**Children, Young People and Families Apprenticeship**

**Assessment Plan**

**Children, Young People and Families Practitioner**

**April 2016**

**Children, Young People and Families Practitioner - Assessment Plan**

**Introduction**

Working with children, young people and their families requires a high level of skill to engage and build the relationships necessary to enable the work that will lead to positive outcomes within the lives of those children, young people and families. As employers we particularly wanted to raise standards and strengthen the work that is being undertaken in children's residential care and in the wider children's workforce in the community, where people are working with quite complex needs and safeguarding issues. A substantial body of evidence has convinced us that there is a need to focus on more professional work in prevention, early intervention and targeted intervention to ensure that children young people and families are given help at the earliest opportunity and we need to make this work is as cost effective as possible. The consequences of not working effectively in this area of work could mean that children and young people are at best, not achieving their potential and at worst , are at risk . We also believe that effective work at this stage could impact on the level of referrals to high cost services in social work, health and mental health.

Although there are regulated professional standards for children's residential care at level 3 and there is a mandatory qualification - Level 3 Diploma for Residential Childcare, there are currently no professional standards for practitioners that work with children, young people and their families in the community. There is also no recognised professional development framework that would ensure the consistency of quality right across the children's workforce and offer opportunities for the progression and the flexibility of that workforce. The current development route to is through a plethora of training offers that include in-house provision, a variety of external training providers offering various recognised qualifications and there are some partnerships between employers and colleges or universities offering higher education provision. Through this apprenticeship we wanted to strengthen the quality of practice right across the wider children's workforce. This apprenticeship with its defined skills, knowledge and behaviours is intended to be a focused alternative that is fit for purpose, encourages staff to critically reflect on their values and on their practice and offers the opportunity to progress onto higher education and beyond, for those who want to do that. As part of the journey to achieve the knowledge skills and behaviours standards within the apprenticeship we are including the following qualifications within the apprenticeship:

* Option 1 Residential Children's Care -Level 3 Diploma for Residential Childcare
* Option 2 Practitioner in the Community - The intention is to develop a Certificate in Higher Education in working with Children Young People and Families, that is fit for purpose, within the next 9 to 12 months

Our employer groups are telling us that there is interest in expanding the work of, and in developing, this workforce. The need to improve the life chances of vulnerable children, young people and their families and secure good outcomes means that a skilled and proficient workforce is essential. They need to be able to recognise vulnerability and work effectively in a holistic way with children young people, their parents and carers and with other agencies, to access the right support or intervention at the right time. Over the last few years this workforce has been experiencing increased levels of case complexity and are managing safeguarding risks in difficult areas such as neglect and child sexual exploitation. This includes working with children, young people and families who are at the thresholds of needing specialist and statutory intervention from social workers and other professionals, and a high degree of skill in needed to enable children, young people and families to find their way of dealing with these problems. We believe that there is evidence to show that the focus on more professional work in prevention, early intervention and targeted intervention will reduce demand on higher cost services and preparing the workforce effectively to undertake this work is essential . This apprenticeship focuses on the skills, knowledge and behaviours needed to meet these challenges and is the first of its kind within the children, young people and family sector.

The Children, Young People and Families Practitioner apprenticeship is the first of its kind that has been proposed and developed by employers specifically for the children, young people and families sector. The Core Group consists of local authorities, private children's residential care providers and regional children's workforce groups including representation from the third sector and we have been supported in this work by the Association of Directors of Children's Services and the Local Government Association. This apprenticeship will typically take 24 months for new entrants and 12 to 18 months for those with relevant qualifications and previous experience in the health and social care field. It will provide a new route for the recruitment of new talent and the development of existing talent to produce competent practitioners who will perform a vital role in an employer of any size within the children's health and social care field.

A successful apprentice will have the required skills knowledge and behaviours to undertake the role of a Children, Young People and Family Practitioner. To show that they have learned their craft they will need to demonstrate that they can competently negotiate their way around a relationship-based environment that doesn't have easy answers or immediate solutions. In children's health and social care there won't always be a 'right ' answer to complex problems , but we would expect a reasoned argument and professional judgement based on assessment, professional analysis and a regard for safeguarding. This assessment plan details the requirements that employers and learning providers must meet to ensure that all apprentices , irrespective of their employer or location are assessed in a rigorous, robust, consistent and affordable manner.

**SECTION 1: Summary of assessment**

The apprenticeship standards for Children, Young People and Family Practitioner were designed by the industry for apprentices employed in a wide variety of different organisations in the public, private and voluntary sectors.

