Apprenticeship Assessment

VQA Level 4 End-Point Assessment for ST0088 Children, Young People and Families Practitioner

Standard Specification

Qualification Number: 603/4801/X

Version Number: V1.0

VQA Level 4 End-Point Assessment for ST0088 Children, Young People and Families Practitioner

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Key Information

Reference:	ST0088
Version:	1.0
Level:	4
Typical duration to gateway	24 months
Typical EPA period	2 months
Maximum funding	£6,000
Route:	Care services
Approved for delivery:	29 June 2018
LARS code:	309
EQA provider:	Ofqual
Qualification number:	603/4801/X

VQA Level 4 End-Point Assessment for ST0088 Children, Young People and Families Practitioner

Summary

Overview of the Role

Working with children, young people and families, including carers, to achieve positive and sustainable change in their lives.

Details of the Standard

Role Profile (what the successful candidate should be able to do at the end of the apprenticeship)

CORE: As a practitioner you will be working with children, young people and families, including carers, to achieve positive and sustainable change in their lives. You will demonstrate a passion to care for and about children, young people and families. You will be skilled in recognising and

assessing the complex needs that children, young people and families often present. You will agree with the child, young person or family any specific interventions or referrals. Your approach will be one of respectful curiosity that challenges and supports children, young people and families to

achieve their potential and stay safe. You will work alongside other professionals and organisations to share the responsibility for improving outcomes. Each piece of work with a child or family will

be different and you will exercise judgement on a range of evidence-based approaches to inform your practice. You will regularly evaluate the effectiveness of your methods and actions. Regular supervision with an experienced practitioner will encourage reflection on your practice. At the end of the apprenticeship the high quality of your practice will be making a real difference to those that you work with.

OPTION 1: Practitioner in Children's Residential Care

You could be working in a number of settings e.g. a children's home, a residential special school or a secure children's home. The children might be living on their own or in a larger group. You will take the lead in developing and delivering the child's placement plan and will work with the child to support their health, education, social and day to day needs, playing a significant role in helping them to thrive and fulfil their potential.

OPTION 2: Children, Young People and Families Practitioner within the Community

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You will understand the importance of and be skilled in, early intervention and safeguarding work. You will manage risk across the spectrum needs for children, young people and families. You may work in settings as diverse as family homes, youth centres, early years, youth justice, children's centres, educational settings and the community. You will play a significant role in working across agencies to improve outcomes. You may work with particular age groups, across the full age range or specifically with families. By supporting the confidence and skills of children, young people and families you will help them to overcome barriers and maximise their independence.

Assessment Methods

The end-point assessment (EPA) for this standard consists of three assessment methods:

- Observation of Practice
- Competence Interview

Assessment Order

The competence interview will be the final assessment.

EPA Window

All assessments will typically be completed within two months of gateway acceptance.

Gateway Considerations

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

- Photo ID
- Proof of the following:
  OPTION 1: Level 3 Diploma for Residential Childcare

OR

OPTION 2: Certificate in Higher Education in working with Children Young People and Families

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.

Observation of Practice

Planning the Observation

The purpose of the observation is to assess apprentice's competency when working with or on behalf of a child or young person.
Examples of scenarios the apprentice may be observed in include, but are not limited to:

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

When planning an observation involving a young person, apprentices should consider creating a contingency plan with another scenario. If the young person refuses to be observed on the day, this will allow the observation to go ahead using an alternative solution and prevent the EPA process from being delayed.

Apprentices are required to submit a **2,000 word** (+/-10%) written summary during the briefing session before the observation.

This must include:

- the context of the session to be observed
- the aims and objectives of the session
- how this relates to the outcomes for the child or young person.

The written summary will not be formally assessed, but it is an integral component of the assessment and submission is mandatory.

Observation

The observation will consist of a live setting practical example, undertaken at the apprentice's normal place of work.

The assessment will last 80-90 minutes. This comprises:

- 10-minute briefing session

- 55-60-minute observation session, and
- 15-20-minute questioning session.

