



Pearson

# Pearson Level 4 End-point Assessment for Children, Young People and Families Practitioner

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# Pearson End-Point Assessments for Apprenticeship Standards

## Introduction

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One of the most significant changes of the apprenticeship reform in England is the introduction of an independent end-point assessment.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, and that have been learned throughout the apprenticeship programme. The purpose of the EPA is to make sure that the apprentice meets the standard set by employers and that they are fully competent in the occupation.

All apprentices must undertake the EPA at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the “gateway” criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The EPA can be delivered only by a registered assessment organisation that must be independent of the employer or any training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the EPA must be made by the independent assessment organisation.

Pearson, as a registered assessment organisation, has been working closely with occupational experts, employers and training providers in the development of EPA tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry and can be delivered effectively and efficiently.

This specification contains the information needed to prepare apprentices for the Children, Young People and Families Practitioner Apprenticeship EPA (QN 603/5633/9)



# 1 The Children, Young People and Families Practitioner Apprenticeship

## Overview

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The EPA in this specification relates to the Children, Young People and Families Practitioner apprenticeship.

The apprenticeship is at Level 4 and is for apprentices working in the role of a Children, Young People and Families Practitioner.

The aim of the apprenticeship is to train individuals to perform effectively and efficiently, and to prepare them as professionals to undertake a variety of roles across the children, young people and family practitioner workforce. Apprentices will need to demonstrate that they can negotiate their way competently around a relationship-based environment where there are no easy answers or immediate solutions. A practitioner must be able to respond effectively, express and exercise their values in their recognised professional, ethical and legal framework, practice skilfully and safely, be able to work competently with others and make decisions on appropriate professional interventions.

The skills, knowledge and behaviours that underpin the role for a children, young people and families practitioner are outlined in the standard. At the end of the apprenticeship, an apprentice who is able to deliver high-quality practice with those they work with can make a real difference to the lives of children, young people and families.

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a children, young people and families practitioner.

The typical duration for this apprenticeship is 24 months but this will depend on the apprentice's previous experience and opportunities to gain the full range of competences.

The overall apprenticeship is graded as Pass/Distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete:

- On-programme period of training and development, including the requirement of Level 2 mathematics and English qualifications
- Mandatory qualification specified in the standard:
  - Option 1 for Children’s Residential Care Practitioner – Level 3 Diploma for Residential Care
  - Option 2 for Children and Young People and Families Practitioner in the Community – Level 4 Certificate in Higher Education in Working with Children Young People and Families
- Disclosure and Barring Service (DBS) certificate
- EPA – *Section 3* provides detailed information on the end-point assessment for this apprenticeship.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the EPA organisation, Pearson will claim the certificate on the apprentices’ behalf.

Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate them to apprentices clearly.

To see the published Pearson Level 4 Apprenticeship End-point Assessment for Children, Young People and Families Practitioner Standard and Assessment Plan, please go to:

[www.instituteforapprenticeships.org/apprenticeship-standards/](http://www.instituteforapprenticeships.org/apprenticeship-standards/)

## 2 The Children, Young People and Families Practitioner End-point Assessment

### Structure

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The EPA for the Level 4 Apprenticeship End-point Assessment for Children, Young People and Families Practitioner consists of the following two assessment components:

- Observation of Practice
- Competence Interview.

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

The table below gives a summary of the structure of the EPA.

End-point assessment components	Duration (minutes)	Weighting %	Component grading
Observation of Practice	80-90	50	Pass/Distinction
Competence Interview	55-60	50	Pass/Distinction

There is detailed information about these end-point assessment components in *Section 3*.

In each component, there are two optional pathways, two for the Observation of Practice and two for the Competence Interview. The pathways include:

- Option 1: Practitioner in Children’s Educational Care
- Option 2: Children, Young People and Families Practitioner within the Community.

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



## Grading

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The table below shows how the grade from each EPA component is combined to determine the overall EPA grade. For an apprentice to achieve a Distinction grade, both assessment components must meet the Distinction criteria. To achieve a Pass both components must be at least pass level or above. If the apprentice fails one or both assessment components, they will achieve a fail overall and will be expected to resit the assessment.

