals and families relevant to own role.	
K15	Caseload management processes and when to seek support or direction.	
K17	The aims, values and culture of own organisation and how own role contributes to this.	
K23	Importance of identifying and evaluating own learning and development need.	
K24	How to produce detailed and accurate records that meet organisational and legislative requirements.	
K25	Principles of confidentiality in line with legal and organisational policies and procedures.	
S1	Apply legislation, statutory guidance, national, local and organisational policies and procedures to meet the needs of individuals and families.	
S15	Manage caseloads in line with organisational policies and procedures to meet the needs of individuals or families.	
S17	Contribute to the aims, values and culture of own organisation.	
S23	Participate in learning and development activities and evaluate the impact on own practice.	
S24	Produce detailed and accurate records that meet organisational and legislative requirements.	
S25	Ensure compliance with legal and organisational policies and procedures in maintaining the confidentiality of information.	

Partnership working and relationship building		
Pass	Explains how they provide professional challenge when necessary and use techniques to manage conflict when differences of opinion and difficult situations happen with individuals, wider family networks and other professionals **(K19, S19)**.	
	Articulates how they gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice, support decision making, and to collectively promote best outcomes **(K2, S2, B1)**.	
	Describes how they apply the principles of mentoring or coaching when helping and supporting others **(K14, S14)**.	
	Interprets the family, and wider environmental, social and cultural context when planning and implementing support or interventions **(K20, S20)**.	
Dist.	Justifies the techniques they use to manage conflict, differences of opinion and difficult situations with individuals, wider family networks and other professionals **(K19, S19)**.	
	Explains the benefits to practice, decision making and best outcomes from multi-agency and multi-discipline working **(K2, S2, B1)**.	
K2	Principles and benefits of local and national multi-agency and multi-disciplinary working.	
K14	Principles of mentoring and coaching to help support others.	
K19	Conflict resolution techniques and methods used to manage differences of opinion and difficult situations with individuals, the wider family network and other professionals.	
K20	Family structures, environmental, social and cultural contexts and the impact on different situations.	
S2	Gather information and guidance from professionals in multi-agencies and multi-disciplines to inform practice and support informed decision making.	
S14	Apply the principles of mentoring or coaching when helping and supporting others.	
S19	Manage differences of opinion and difficult situations with individuals, the wider family network, and other professionals providing professional challenge when necessary.	
S20	Consider the family and wider environmental, social and cultural context when planning and implementing support or intervention.	
B1	Engage with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes.	

Safe practice		
Pass	Identifies how they respond to safeguarding concerns **(K4, S4)**.	
	Describes how they are reflective, caring and considerate of self and others, when they adopt strategies to manage and maintain health, wellbeing and resilience, using supervision and support networks to enhance their practice and wellbeing **(K6, K16, S6, S16, B4)**.	
	Explains how they implement safe working practice when lone working to mitigate potential risks **(K13, S13)**.	
Dist.	Evaluates the effectiveness of different strategies they use for managing and maintaining health, wellbeing and resilience for self and others **(K6, S6)**.	
K4	Legislation and organisational procedures for safeguarding, the protection of vulnerable people and combating extremism within the requirements of own role.	
K6	Importance of health, wellbeing and resilience and ways to manage and maintain it for self and others.	
K13	The importance of safe lone working and mitigating risks to protect personal safety.	
K16	Purpose of supervision to enhance practice and wellbeing.	
S4	Identify and respond to safeguarding, protection, vulnerable people and extremism concerns.	
S6	Identify, develop and adopt strategies for self and others to support health, wellbeing and resilience taking action when required.	
S13	Implement safe working practice when lone working to mitigate any potential risks	
S16	Use supervision to support and enhance the quality of your practice and wellbeing.	
B4	Be reflective, caring and considerate of self and others and be able to draw upon and build support networks.	

Theories and approaches to practice	
Pass	Articulates how they use professional curiosity in relation to current theories or evidence based strategies they explore when working with individuals and families to meet their identified needs **(K8, S8, B2)**.
	Theorises the impact of change when working with individuals and those in their network **(K12, S12)**.
Dist.	Appraises the current theories or evidence based strategies they explore when working with individuals and families **(K8, S8)**.
K8	Theories and evidence based strategies related to early intervention work, trauma informed practice, social justice, person and whole family centred approaches.
K12	Theories of change and the impact it has on own self and others.
S8	Apply relevant current theories and evidence based strategies when working with individuals and families to meet their identified needs.
S12	Identify and respond to the impact of change when working with the individual and their network.
B2	Have professional curiosity and be willing to explore different approaches in practice.

Overall Grading

The overall grades available for this apprenticeship are fail, pass, merit, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Presentation with questions	Professional Discussion underpinned by a portfolio of evidence	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Distinction	Pass	Merit
Pass	Distinction	Merit
Distinction	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. The apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within three months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.