Employers likely to use the new Standards include:

* Local authorities, each of which may take on many apprentices a year, where the apprenticeship pathway is a major consideration of recruitment;
* Small and medium-sized specialist children's residential care businesses, which may wish to employ apprentices to provide the skills for growth and improvement;
* Large non-profit making organisations and charities which may employ apprentices in specialist roles;
* Small and medium-sized voluntary and community organisations, which may take on a small number of apprentices to support their core work.

It is likely that relatively large numbers of people will enrol on apprenticeships in both roles. The actual job role of the apprentice will vary significantly from one employer to the next, and may include for example: staff fulfilling roles including as part of the Troubled Families initiative, Family Support Workers, Residential Care Workers, Youth Support Workers, Pastoral Workers in Schools and Further Education, Parenting Workers, Transition Workers, Key Workers, Youth Offending Teams, Criminal Justice Work, Legal Professionals, Lifelong Learning, Palliative Care, Early Years Workers and many others from across the statutory and private, voluntary and independent sector.

Our approach to assessment, therefore, has been designed to be appropriate, relevant and feasible in a wide range of contexts while also ensuring consistency across these contexts.

The assessment plan is designed to describe the structured approach to enable the apprenticeship to be completed in accordance with the apprenticeship standard.

Our approach to the assessment is based on the following principles:

* The assessment process should be meaningful and add value to both the apprentice and to the employer by complementing and building on normal performance management and development processes and recognising any existing experience demonstrated by the apprentice
* It should enable and encourage progression and continuous professional development by being linked to recognised transferable higher education credits and recognition. As employers we will be working with Higher Education Institutions to ensure that we make the progression arrangements clear.
* The standard will be the driving force behind the assessment
* End point assessment methodologies have been selected on the basis that they will provide a high level of validity of the relevant knowledge, skills and behaviours
* End point assessment will be synoptic and will assess skills, knowledge and behaviours in an integrated way. It will take place at the end of the apprenticeship and the final assessment decision will be made independently of the both the employer and the learning provider.

This document focuses on the end-point assessment required to be carried out to enable the apprentice to be tested in a consistent and fair manner to determine successful completion of the apprenticeship, however it also briefly outlines the on-programme assessment that will lead to the gateway to determine the readiness of the apprentice for the end point assessment

The apprenticeship typically takes 18- 24months to complete (12 to 18 months for experienced practitioners). The end point assessment, which consists of a showcase portfolio followed by a reflective discussion and a situational judgement test, is typically taken in the last 2 months of the apprenticeship. The apprenticeship is graded pass, distinction and fail, based on the performance in the end point assessment.

This plan outlines the assessment journey and details the end point assessment methods and processes.

**Apprenticeship Timeline**

The table below provides a typical timeline for apprenticeship delivery. End-point assessment typically begins in the final two months of the apprenticeship. The individual components of the end-point assessment mentioned in the timeline are described in more detail below.

|  |  |
| --- | --- |
| **Timeline\***  | **Activity** |
| Months 1 - 6 | Induction Activity |
|  | Performance management/mentoring led by line manager |
|  | Regular supervision fortnightly  |
|  | Achievements logged in portfolio/training log |
|  | Begins the mandatory qualification - Level 3 Diploma for Residential Childcare (Option 1) **or**  A Certificate in Higher Education in working with Children Young People and Families (Option2) |
| Months 6 -18 | Quarterly reviews by line manager and regular supervision |
|  | Achievements logged in portfolio/training log |
|  | At end of 12-18 months the apprentice completes the mandatory qualification |
|  | Apprentice passes Level 2 Maths and English |
| Months 18 -21 | Apprentice self assesses readiness based on achievement of the standard |
|  | Manager writes assessment report that the apprentice has completed the knowledge, skills and behaviours requirements to the required standard and attended performance reviews and supervision |
|  | Line manager informs assessment organisation that apprentice is ready for the end point assessment |
|  | Apprentice prepares showcase portfolio  |
| Months 22-24 | Apprentice completes and submits the showcase portfolio during month 23 and takes the situational judgement test. Both these pieces of work will be reviewed by the assessor. The competence interview will take place during month 24. |
| \*For experienced practitioners the timelines will be adjusted to take into account their previous experience. Typically for experienced practitioners the apprenticeship will take 12-18 months. |

 Assessment Summary Diagram

**PHASE ONE: ON PROGRAMME ASSESSMENT**

**Provided by both the employer and learning providers independent of end point assessment**

**E**vidence of competence will be collected in a portfolio/ training log and signed off by the employer at 3 monthly review points

The portfolio will include evidence of three observations of practice, two reflective pieces of work on their learning of approx 1000-1500 words and one reflective piece on a specific piece of casework that apprentices have undertaken, and other evidence such as supervision records, feedback assessment, witness statements and feedback from service users, certificates, etc).