EPA Component 1	EPA Component 2	End-point assessment grade
Fail	Fail	Fail
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

## Gateway requirements

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Before progressing to the EPA, the apprentice must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that the apprentice has the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore 'ready for end-point assessment'.

Employers should recommend an apprentice for EPA only when they are confident that the apprentice is ready.

A DBS certificate, Level 2 mathematics and English requirements and an appropriate pathway mandatory qualification specified in the standards must be successfully achieved before the apprentice attempts the EPA.

Employers must complete an EPA *Gateway Declaration Form* (see *Annexe C*), with the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the EPA takes place. The form captures the prerequisites for the EPAs and any other organisation-specific evidence. The assessments cannot take place unless the relevant information and evidence is available.

To support the *Gateway Declaration Form*, evidence that the apprentice has met the gateway requirements must be provided.

## Language of assessment

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All components of the EPA will be conducted in English.

Should an apprentice require reasonable adjustments, this must be communicated to the EPA delivery team at the gateway stage.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website at: [qualifications.pearson.com](https://www.pearson.com/qualifications)

## Preparing apprentices for end-point assessment

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To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The typical training of an experienced practitioner could be a minimum of 12 months. For less experienced practitioners this may be as much as 18-24 months. It must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

In order to prepare apprentices effectively, employers and/or training providers should:

- have a good understanding of the EPA -point assessment – *Section 3* of this specification gives detailed information on each end-point assessment component
- plan and implement a learning and development programme based on the Apprenticeship Standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills and behaviours
- use formative assessments and mock assessments to help prepare apprentices for the EPA.

## End-point assessment planning and scheduling

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Employers and/or training providers must have an agreement in place with Pearson to conduct EPAs. The apprentice must be registered and booked on to their EPA in sufficient time to allow adequate planning and scheduling of the assessments. There will be a number of checkpoint meetings with Pearson, before the employer and/or training provider books the EPA dates. Once the employer or training provider has booked the dates, we will allocate an independent end-point assessor (IEA), who will arrange a further planning meeting.

The purpose of the checkpoint meetings is to share information with the IEA, in order to support the assessment process and to agree a plan for the upcoming assessment activities. The IEA will agree a plan and schedule for each assessment activity in order to ensure that all assessment components can be completed within the EPA time. The EPA planning meeting can be conducted remotely using the appropriate technology.

Once the employer and/or training provider is satisfied that the apprentice has met the Apprenticeship Standard and that they are ready for EPA, they will complete the end-point assessment *Gateway Declaration Form* and submit the apprentice's gateway evidence to Pearson. This evidence will then be verified by Pearson before the EPA takes place.

The EPA will be conducted over a period of two months. All components of the EPA must be completed within this time period and in the order specified in *Section 3*.

## Reassessment

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An apprentice must retake the EPA typically within a three-month period but the result will be capped at a Pass mark unless there are extenuating circumstances.

If any part of the EPA is failed at the first attempt, the employer must determine whether the apprentice needs to resit where no further learning is required, or a retake with additional training is needed. Where a resubmission is the case, the apprentice should be given further development time before a new EPA. Only the elements of the EPA that are graded as a fail will be eligible for a retake and resit.

The apprentice must retake the EPA typically within a six-month period but the result will be capped at a Pass mark unless there are extenuating circumstances, including medical exemption.

The employer should be confident that the apprentice is ready to start the EPA before putting them forward for the gateway. It is anticipated that the apprentice will be well practised in the assessment methods. Only three attempts to complete the EPA can be made.

A reassessment will not be offered to apprentices who pass and want to achieve a higher grade.

## Booking reassessment

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The timescale for any reassessment will be agreed on a case-by-case basis with Pearson. As part of this agreement, any reassessments must not give any apprentice an unfair advantage over others. Pearson will allocate an available IEA to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.

### 3 End-point assessment components

This section contains information for each component in the end-point assessment.

Component 1: Observation of Practice page 11

Component 2: Competence Interview supported by portfolio page 17

## Component 1: Observation of Practice

### Purpose

The Observation of Practice involves the IEA observing the apprentice carrying out their routine work activities in their regular working environment. Its purpose is to assess the apprentice's skills and behaviours related to specific areas of the apprenticeship standard.

The live setting of the Observation of Practice will reflect a frequent activity from the apprentice's work activities and include evidence of the analysis and professional judgement, practical application and reflection on theories, models and legislation and child-centred practice, values and ethical considerations with the child, young person or family.