Briefing Session

The assessment will begin with a 10-minute briefing session, during which the apprentice will outline to the End-Point Assessor the context of the work they will undertake during the

observation session. apprentices are also required to submit their written summary at this time.

Observation Session

Before the observation session begins, the End-Point Assessor will explain the purpose of their presence and the relevant confidentiality arrangements surrounding the information received during the observation to the children, young people and/or families involved.

The observation session will last 55-60 minutes. The End-Point Assessor will not assess any new tasks started after the 60-minute mark.

Questioning Session

Immediately following the observation session, a 15-20-minute questioning session will be conducted. The duration of this component will be determined by the number of questions asked to cover all the required criteria and the length of the responses the apprentice provides.

The questions will allow the End-Point Assessor to:

- further explore the choices made and the outcomes achieved during the observation session; and
- ask about criteria that did not occur naturally during the observation session.

Grading

This assessment is graded distinction, pass or fail 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, the apprentice 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.

KSBS and Grading Criteria - Community

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.	
Skills	
Identifies and addresses barriers to accessing resources	
Pass Criteria	Distinction Criteria
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	Shows the ability to draw strands of information together into a coherent case for professional analysis; and
Develops joint workable plans and strategies based on this.	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.
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	
Pass Criteria	**Distinction Criteria**
Demonstrates critical awareness of ethical issues and cultural diversity; and	Demonstrates critical awareness of ethical issues, cultural diversity and the diversity of values in health and social care; and
Is able to relate these to personal beliefs and values.	Can draw from both theoretical and lived experience.
Skills	
Appropriately challenges and/or offers alternative perspectives with the children, young person or family	
Pass Criteria	Distinction Criteria

There is considerable evidence of independent thinking and critical reflection; and Logical, articulate analysis is a consistent feature of decision making.	Perceptive and persuasive points made with strong conclusions.
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.	Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research.

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.	
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.	
Pass Criteria	Distinction Criteria
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.	Demonstrates evidence that professional practice is underpinned and guided by a 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.
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	
Pass Criteria	**Distinction Criteria**

Knowledge and understanding of the basic theories underpinning the methods used to gain support from others; and	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.
The advantages and difficulties of including children, young people, families, and communities to contribute to decision making in own area of practice.	Offers good quality insights into the issues involved and relates this to their own practices of working with others.

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.	
Community Pathway Knowledge	
The national systems of social welfare	
Essential networks of agencies and community groups	
Pass Criteria	**Distinction Criteria**
Demonstrates a broad understanding of theories of partnership, partnership philosophies and practices of partnership and links this to their own role.	Demonstrates a detailed understanding of the theoretical concepts underpinning effective partnership working, with evidence of independent and original good quality insight into the issues.
In depth understanding of a particular age group, context, or family system.	
Community Pathway Knowledge	
Contemporary social issues that affect family life and the care of children and young people	
Detailed understanding of working with a particular group e.g. U5, 5-11, 12+, young adult, parents, families, children with special educational needs and disabilities etc.	
Pass Criteria	**Distinction Criteria**

Understands basic concepts of sociological, psychological, and psycho-sociological theory; and	Has a detailed understanding of the theoretical concepts that inform health and social care practice; and
can apply these concepts to contemporary social and cultural phenomena in own practice area.	is able to critically evaluate the social issues that affect children, young people and family life within the context of their practice.
Key ethical and professional aspects of role	
Pass Criteria	**Distinction Criteria**
Demonstrates awareness of ethical and professional issues within a specific context; and	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,
is able to relate these to personal beliefs and values.	drawing from theory and own experience.

Behaviours	
Behaviour - 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.	
Pass Criteria	**Distinction Criteria**
An active commitment to inclusion, equality of opportunity and valuing diversity.	An active commitment to, and strong evidence across all case work, of the principles of inclusion, equality of opportunity and valuing diversity.
	Demonstrates an appreciation of the complexity of the range of issues involved.
Behaviour - 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	
Pass Criteria	**Distinction Criteria**

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.	Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice.
Behaviour - Commitment	
Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient	
Pass Criteria	Distinction Criteria
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.	Demonstrates skill in the use and evaluation of evidence based effective approaches which help children, young people, and families effect change.
	Awareness of the limitations and ambiguities of the theoretical knowledge

KSBs and Grading Criteria – Residential

The table below provides detail on the KSBs that will be assessed in the Observation of Practice and the pass and distinction criteria associated with each.