Successful completion of mandatory training deemed appropriate for context by employer: induction, safeguarding, CSE, allergen training, first aid, domestic abuse, emotional health, substance misuse etc

Enrol and study for the mandatory qualification and for English and Maths at Level 2

**GATEWAY**

**The following criteria must all be fulfilled before the apprentice is put forward for the end-point assessment:**

Apprentice's judgement of own readiness for end point assessment - self assessment checklist based on the standard and to include a reflective statement (approx 3000 words) on their readiness to demonstrate competence

Employer/Line Manager's assessment report that the apprentice has demonstrated the required knowledge, skills and behaviours contained within the standard

Apprentice has taken part in required supervision sessions and performance reviews

Passed both Maths and English at level 2

Passed the mandatory qualification and training provider agrees that the candidate is ready

**PHASE 2: SYNOPTIC END POINT ASSESSMENT**

**The end point assessment will be overseen by an independent assessor**

**WRITTEN SITUATIONAL JUDGEMENT TEST**

**Weighting 30%**

**SUMMATIVE SHOWCASE PORTFOLIO TO INCLUDE A SELECTION OF CASE STUDIES OR SCENARIOS AND 3 REFLECTIVE PIECES DEMONSTRATING COMPETENCE AGAINST THE KNOWLEDGE, SKILLS AND BEHAVIOURS CONTAINED WITIHN THE STANDARDS PLUS A ONE TO ONE COMPETENCE INTERVIEW**

**Weighting 70%**

**On-Programme Assessment of Skills, Knowledge and Behaviours**

Apprentices will have a development programme designed by their employers and will be monitored throughout the process. They will also attend a programme of off-the-job learning where they will be assessed on appropriate knowledge and skills modules.

The Detailed Apprenticeship Standard (**Annexe 1**) provides further examples of what an Apprentice needs to cover to meet the competency requirements of a Children, Young People and Family Practitioner. This is intended to guide employers and learning providers design suitable learning programmes for the apprenticeship.

**Assessment Gateway**

The apprentice will be supervised and assessed by the employer as part of the performance management arrangements for Children, Young People and Family Practitioners apprentices. The judgement of performance against the skills, knowledge and behaviour set out in the detailed apprenticeship standard shall be assessed exclusively by the end-point assessment. However, the apprentice can only access the end-point assessment if they have:

* Self assessed their readiness for end point assessment by using a self assessment checklist based on the standard and completing a reflective piece of 3000 words.
* Obtained an employer/Line Manager's assessment report that the apprentice has completed the knowledge, skills and behaviours requirements to the required standard, judged through the evidence within the portfolio/training log.

As part of the overall apprenticeship, there should also be on-going performance management reviews to ensure that the apprentice is on track to pass the end-point assessment. The apprentice’s line manager should conduct quarterly performance reviews and provide regular supervision to track development, offer the opportunity to be reflective and track progress in meeting the standards.

* Taken an active part in required supervision sessions and performance reviews
* Passed both Maths and English at level 2
* Passed the mandatory qualification :

**Option 1.** Level 3 Diploma for Residential Childcare

**Option 2**. A Certificate in Higher Education in working with Children Young People and Families, where external quality assurance will ensure valid and reliable delivery and assessment.

The learning provider will also asked to express their view on the candidate's readiness to take the end point assessment.

**End-Point Assessment - What will be assessed and how will the assessment be carried out?**

The apprentices will be assessed on the required skills knowledge and behaviours to undertake the role of a Children, Young People and Family Practitioner. To show that they have learned their craft they will need to demonstrate that they can competently negotiate their way around a relationship-based environment that doesn't have easy answers or immediate solutions. It is about a 'way of being' and 'a way of thinking' , as well as being able to competently work with others and deciding on appropriate professional interventions. We would expect to see evidence of their thinking skills and problem solving skills, assessment, analysis and use of professional judgement within a health and social care context, which shows why they decided on a particular course of action in any given situation.

The mandatory qualification is a preliminary means of providing apprentices with context outside their day-to-day work; the end-point assessment, however, is designed to ensure apprentices can demonstrate they are fully conversant in the skills, knowledge and behaviours expected of them. It is designed to provide assessors with a holistic view of the apprentice, and allow them to assess to what extent the apprentice meets or exceeds the apprenticeship standard.