The Observation of Practice will assess the following areas of the apprenticeship standard.

Standards	Apprenticeship Standard outcomes
<i><b>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</b></i>	<b>Behaviour</b>
	<b>Care</b> - Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives
<i><b>You helped my identify risk, you made me aware when things were unsafe</b></i>	<b>Behaviour</b>
	<b>Competence</b> - 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
	<b>Commitment</b> - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient



<p><b><i>'You identified my/our strengths and difficulties and helped me learn about myself/ yourselves. We prepared and made plans where we agreed the next steps together'</i></b></p>	<p><b>Skills</b></p> <p>S3.3 Identifies and addresses barriers to accessing resources</p>
<p><b><i>'You weren't afraid to make difficult decisions when you thought it was the right thing to do'</i></b></p>	<p><b>Knowledge</b></p> <p>K5.1 The duties, responsibilities, boundaries and ethical nature of the role</p> <p><b>Skills</b></p> <p>S5.2 Appropriately challenges and/or offers alternative perspectives with the children, young person or family</p>
<p><b><i>'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'</i></b></p>	<p><b>Skills</b></p> <p>S6.1 Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families</p>
<p><b><i>'You included people who were important to me or could help me'</i></b></p>	<p><b>Knowledge</b></p> <p>K8.1 Techniques for establishing shared goals and outcomes when building relationships with others</p>

## Option 1: Practitioner in Children's Residential Care

<p><b>1a. 'Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care'</b></p>	<p><b>Skills</b></p>
	<p>Sa1.2 Contributes to creating and reviewing placement plans based on individual need</p>
	<p>Sa1.3 Is able to support traumatised children and young people to live together and make progress</p>
<p><b>1.b. 'Work within a team to promote the ethos of the home'</b></p>	<p><b>Knowledge</b></p>
	<p>Kb2.1 The ethos of the home and how to create and promote it</p>
	<p><b>Skills</b></p>
	<p>Sb2.2 Models collaborative team working and the ability to support and appropriately challenge each other</p>

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

<p><b>2a. 'Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and build sustainable'</b></p>	<p><b>Knowledge</b></p>
	<p>Ka3.1 The national systems of social welfare</p> <p>Ka3.2 Essential networks of agencies and community groups</p>
<p><b>2.b. 'In-depth understanding of a particular age group, context or family system'</b></p>	<p><b>Knowledge</b></p>
	<p>Kb4.1 Contemporary social issues that affect family life and the care of children and young people</p> <p>Kb4.2 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.</p> <p>Kb4.3 Key ethical and professional aspects of the role</p>

## Format of Assessment

The table below gives information about the context, duration and grading of the Observation of Practice.

Structure and Context	<p>The apprentice will be observed in their normal work environment, carrying out the daily responsibilities of their role. The apprentice will be required to:</p> <ul style="list-style-type: none"><li>• give a 10-minute verbal briefing session to the assessor, including a written 2000 (+/- 10%) word summary report that provides an outline of the observation to be carried out</li><li>• give a 55-60-minute Observation of Practice</li><li>• take part in a 15-20-minute clarification question and answer session.</li></ul> <p>The observation could include a family engagement meeting, early help meeting, parenting programme, a visit to a home, multi-agency meeting or contact with children, young people and families.</p>
Duration	80 - 90 minutes
Grading	Pass/Distinction

The observation contributes 50% to the overall end-point assessment.

## Delivery and conduct

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This section gives information on how the observation will be conducted and how the apprentice is expected to interact with the assessment process. It is important that this information is shared with the apprentice before they undertake the assessment.