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.	
Skills	
Identifies and addresses barriers to accessing resources	
Pass Criteria	**Distinction Criteria**
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	Shows the ability to draw strands of information together into a coherent case for professional analysis; and

Develops joint workable plans and strategies based on this.	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.
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	
Pass Criteria	**Distinction Criteria**
Demonstrates critical awareness of ethical issues and cultural diversity; and	Demonstrates critical awareness of ethical issues, cultural diversity, and the diversity of values in health and social care; and
Is able to relate these to personal beliefs and values.	Can draw from both theoretical and lived experience.
Is able to relate these to personal beliefs and values.	Can draw from both theoretical and lived experience.
Skills	
Appropriately challenges and/or offers alternative perspectives with the children, young person, or family	
Pass Criteria	**Distinction Criteria**
There is considerable evidence of independent thinking and critical reflection; and	Logical, articulate analysis is a consistent feature of decision making.
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.	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.

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.	
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.	
Pass Criteria	**Distinction Criteria**
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.	Demonstrates evidence that professional practice is underpinned and guided by a 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.
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	
Pass Criteria	**Distinction Criteria**
Knowledge and understanding of the basic theories underpinning the methods used to gain support from others; and	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.
The advantages and difficulties of including children, young people, families, and communities to contribute to decision making in own area of practice.	Offers good quality insights into the issues involved and relates this to their own practices of working with others.

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.	
Residential Pathway Skills	
Contributes to creating and reviewing placement plans based on individual need	
Is able to support traumatised children and young people to live together and make progress	
Pass Criteria	**Distinction Criteria**
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.	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.
Reflects on and evaluates methods of intervention.	Shows insight and autonomy in evaluating methods of intervention.
Work within a team to promote the ethos of the home.	
Residential Pathway Knowledge	
The ethos of the home and how to create and promote it	
Pass Criteria	**Distinction Criteria**
Understands the strategy and key principles that make the home child-oriented and understands own role in this.	Has detailed knowledge and understanding of the key principles, and concepts related to creating and promoting the ethos within the home; and
	can critically reflect on their application in practice.
Residential Pathway Skills	
Models collaborative team working and the ability to support and appropriately challenge each other	
Pass Criteria	**Distinction Criteria**

Demonstrates skills in establishing effective relationships, working co-operatively with others, managing conflict and liaising and negotiating both within the organisation and across professions	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.

Behaviours	
Behaviour - 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.	
Pass Criteria	**Distinction Criteria**
An active commitment to inclusion, equality of opportunity and valuing diversity.	An active commitment to, and strong evidence across all case work, of the principles of inclusion, equality of opportunity and valuing diversity.
	Demonstrates an appreciation of the complexity of the range of issues involved.
Behaviour - 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.	
Pass Criteria	**Distinction Criteria**
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.	Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice.
Behaviour - Commitment	

Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient	
Pass Criteria	**Distinction Criteria**
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.	Demonstrates skill in the use and evaluation of evidence based effective approaches which help children, young people, and families effect change. Awareness of the limitations and ambiguities of the theoretical knowledge.

Competence Interview

The interview can take place face to face or remotely.

The End-Point Assessor will have three weeks prepare questions for the interview based on the contents of the portfolio and relevant to the KSBs assigned to this assessment.

The interview will last **55-60 minutes**.

During the interview, the apprentice may refer to their portfolio and to notes.

Grading

This assessment is graded distinction, pass or fail 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, the apprentice 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.