**Methods of end-point assessment**

The end-point assessment consists of two key assessment methods:

1. A situational judgement test.

2. A showcase portfolio supported by a competence interview.

The assessment methods are designed to be complementary.

**The situational judgement test** is a way to test the thinking and approach of the apprentice in dealing with specific situations that are typical of practice work with children, young people and families. The situational judgement test will be a written test that must be taken and passed before the competence interview takes place. The apprentice will be questioned on the evidence from the situational judgement test within the competence interview.

**The portfolio** is an opportunity for the apprentice to showcase the work that they have done and will include as a minimum examples of the apprentice's such as specific cases where they have undertaken work, assessments, action plans, case notes, reports or records produced as part of the work activity, together with evidence of the way that the apprentice has carried out the activities to meet the requirements of the standard such as witness testimonies, manager observations, supervisor/mentor references and 3 reflective pieces by the apprentice of 1500-2000 words. The showcase portfoliowill be submitted to the independent assessor three weeks before the competence interview to give the assessor time to consider it and prepare questions for the competence interview.

**The competence interview** is an opportunity for the assessor to discuss with the apprentice the content of the showcase portfolio, allowing them to seek reassurance, where necessary, that the apprentice meets or exceeds the apprenticeship standard. The competence interview is a structured discussion between the apprentice and the independent assessor, focusing on the showcase portfolio. It covers both the work the apprentice has undertaken and showcased, the standard of this work, and also way they have approached it. There will also be probing questions about the approach(es) taken within the situational judgement test. The purpose of the interview is to:

* clarify any questions the independent assessor has from their assessment of the showcase portfolio;
* confirm and validate judgements about the quality of work;
* explore aspects of the work, including how it was carried out, in more detail;
* provide a basis for the independent assessor to make a holistic decision about the grade to be awarded.

There will be a structured brief for the independent assessor to undertake the discussion and ensure that consistent approaches are taken and that all key areas are appropriately explored.

The weighting for the assessment methods is as follows:

* Situational Judgement Test - Possible outcomes Pass or Fail. Weighting 30% . Candidates must pass the situational judgement test in order to progress on to the competence interview.
* Showcase Portfolio and competence interview - Possible outcomes: Distinction, pass or fail. Weighting 70%

This range of assessment methods enables the assessment to include a broad range of skills and behaviours, such as:

* Thinking and problem-solving skills, assessment and professional analysis
* Practitioner client relationships;
* Communication skills; and
* Understanding of the wider health and social care issues and working strategies and theoretical models in use.

**Who will carry out the assessment?**

The assessment responsibilities throughout the whole apprenticeship period are set out in **Annexe 2.**

Each employer will appoint an independent assessment organisation to develop and manage the end-point assessment process. The assessment organisation can only be chosen from the Skills Funding Agency (SFA) Register of Assessment Organisations**.**

**The Assessment Organisation will be expected to\*:**

* Develop standard documentation resources and guidance for apprentices;
* Develop standard documentation resources and guidance for assessors, including bank questions for the competence interview;
* Provide assessors with training to ensure consistency of grading; this should take the form of a standardisation meeting and sitting in on competence interviews. Assessors must attend a minimum of two standardisation meetings each year;
* Provide assessors to assess the portfolio, mark the situational judgement test and undertake the competence interview;
* Coordinate assessment days and appoint assessors. A suitable roster of assessors shall be identified and agreed by the assessment organisation six months before the anticipated end-point assessment date;
* The actual date of the end-point assessment shall be decided by the assessment organisation, with input from line managers;
* A suitable regional meeting room should be booked for the situational judgement test and the competence interview, preferably as near as possible to the apprentice’s place of work.

*\* Annexe 2 contains details of the role of assessment organisations*

**Independent Assessment Organisations should be able to demonstrate a range of capabilities including:**

* credibility and evidence of background experience within the children, young people and family sector
* a track record of experience in the development, design and delivery of assessments for those working with children, young people and families
* provide evidence of working with or have the potential to train and develop a field force of Independent Assessors that are Level 4 qualified children, young people and family and experienced and qualified in the assessment profession
* experience of developing assessment support materials for children, young people and family work
* robust internal verification processes
* evidence of employer responsiveness
* quality assurance and quality control procedures
* impartial arrangements for moderation of assessments
* evidence of IT infrastructure and/or on line facilities for the secure collection of learner data for the purpose of registration and the process for applying for end assessment appointments

**Ensuring Independence**

All the end point assessments will be undertaken by an independent assessor appointed by the Assessment Organisation. The assessor must have played no part in working with the employer, the training provider or the apprentice during the period of apprenticeship. Neither the employer nor the learning provider will play any part in assessment decisions beyond the Gateway.