1. The assessment is to take place in the apprentice's regular working environment. The employer will tell the apprentice when the observation will take place.
2. The Observation of Practice will last for 80–90 minutes.
3. The Observation of Practice will consist of a 10-minute verbal briefing session given to the IEA that includes submitting a written 2000 word (+/- 10%) summary report which outlines the Observation of Practice to be carried out; a 55–60-minute Observation of Practice and a 15–20-minute period of question and answers immediately following the Observation of Practice.
4. The Observation of Practice will be conducted by the IEA, who will judge the apprentice's performance against the performance criteria given in *Annexe A: Observation of Practice grading criteria*. The observational evidence requirements are found in the additional resources, section Observation of Practice.
5. If the presence of the IEA is influential to the observation process, then the Observation of Practice, or part of the Observation of Practice, can be carried out at a distance (for example in a different room) with the use of suitable technology. This will need to be discussed and agreed as part of the EPA planning and scheduling process.
6. The IEA reserves the right to intervene or end the Observation of Practice should the apprentice pose a risk to themselves or others.
7. The IEA will make notes while conducting the observation.
8. Where it is not possible to directly observe a particular skill or behaviour because of limitations of the assessment context, then the apprentice will be asked situational 'What if?' questions in the question and answer session in order to collect the necessary evidence for the assessment.

## Component 2: Competence Interview supported by portfolio

### Purpose

The Competence Interview (supported by a portfolio) is a planned, structured discussion between the apprentice and the IEA. Its purpose is to assess the apprentice's level of competency, linked to the relevant apprenticeship standard outcomes. It is an opportunity for the IEA to discuss with the apprentice the content of their portfolio, allowing the IEA reassurance when verifying the grade. The IEA must not assess the portfolio but should use it to inform the questioning for the Competence Interview.

The Competence Interview will assess the following areas of the apprenticeship standard.

Standards	Apprenticeship Standard outcomes
<p><b><i>'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'</i></b></p>	<p><b>Knowledge</b></p>
	<p>K1.1 Communication that enables the voice of the child, young person or family members to be heard</p>
	<p>K1.2 Multiple factors that contribute to uncertainty in the lives of children, young people and families</p>
	<p>K1.3 Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working</p>
	<p><b>Skills</b></p>
	<p>S1.1 Communicates in way that enables the voice of the child, young person or family members to be heard</p>
	<p>S1.2 Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered</p>
	<p>S1.3 Actively promotes respect, equality, diversity and inclusion</p>



	<p><b>Behaviours</b></p> <p><b>Compassion</b> - Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with</p> <p><b>Courage</b> - Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential</p>
<p><i><b>‘You helped me to identify risk, you made me aware when things were unsafe ‘</b></i></p>	<p><b>Knowledge</b></p> <p>K2.1 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</p> <p>K2.2 The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent</p> <p><b>Skills</b></p> <p>S2.1 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</p> <p>S2.2 Works with and supports other professionals to respond to safeguarding concerns</p>

	<p><b>Behaviours</b></p> <p><b>Communication</b> - Your work is based on building effective relationships, being perceptive and empathic and building good rapport</p> <p><b>Competence</b> - 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</p> <p><b>Commitment</b> - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient</p>
<p><i><b>'You identified my/our strengths and difficulties and helped me learn about myself/ yourselves. We prepared and made plans where we agreed the next steps together'</b></i></p>	<p><b>Knowledge</b></p> <p>K3.1 Child, adolescent and adult development</p> <p>K3.2 The spectrum of needs and how they may be met</p> <p>K3.3 The principles of effective assessment and the importance of analysis and professional judgement</p>

	<p><b>Skills</b></p> <p>S3.1 Identifies the influences on the individual and the family and supports them to make informed choices</p> <p>S3.2 Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness</p>
<p><b><i>'You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me'</i></b></p>	<p><b>Knowledge</b></p> <p>K4.1 Models for monitoring changes in a child, young person or family member's wellbeing</p> <p>K4.2 A range of evidence-based interventions and their strengths and weaknesses</p>
	<p><b>Skills</b></p> <p>S4.1 Identifies and manages evidence-based approaches and evaluates their effectiveness</p> <p>S4.2 Contributes to the development of a resilient, consistent and persistent approach to practice</p>
<p><b><i>'You weren't afraid to make difficult decisions when you thought it was the right thing to do'</i></b></p>	<p><b>Knowledge</b></p> <p>K5.2 Theories and guidelines underpinning sound practice</p>
	<p><b>Skills</b></p> <p>S5.1 Models clarity of purpose, clear expectations and a professional approach to decision making</p> <p>S5.3 Contributes to own professional development</p>
<p><b><i>'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'</i></b></p>	<p><b>Knowledge</b></p> <p>K6.1 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</p>