KSBs and Grading Criteria – Community

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	
Multiple factors that contribute to uncertainty in the lives of children, young people, and families	
Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working	
Pass Criteria	**Distinction Criteria**
Understands the basic theories underpinning the methods by which they might hear the voice of the child clearly when working with children, young people, and families.	Has a detailed knowledge and understanding of the theoretical concepts underpinning the practice of keeping the child at the centre of practice.
	Can evaluate the difficulties in hearing the voice of the child when working with families and other agencies.
Sound routine knowledge and understanding of the main concepts and key theories underpinning communication with children, young people, and families.	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.
Recognises the barriers to communication and appreciates the complexity of the issues within a given context.	Perceptive understanding of the barriers to communication within given contexts and explicit acknowledgement of different perspectives.
Shows evidence of being able to evaluate own strengths and weaknesses in relation to personal and professional values	Shows evidence of insight and autonomy in evaluating own strengths and weaknesses in relation to personal and professional values.

Skills	
Communicates in way that enables the voice of the child, young person or family members to be heard	
Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support	
Actively promotes respect, equality, diversity, and inclusion	
Pass Criteria	**Distinction Criteria**
Can accurately apply methods that build relationships with children, young people, and families, grounded in the principle of respectful collaborative working and recognition of individual needs.	Shows 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 though all casework, with evidence of taking into account the individual needs of children.
Shows evidence of the voice of the child within casework.	
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	
The spectrum of needs and how they may be met	
The principles of effective assessment and the importance of analysis and professional judgement	
Pass Criteria	**Distinction Criteria**
Demonstrates knowledge and understanding of a range of assessment skills and their associated theories in the context in which they are working	Can compare and contrast different assessment skills and their associated theories in the context of different health and social care settings
Skills	
Identifies the influences on the individual and the family and supports them to make informed choices	
Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness	

Pass Criteria	Distinction Criteria
Shows sound and coherent argument and sustained thinking in the construction of professional analysis where the child is at the centre of the work, and develops joint workable plans and strategies based on this.	Shows the ability to draw strands of information together into a coherent case for professional analysis and demonstrates a well formulated argument where the voice of the child is clearly at the centre of the work and negotiates jointly owned and co-created plans and strategies.

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 well-being	
A range of evidence-based interventions and their strengths and weaknesses	
Pass Criteria	Distinction Criteria
Demonstrates knowledge and understanding of a range of interventions and their associated theories in the context in which they are working and has evaluated their use in practice.	Can compare and contrast different interventions and their associated theories in the context of different health and social care settings and has critically reflected on the evaluation of own use of specific interventions.
Skills	
Identifies and manages evidence-based approaches and evaluates their effectiveness	
Pass Criteria	**Distinction Criteria**
Demonstrates tenacity, resilience, and consistency in the development of plans and review for a specified range of methods of intervention.	Analyses different interventions and their associated theories in the context of different health and social care settings and demonstrates creative thinking, tenacity, resilience, and consistency in the development of plans and review for specific methods of intervention.

	Reflects on and critically evaluates methods of intervention.
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.	
The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent	
Pass Criteria	**Distinction Criteria**
Can explain the impact that risk indicators of different forms of harm can have on children and young people and their families.	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.
Understands own role and the role that other professionals have in the identification and prevention of forms of harm.	Has awareness of ambiguities and limitations of knowledge.
Skills	
Works together with children, young people, and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves	
Pass Criteria	**Distinction Criteria**
Demonstrates the use of a sound approach to managing risk in safeguarding and protection work, based on local and national guidelines keeping the child and family at the centre of the process	Demonstrates a skilled approach to managing risk based on a critical analysis of the harm to children in specific contexts, and where it is safe to do so enables and supports families to co- create their own solutions
Works with and supports other professionals to respond to safeguarding concerns	
Pass Criteria	**Distinction Criteria**