**The final independent judgement of professional competence will be made by the independent assessor.**

**Delivering consistent, reliable judgements**

The assessment methods described above are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in the Children, Young People and Families Sector, regardless of the size or make up of the employer.

The Apprenticeship Standard defines clearly what is required in terms of knowledge, skills and behaviours The approach taken for assessment puts the Standard at the heart of the assessment process. It is envisaged that there may be a large number of Assessment Organisations and employers will work with Assessment Organisations and put in place processes to ensure that judgments made on occupational competence are consistent and that there is standardisation across Assessment Organisations. Employers will also work with each other to ensure that the experiences they offer during the apprenticeship are comparable.

**Delivering accurate, valid judgements**

The assessment process has been developed specifically against the Standard and is designed to test the totality of the Standard. The combination of assessment methods in the final end point assessment ensures that the assessment of each Apprentice is based on their performance and reflects accurately the quality of their work and the application of skills, knowledge and behaviours specified in the Standard. Taken together, the components of the End Point Assessment build a cumulative picture of performance against the Standard. They are all synoptic competence activities which demonstrate the higher level skills of the apprentice.

* The Situational Judgement Test provides consistency and a degree of comparability.
* The Showcase Portfolio gives the Apprentice the chance to demonstrate that they can apply the knowledge, skills and behaviours they have learned during the apprenticeshipThe Interview with an independent assessor allows the Apprentice to demonstrate how they have planned and carried out their work. This again increases accuracy and validity by providing the assessor with an opportunity to assess depth and breadth in the application of underlying knowledge, skills and behaviours.

Assessment is based on a number of practice examples which, taken together, cover the totality of the Standard, and demonstrates the application of knowledge and competence in the work environment.

The Independent Assessor will have marked and graded the Situational Judgment Test and the Portfolio before the Competence Interview with the Apprentice. This ensures the independence of each End Point Assessment method.

**Grading**

The apprenticeship has the standard at the heart of the process. The grading will follow the guidance contained within the Grading Model (in development) which will be designed by employers in conjunction with awarding bodies and learning providers including universities. The apprentice will be awarded either a Pass, Distinction or Fail

Independent assessors will grade the Apprentice, using all the information gained in the End Point Assessment.

The table below will be used to calculate the final grade of Pass or Distinction. To receive a Distinction the apprentice will need to pass the Situational Judgement Test and receive Distinction grades in both the Showcase Portfolio and Competence Interview.

Grade Calculator

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Situational Judgement Test** | If an apprentice fails any one of the assessments it will be deemed to be a fail | Pass | Pass | Pass | Pass |
| **Showcase Portfolio** | Pass | Distinction | Pass | Distinction |
| **Competence Interview** | Pass | Pass | Distinction | Distinction |
| **Grade Awarded** | Fail | Pass | Pass | Pass | Distinction |

The chosen independent assessment organisation will make the decision on the final grade for each apprentice.

**Affordability and sustainability**

The costs and practicality of assessment have been an important consideration in the development of this assessment approach, not least because of the potential number of smaller organisations who may want to take on apprentices in this role. Above all it is important that each aspect of the assessment adds value to the employer and to the apprentice.

Cost effectiveness has been incorporated in a number of ways:

* Employers will be required to co-invest in the training and assessment and so it is vital to develop an approach to assessment that adds value to employers. Thus the nature of the assessment methods are reflective of standard children's social care sector working practice.
* The combination of assessment methods ensures breadth, validity and reliability.
* The development of a Showcase Portfolio that highlights the best practices of the apprentice and reduces the need for multiple visits by an independent assessor.
* Formative assessment through regular on programme appraisals before the end point assessment reduces the requirement for any associated awarding organisation costs.
* The end point assessment is reduced to two points of contact for the Apprentice:

 a. The Showcase Portfolio hand-in and the Situational Judgement Test

 b. The Competence Interview.

Because of the nature of the work within the sector it is important that assessment includes face to face communication.