Demonstrates a joined-up approach with other professionals, to the management of risk and challenges ineffective practice	Can work effectively with other agencies to develop an effective multi agency network to manage risk, showing leadership skills where appropriate. Takes the initiative to evaluate the practice of the network
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	
Pass Criteria	**Distinction Criteria**
Understands and is able to describe the key pieces of legislation and policy relevant to work in health and social care and the role of statutory codes and can apply to accurately address, and make a consistent response to, well defined complex problems	Detailed knowledge and understanding of the main key pieces of legislation and guidance and how this relates to their professional role, appreciating the complexity of the issues in the field
In depth understanding of a particular age group, context, or family system.	
Community Pathway Skills	
Engages effectively with child, young person and/or family members	
Supports children, young people, or vulnerable adults to identify and take action to deal with safeguarding risk	
Pass Criteria	**Distinction Criteria**
Shows evidence that the interventions and plans used in a specific context appropriate to that context. The plans are child or family centred and evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet individual needs and manage risk in safeguarding keeping	Shows evidence of a well formulated argument for the jointly co-created plans being used with specific groups of children and young people and their families in a particular context. Demonstrates creative thinking in the individual nature of the application of these plans, and the methods of intervention.

the child and family at the centre of the process.	
Uses relevant research to inform practice.	Relevant research into that context is used to inform argument, balance discussion, and inform problem solving in managing risk in safeguarding.
Reflects on and evaluates methods of working with a specific group of children and their families, based on up-to-date research.	Shows insight and autonomy in evaluating methods of working with a specific group of children informed by a wide range of relevant literature.
You thought about things.	
Knowledge	
The importance of considering ethics and values, challenging self, and the systems in use	
The role of professional judgement and analysis in complex situations	
Pass Criteria	**Distinction Criteria**
Understands the role of evidence in decision making and the effective use of fact and opinion in complex situations and the importance of clear reasoning when making recommendations.	Understands the importance of drawing strands of information together into a coherent case for professional analysis and the use of relevant research to support critical judgements.
Is able to summarise the equalities requirements of own role and explain principles, values and ethical dilemmas within own area of practice.	Has knowledge and critical understanding of the equality requirements and ethical issues within their own role and the roles of other professionals with whom they work.
Skills	
Demonstrates critical evaluation of practice and insight into own emotions, behaviour, and feelings, and uses these insights to challenge own practice	
Takes an active part in continuous professional development	
Pass Criteria	**Distinction Criteria**
Takes an active part in regular supervision sessions and discusses, reflects on and tests out ethical issues, conflicting information or professional	Critical engagement in regular supervision sessions and professional development. Is receptive to new ideas and shows evidence of knowledge of an

disagreements and uses research, professional development, and other's expertise effectively	exceptionally wide range of literature that balances discussion and critically informs argument and problem solving
You included people who were important to me or could help me.	
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	
Pass Criteria	**Distinction Criteria**
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.	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.
Forges networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special education needs and disability, etc.) and build sustainable solutions together.	
Community Pathway Knowledge	
Practice and principles of effective multi-agency working	
Pass Criteria	**Distinction Criteria**
Demonstrates a broad understanding of theories of partnership, partnership philosophies and practices of partnership and links this to their own role.	Demonstrates a detailed understanding of the theoretical concepts underpinning effective partnership working, with evidence of independent and original good quality insight into the issues.
Community Pathway Skills	
Builds networks with others and contributes to the development and evaluation of interventions	
Challenges inter-agency non-performance	
Negotiates and navigates the systems of social welfare to secure effective joint outcomes	

Pass Criteria	Distinction Criteria
Demonstrates skills in establishing effective relationships, working cooperatively 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.	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 outcome
You weren't afraid to make difficult decisions when you thought it was the right thing to do.	
Knowledge	
Theories and guidelines underpinning sound practice	
Pass Criteria	**Distinction Criteria**
Sound routine knowledge and understanding of the guidance, main concepts and key theories underpinning own practice	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
Skills	
Models' clarity of purpose, clear expectations and a professional approach to decision making	
Pass Criteria	**Distinction Criteria**
There is considerable evidence of independent thinking and critical reflection, and the candidate demonstrates a coherent well-informed point of view, showing some originality in drawing on relevant research, the use of a wide range of information and in the critical judgements they support	Logical, articulate analysis is a consistent feature of decision making. Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research. Perceptive and persuasive points made with strong conclusions