**Predicted costs of the Apprenticeship and End Point Assessment**

The major costs for delivering the Children, Young People and Family Practitioner apprenticeship are:

1. The on-programme training and assessment including:

* The delivery of Maths and English level 2 (where applicable) which is funded separately through the apprenticeship programme
* The delivery of the mandatory qualification

**Option 1.** Level 3 Diploma for Residential Childcare

**Option 2**. Certificate in Higher Education in working with Children Young People and Families

* The ongoing support and supervision of the individual apprentices

2. The Synoptic End-Point Assessment, including

* Assessment of the Portfolio
* Administration and invigilation of the situational judgement test
* Competence interview and grading
* Quality assurance arrangements of all the processes involved in the assessment

The percentage cost of the end point assessment will be - to be determined

**Implementation**

The approach to development and implementation will continue to be informed by close consultation with a wide range of employers, learning providers including universities and colleges and assessment organisations. The children, young people and family workforce sector will continue to work together with those involved the training and assessment to reflect on the lessons learned throughout the development and roll out of the programme and will take any required remedial actions and to share best practice across the delivery of this apprenticeship and others across the children, young people and family workforce. The Core Employer Group will ensure that these actions are taken forward appropriately.

**External Quality Assurance**

Moderation will check that assessments are robust, that they assess fully against the standards, that they are undertaken consistently and to the same standard, and that the people undertaking the assessments have the skills and industry experience required and have the appropriate training. Immediate and appropriate corrective and remedial actions will be taken where any quality concerns are identified or raised. We are considering employer led approaches to monitor the quality assurance arrangements for assessments similar to the regional approaches within the sector for the Assessed and Supported Year in Employment for newly qualified social workers, where groups of employers come together to moderate the assessments made by different employers.

We are actively assessing the potential for either an employer led approach to the external quality assurance of the Apprenticeship or the feasibility of working with Ofqual or the new Apprenticeship Unit, to determine and carry out appropriate policy, procedure and practice that can accommodate multiple Assessment Organisations.

**Children, Young People and Family Practitioner Programme Coverage**

The main aim of the apprenticeship is to develop the competence of the apprentice, and to that end the employer, the apprentice and the learning provider must follow a programme that ensure that all the skills, knowledge and behaviours within the apprenticeship standard are covered.

It is recognised that a Children, Young People and Family Practitioner may work in a variety of contexts and the table below lists the core competency requirements with some additional examples, to those in the standard, of how they might meet those requirements. The standards are brief and the area of children, young people and family work is complex and covers a broad area. Each employer and learning provider will have its own approach to the learning programme and these additional examples offer guidance to delivering the programme. Whatever approach each employer and learning provider takes, it should be clear that all values behaviours and core requirements within the standards **MUST** be covered.

The table below gives examples of different ways in which the core competency requirements may be met.

|  |
| --- |
| **Skills, Knowledge and Behaviours** |
| **Core competency requirement** | **Additional examples to meet core competency requirement** |
| **'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'** ( *Forming effective relationships, caring about individuals, listening, advocating* *and exercising appropriate professional curiosity)* | Knowledge* Knows how to build relationships and hear the voice of the child or young person and family members
* Understands the expectations of UN convention on the rights of the child
* Is aware of the impact of multiple factors that contribute to uncertainty in the lives of children, young people and families
* Understands the care system and its impact on children, young people and families
* Understands the issues relating to equality, diversity and cultural impact and the 'British Values'

Skills* Encourages individuals to actively participate in the way their care

and support is delivered* Exercises appropriate curiosity
* Works with children, young people and families to engage positively with their community and other agencies
* Demonstrates high levels of empathy, understanding, resilience and compassion
* Contributes to a culture which actively promotes equality and respects diversity and inclusion
 |
| **'You helped me to identify risk, you made me aware when things were unsafe'** *(Safeguarding children and young people through effective risk management and appropriately using a persistent, challenging and assertive approach)* | Knowledge* Understands what makes healthy attachment relationships for children, young people and their family members
* Is aware of the range of potential risk factors and the local and national thresholds for immediate action
* Understands the role of E-safety and the risks and rewards of social media
* Understands the different forms of harm to children including the range of adult behaviours that may increase the risks to children and child sexual exploitation
* Understands the thresholds and the point at which to escalate concerns appropriately and to whom

Skills* Applies professional judgement and relevant knowledge and skills to the assessment of need and the motivational cycle
* Adopts the appropriate professional demeanour and be assertive
* Works with others to ensure a child/young person is safeguarded and risk factors assessed
* Supports and challenges practice through supervision, observation and discussion
* Enables children and young people to safely access and use social media
 |
| **'You identified my/our strengths and difficulties and help me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together' *(****Considering the family as a whole, putting the child/family at the centre of practice, working with them to gather the intelligence and jointly come to an understanding of the influences on the family/individual. Demonstrating purposeful practice by actively working with the family to help them make a difference)* | Knowledge* Knows how to develop rapport and relationship building through collaboration
* Knows a range of techniques and technologies that may enhance communication
* Understands child, adolescent and adult development and the spectrum of wide ranging needs including health, education and employment
* Understands the principles of effective assessment and the cycle of assessment
* Understands the range of local and national support available
* Understands the point at which the child, young person or family member has got to be 'good enough'