Behaviours
Behaviour - Compassion

Consideration and concern for children, young people, and their families, combined with an understanding of the perspective of those you work with	
Pass Criteria	**Distinction Criteria**
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	Builds effective relationships with children, young people, and families as an integral aspect of practice, which are both compassionate and purposeful
Behaviour - 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	
Pass Criteria	**Distinction Criteria**
Demonstrates that the children, young people and families' particular strengths, knowledge and experience are valued	Skilful help and support offered children, young people, and families to recognise and build on their strengths, experience and knowledge
Behaviour - Communication	
Your work is based on building effective relationships, being perceptive and empathic and building good rapport	
Pass Criteria	**Distinction Criteria**
Demonstrates inclusive communication and behaviour with clients and partner agencies	Demonstrates effective and confident inclusive communication with clients and partners in a range of formats according to the context
Behaviour - 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.	
Pass Criteria	**Distinction Criteria**
Shows evidence of monitoring and reviewing the relationships they make and reflect on how their principles, values, and ways of working impact on	Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice

Commented [SP1]: This sentence is incomplete in the original - does it need to be updated here? It looks like the latest version of the spec.

<table>
<tr><td colspan="2">their own beliefs and on their own practice</td></tr>
<tr><td colspan="2">Behaviour - Commitment</td></tr>
<tr><td colspan="2">Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient</td></tr>
<tr><td>Pass Criteria</td><td>Distinction Criteria</td></tr>
<tr><td rowspan="2">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</td><td>Demonstrates skill in the use and evaluation of evidence-based effective approaches which help children, young people and families affect change.</td></tr>
<tr><td>Awareness of the limitations and ambiguities of the theoretical knowledge.</td></tr>
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KSBs and Grading Criteria - Residential

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	
Multiple factors that contribute to uncertainty in the lives of children, young people, and families	
Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working	
Pass Criteria	**Distinction Criteria**
Understands the basic theories underpinning the methods by which they might hear the voice of the child clearly when working with children, young people, and families.	Has a detailed knowledge and understanding of the theoretical concepts underpinning the practice of keeping the child at the centre of practice.
	Can evaluate the difficulties in hearing the voice of the child when working with families and other agencies.
Sound routine knowledge and understanding of the main concepts and key theories underpinning communication with children, young people, and families.	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.
Recognises the barriers to communication and appreciates the complexity of the issues within a given context.	Perceptive understanding of the barriers to communication within given contexts and explicit acknowledgement of different perspectives.
Shows evidence of being able to evaluate own strengths and weaknesses in relation to personal and professional values	Shows evidence of insight and autonomy in evaluating own strengths and weaknesses in relation to personal and professional values.

Skills	
Communicates in way that enables the voice of the child, young person, or family members to be heard	
Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered	
Actively promotes respect, equality, diversity, and inclusion	
Pass Criteria	**Distinction Criteria**
Can accurately apply methods that build relationships with children, young people, and families, grounded in the principle of respectful collaborative working and recognition of individual needs.	Shows 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 though all casework, with evidence of taking into account the individual needs of children.
Shows evidence of the voice of the child within casework.	
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.	
Residential Pathway Skills	
Assumes the role of professional parent	
Pass Criteria	**Distinction Criteria**
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.	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.
Reflects on and evaluates methods of intervention.	Shows insight and autonomy in evaluating methods of intervention.
Residential Pathway Knowledge	
The legislation and compliance requirements for residential childcare	

The aspirations for a child in residential care	
Group living and dynamics	
Legislation and the Code of Practice for Special Education Needs and Disability	
Pass Criteria	**Distinction Criteria**
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.	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.
Understands theories of attachment, child development and the theories behind the interventions and key working used with individual and groups of children and young people including the theories of person-centred practice.	Can evaluate different theories of attachment, child development, theories of intervention and key working and has critically reflected on the evaluation of own use of specific interventions and person-centred practice with children and young people.
Understands the techniques of assessment, matching, planning, and reviewing processes.	Has a detailed knowledge and understanding of the theoretical concepts that make for effective assessment, planning and reviewing and has an awareness of the ambiguities and limitations of the theories.
Work within a team to promote the ethos of the home.	
Residential Pathway Skills	
Develops and promotes the ethos of the home.	
Pass Criteria	**Distinction Criteria**
Shows evidence of having contributed to the strategy, key principles and practices that make up the ethos of the home and meets own obligation to maintaining that ethos.	Contributes and works well with others, showing autonomy where necessary to realise suggestions for realistic improvements to the strategy and key principles and practices that make up the ethos of the home. Negotiates and