Skills* Evaluates the level of need, plan and deliver appropriate interventions and evaluate their effectiveness
* Provides meaningful information to support children, young people and families to make informed choices
* Identifies and addresses barriers to communication using appropriate resources
* Produces effective, meaningful holistic care plans and effective exit plans when closing cases
 |
| **You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me** *(Using evidenced based approaches and showing persistence and resilience in standing alongside children, young people and families and evaluating and reviewing the effectiveness of practice and the progress towards a positive outcome)* | Knowledge* Knows how to recognise and respond to changes in a child, young person or family member’s health and emotional wellbeing
* Understands how and why to use particular interventions from a range of holistic solutions that support change and promote and maintain resilience, health and wellbeing
* Understand the change cycle and the likely impact of resistance to change

Skills* Uses every contact with the child, young person or family as a therapeutic intervention building self-knowledge, independence and resilience and be clear what success looks like
* Recognises the effectiveness and limitations of own working practice, personal and professional boundaries and seeks advice where necessary
* Demonstrates effective use of learning, discussion and reflection for the development of own practice
* Analyses and interprets data and implement appropriate interventions
* Demonstrate a consistent and persistent approach
 |
| **You weren't afraid to make difficult decisions when you thought it was the right thing to do (***Having clarity of purpose, clear expectations and demonstrating a professional approach)* | Knowledge* Understands the role, responsibilities and boundaries of the role
* Understands the importance of providing an evidence base for any decisions made
* Understands the ethical nature of the work

Skills * Develops and implements options ensuring the involvement of other relevant agencies
* Actively takes part in supervision, reflective practice, research, evidence based practice and learning and development opportunities
* Demonstrates an understanding of the difference between, facts, opinions, and evidence
 |
| **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** *(Understanding and working effectively within legal, economic and social justice systems)* | *Knowledge** Has a working knowledge of education, criminal justice, health and/or other relevant systems and the range of statutory frameworks, community resources, groups and networks

*Skills** Uses a flexible but planned and structured approach based on appropriate methods and models
* Demonstrates the evaluation and development of own skills, knowledge and competence
* Work with or access support for vulnerable adults within a family (substance misuse, victims of domestic abuse, emotional health problems, parents with disabilities, CSE, radicalisation and other current initiatives)
* Builds trust with and between colleagues and partners to foster a constructive learning culture
* Complies with the systems of checks and balances within own organisation and partnership arrangements
 |
| **You thought about things** *(Taking part in continuous professional development )* | Knowledge* Knows how and when to seek advice
* Understands the complexity of practice within social care and the role of professional judgement and analysis
* Is aware of the range of professional development opportunities available
* Understands the importance of challenging ourselves and our systems and knows the duty of candour and the whistle blowing procedures

Skills* Demonstrates effective use of discussion and supervision in exploring the complexity of practice and decision making
* Demonstrates effective continuous professional development
* Evaluates own and others practice and accesses help, support and development opportunities
 |
| **You included people who were important to me or could help me** *(Collaborative working with the family and with other agencies and having a common purpose)* | Knowledge* Knows the legal and ethical and policy frameworks in relation to confidentiality and sharing information

Knows how to build relationships and address the barriers with other services, to ensure timely and appropriate support of children, young people and familiesSkills* Applies organisational processes to record, maintain, store and share information effectively and in a timely manner
* Collaborates with the family (and extended family) as well as partner organisations to develop holistic care plans and achieve best outcomes in health and emotional wellbeing, education and employment
* Works as an effective team member in order to achieve best outcome
 |
| **Please note there are additional requirements for Option 1 Practitioner in Residential Care and Option 2 Practitioner in the Community which we have not included here are they are considered to be specific enough in their detail within the standard.** |