	meets all obligations to others within the home.
Residential Pathway Knowledge	
Team dynamics and collaborative approach in residential environment.	
Pass Criteria	**Distinction Criteria**
Can identify the values, factors and processes that may hinder or facilitate collaboration and effective team activity	Has detailed knowledge and understanding of the concepts and key principles of the values, factors and processes that may hinder or facilitate collaboration and effective team activity, and can evaluate their application in practice
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	
The spectrum of needs and how they may be met	
The principles of effective assessment and the importance of analysis and professional judgement	
Pass Criteria	**Distinction Criteria**
Demonstrates knowledge and understanding of a range of assessment skills and their associated theories in the context in which they are working	Can compare and contrast different assessment skills and their associated theories in the context of different health and social care settings
Skills	
Identifies the influences on the individual and the family and supports them to make informed choices	
Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness	
Pass Criteria	**Distinction Criteria**
Shows sound and coherent argument and sustained thinking in the construction of professional analysis	Shows the ability to draw strands of information together into a coherent case for professional analysis and

where the child is at the centre of the work, and develops joint workable plans and strategies based on this	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

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 well-being	
A range of evidence-based interventions and their strengths and weaknesses	
Pass Criteria	**Distinction Criteria**
Demonstrates knowledge and understanding of a range of interventions and their associated theories in the context in which they are working and has evaluated their use in practice.	Can compare and contrast different interventions and their associated theories in the context of different health and social care settings and has critically reflected on the evaluation of own use of specific interventions.
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	
The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent	
Pass Criteria	**Distinction Criteria**
Can explain the impact that risk indicators of different forms of harm can have on children and young people and their families.	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.

Understands own role and the role that other professionals have in the identification and prevention of forms of harm.	Has awareness of ambiguities and limitations of knowledge.
Skills	
Works together with children, young people, and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves	
Pass Criteria	**Distinction Criteria**
Demonstrates the use of a sound approach to managing risk in safeguarding and protection work, based on local and national guidelines keeping the child and family at the centre of the process	Demonstrates a skilled approach to managing risk based on a critical analysis of the harm to children in specific contexts, and where it is safe to do so enables and supports families to co- create their own solutions
Works with and supports other professionals to respond to safeguarding concerns	
Pass Criteria	**Distinction Criteria**
Demonstrates a joined-up approach with other professionals, to the management of risk and challenges ineffective practice	Can work effectively with other agencies to develop an effective multi agency network to manage risk, showing leadership skills where appropriate. Takes the initiative to evaluate the practice of the network
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	
Pass Criteria	**Distinction Criteria**
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	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

make a consistent response to, well defined complex problems	

You thought about things.	
Knowledge	
The importance of considering ethics and values, challenging self and the systems in use	
The role of professional judgement and analysis in complex situations	
Pass Criteria	**Distinction Criteria**
Understands the role of evidence in decision making and the effective use of fact and opinion in complex situations and the importance of clear reasoning when making recommendations.	Understands the importance of drawing strands of information together into a coherent case for professional analysis and the use of relevant research to support critical judgements.
Is able to summarise the equalities requirements of own role and explain principles, values and ethical dilemmas within own area of practice.	Has knowledge and critical understanding of the equality requirements and ethical issues within own role and the roles of other professionals with whom they work.
Skills	
Demonstrates critical evaluation of practice and insight into own emotions, behaviour, and feelings, and uses these insights to challenge own practice	
Takes an active part in continuous professional development	
Pass Criteria	**Distinction Criteria**
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	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
You included people who were important to me or could help me.	