**Assessment Responsibilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Employer | Apprentice | Assessment Organisation | Learning Provider |
| Formative assessment | Use their normal performance management processes to monitor the progress of the Apprentice, provide feedback and guide development | Take an active part in supervision and performance reviews | Develop a relationship with employer and agree use of employer assessors as appropriate | Ensure that the standards of the apprenticeship are reflected in the learning programme |
| Introduces the standards and the expectation of the portfolio that will be kept by the apprentice. Fulfils the responsibilities within the reviewing process to ensure the apprentice is on track - supervision, observations, evidence checking. | Maintain and satisfactorily complete a portfolio that details learning experiences, cases, reflective accounts, training/CPD, observation, visits, supervision notes |  | Support the apprentice throughout the learning journey, providing advice and guidance on learning strategies and tools that will support individual learning styles and improve learning agility. Assess the learning of apprentices through knowledge assessments via modular assignments or exams, as appropriate |
| Carry out reviews of progress at regular intervals, in conjunction with the learning provider | Develop and maintain examples of their work throughout their apprenticeship, which may be used as part of the Summative Showcase. | Ensure that robust internal verification and quality control processes are in place to ensure that the quality, consistency and validity of assessments are maintained within their organisations. | Keep the employer informed of the progress of the apprentices and advise of any additional support needed |
| Gateway | Provides summative evidence around professional behaviours and conduct against the Standard in its entirety, to indicate that the apprentice is ready for the end point assessment | Self assess against the standards to indicate they are ready for end point assessment and provide evidence that they have passed Maths and English at Level 2 and the mandatory qualification | Arrange for regional assessment centres to take place. Advises apprentice / employer on suitable dates and locations for the assessments | Inform the employer of the results of the apprentices in relation to the qualification |
|  | Advises the apprentice on how the assessment will be conducted Enrols apprentice for the assessments and allows time away from the workplace to prepare and take the practical assessment |  |  |  |
| Summative Assessment | Assist the apprentice to develop their showcase portfolio to ensure that the summative showcase is complete, that it covers the totality of the Apprenticeship Standard and has been done to a satisfactory standard. | Produces a showcase portfolio that presents evidence from practice that is likely to have been completed towards the end of the apprenticeship, illustrating the application of knowledge, skills and behaviours. | The independent assessor makes their own judgement on the quality of the work. The independent assessor may also note particular aspects of the work that they wish to discuss with the apprentice during the interview | Assist the apprentice in developing their showcase portfolio to ensure that the summative showcase covers the totality of the Apprenticeship Standard and has been done to a satisfactory standard. |
|  |  | The apprentice will be required to demonstrate their knowledge, skills and behaviours in an integrated manner to deliver the learning outcomes required to meet the standard. | The assessment organisation will develop a suite of scenarios for the situational judgement test that elicit that practice outcomes, knowledge requirements and appropriate behaviours have been evidenced.  |  |
|  | A robust scoring matrix will be created by employers for grading the apprentice as pass, Distinction or Fail |  | The assessment organisation will develop and produce a structured brief /guidance for the independent assessor to support the interview so that the independent assessor is fully appraised to determine what meets the Standards. |  |
|  | The employer may attend the interview if they choose, but will not be part of the discussion or decision making |  | The independent assessor undertakes a structured discussion with the apprentice focusing on the summative showcase  |  |
|  | Groups of employers on a regional basis will offer moderation to ensure standardisation and consistency |  | The independent assessor will make a holistic assessment of each apprentice’s work, including the grade to be awarded, on the basis of evidence supplied in the summative showcase and through the interview.Probes/explores aspects of evidence and quality of the apprentice’s work |  |
|  | Review the assessment organisation(s) to make sure that their services meet the employer-defined requirements and that they can deliver the required assessment services for these apprenticeships. |  | Independent assessor will be aware of employer criteria for grading the apprentices as Pass, Distinction or Fail and will grade apprentices using all the information gained in the final summative assessment |  |
|  |  |  | The independent assessment organisation will also be responsible for providing the final judgement with regards to the success of an apprentice. |  |
|  |  |  | In the event of an appeal against the grade awarded, the assessment organisations will carry out an independent review of the evidence to confirm or modify the grade In line with their standard complaint procedures. |  |
|  |  |  | Advise the appropriate certification body on the outcome for the Apprenticeship to be awarded . Advises Apprentice on outcome and offer of registration and membership |  |
| Quality Assurance and Moderation | The criteria and exemplars for assessing PASS, DISTINCTION and FAIL will be developed by employers in partnership with assessment organisations |  | Puts all moderators and external verifiers through a training process to ensure consistent approach to making judgements | All qualifications should be recognised and quality assured by one of the following bodies/frameworks: RQF, Ofqual, QAA or a Higher Education Institution with awarding powers. |
|  | To organise a panel of Sector Experts to carry out an annual review (on a sample basis) of the assessment judgements made by the independent assessors at the end-point assessment. |  | Provide independent moderation in the form of an annual review carried out by a designated panel of sector experts and as a minimum will involve moderation of 30% of independent assessors decisions. |  |
|  |  |  | Set up and operate quality assurance processes that will monitor independent assessment function of their organisation including a panel of sector experts made up of employers. |  |