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	
Pass Criteria	**Distinction Criteria**
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	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

You weren't afraid to make difficult decisions when you thought it was the right thing to do.	
Knowledge	
Theories and guidelines underpinning sound practice	
Pass Criteria	**Distinction Criteria**
Sound routine knowledge and understanding of the guidance, main concepts and key theories underpinning own practice	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
Skills	
Models clarity of purpose, clear expectations and a professional approach to decision making	
Pass Criteria	**Distinction Criteria**
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	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.

of a wide range of information and in the critical judgements they support	Perceptive and persuasive points made with strong conclusions
Behaviours	
Behaviour - Compassion	
Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with	
Pass Criteria	**Distinction Criteria**
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	Builds effective relationships with children, young people, and families as an integral aspect of practice, which are both compassionate and purposeful
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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	
Pass Criteria	**Distinction Criteria**
Demonstrates that the children, young people and families' particular strengths, knowledge and experience are valued	Skilful help and support offered children, young people, and families to recognise and build on their strengths, experience and knowledge
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Your work is based on building effective relationships, being perceptive and empathic and building good rapport	
Pass Criteria	**Distinction Criteria**
Demonstrates inclusive communication and behaviour with clients and partner agencies	Demonstrates effective and confident inclusive communication with clients and partners in a range of formats according to the context
Behaviour - 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.	
Pass Criteria	**Distinction Criteria**
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	Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice
Behaviour - Commitment	
Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient	
Pass Criteria	**Distinction Criteria**
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	Demonstrates skill in the use and evaluation of evidence based effective approaches which help children, young people and families effect change, Awareness of the limitations and ambiguities of the theoretical knowledge

Portfolio of Evidence

To support the competence interview, the apprentice must produce a portfolio of evidence.

The portfolio will include 10-12 pieces of evidence. Of these, a maximum of five pieces of evidence can be holistic, i.e. covering more than one KSB.

It is recommended that the portfolio includes:

- three or four specific cases the apprentice has dealt with that demonstrates evidence of assessment, planning, implementation, and review. Specific evidence could include:
    - assessments,
    - action plans,
    - case notes,

  - supervision records,
  - reports or records produced as part of the implementation of work activity,
  - reviews of cases and evidence of issues and resolution in the implementation of action plans.
- evidence of the values and behaviours that the apprentice has displayed whilst undertaking activities, such as:
  - witness testimonies,
  - feedback from children, young people, families, and partner agency colleagues,
  - manager observations.
  - a minimum of three and a maximum of five recorded observations of practice;
  - any continuing professional development undertaken during the apprenticeship.

Overall Grading

This standard is graded distinction, pass or fail. Each assessment component is graded individually. Once the apprentice has completed both assessment methods, the grades are combined as described in the table below to determine the overall grade.

Observation of Practice	Competence Interview	Overall Grade
Pass	Pass	Pass
	Distinction	
Distinction	Pass	
	Distinction	Distinction

Resits and Retakes

If an apprentice does not turn up to the end-point assessment, a fail mark will be recorded. The exception to this would be if the apprentice were unable to attend for medical reasons, in which case the production of corroborating evidence from a recognised medical practitioner must be submitted to the Employer and the End-

Point Assessment Organisation within 7 days. Similarly, if there were other serious extenuating circumstances (accident, serious family circumstances, or

instance of uncontrollable natural forces in operation that meant that the apprentice had not been able to attend, credible and corroborated written evidence must be submitted to the Employer and the End Point Assessment Organisation within 7 days. In both cases if the evidence was accepted as valid, the apprentice will be able to take the end-point assessment as if for the first time and the grade will not be capped. In this case, the end-point assessment must take place at a time agreed with the employer and EPAO.

If the apprentice fails either or both of the assessment methods, they will be eligible for a resit or retake. Apprentices are permitted to make three attempts at the EPA.

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

A resit is typically taken within three months of the original fail notification, while a retake is typically taken within six months.

Appeals

VQA's Appeals Policy, including time frames, can be found here.

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