<b><i>'You thought about things'</i></b>	<b>Knowledge</b>
	<p>K7.1 The role of professional judgement and analysis in complex situations</p> <p>K7.2 The importance of considering ethics and values, challenging self and the systems in use</p>
	<b>Skills</b>
	<p>S7.1 Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice</p> <p>S7.2 Takes an active part in continuous professional development</p>
	<b>Skills</b>
<b><i>'You included people who were important to me or could help me'</i></b>	<p>S8.1 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</p>

## Option 1: Practitioner in Children's Residential Care

Standards	Apprenticeship Standard outcomes
<p><b><i>1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care</i></b></p>	<b>Knowledge</b>
	Ka1.1 The legislation and compliance requirements for residential care
	Ka1.2 The aspirations for a child in residential care
	Ka1.3 Group living and group dynamics
	Ka1.4 Legislation and the Code of Practice for Special Educational Needs and Disability
	<b>Skills</b>
<p><b><i>1b. Work within a team to promote the ethos of the home</i></b></p>	Sa1.1 Assumes the role of professional parent
	<b>Knowledge</b>
	Kb2.2 Team dynamics and collaborative approach in residential environment
	<b>Skills</b>
Sb2.1 Develops and promotes the ethos of the home	

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

Standards	Apprenticeship Standard outcomes
<p><b>2a. Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and build sustainable solutions together</b></p>	<p><b>Knowledge</b></p>
	<p>Ka3.3 Practice and principles of effective multi-agency working</p>
	<p><b>Skills</b></p>
	<p>Sa3.1 Builds networks with others and contributes to the development and evaluation of interventions</p>
	<p>Sa3.2 Challenges interagency non-performance</p>
	<p>Sa3.3 Negotiates and navigates the systems of social welfare to secure effective joint outcomes</p>
<p><b>2b. In-depth understanding of a particular age group, context or family system</b></p>	<p><b>Skills</b></p>
	<p>Sb4.1 Engages effectively with child, young person and/or family members</p>
	<p>Sb4.2 Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk</p>



## Format of Assessment

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

The table below gives information about the structure, context duration and grading of the interview.

Structure and Context	The IEA will review the portfolio three weeks in advance of the EPA and on the EPA day. The portfolio will enable the IEA to ask a broad range of questions and will provide prompts to support the interview process. The EPA will be held at the apprentice's workplace. The IEA will assess the Observation of Practice and then undertake the Competence Interview on the same day.
Duration	55 - 60 minutes
Grading	Pass/Distinction

The interview contributes 50% to the overall end-point assessment grade.

## Required supporting evidence

Apprentices are required to provide work-based evidence to validate and support their responses in the interview.

Suitable work-based evidence includes:

- observation records
- reflective accounts
- expert witness testimony
- work products.

All observation records and expert witness testimonies must be completed by someone with significant experience in the employer organisation. They must have occupational expertise and a good understanding of the grade criteria and evidence requirements.

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

- three or four specific cases the apprentice has dealt with that demonstrate 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 the 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 their activities, such as witness testimonies, feedback from children, young people and families and partner agency colleagues, manager observations
- a minimum of three recorded observations of practice and a maximum of five
- any continuing professional development undertaken during the apprenticeship period.

Work-based evidence to support the interview must be:

- **Valid** – relevant and appropriate to meet the skills and behaviours within the grade criteria
- **Authentic** – evidence produced by the apprentice and not that of someone else or a group of people.
- **Sufficient** – fully meet the standards (quality) detailed in the evidence requirements.
- **Compliant** – does not breach regulations and organisational policies and procedures, including those concerning confidentiality.

Apprentices need to be mindful of issues of confidentiality and data protection in the use of work products.

## Selecting the work-based evidence

It is expected that evidence to be used in the Competency Interview will be generated from the portfolio three months in advance of the assessment. However, where appropriate, the apprentice may use evidence generated before this point, for example evidence related to developmental activities or in instances where it may not be possible to generate specific evidence in the final three months because of lack of opportunity to do so.

In selecting and compiling portfolio evidence, the apprentice should think about how they can use evidence holistically, i.e. using a single piece of evidence to support their responses to multiple grade criteria. This will be particularly useful for evidencing behaviours. This approach reduces the volume of evidence to be collected and reduces the burden on the apprentice. The apprentice must ensure that the evidence they select meets the stated evidence requirements for each grade criterion.

Evidence submitted to support the interview can be presented as hard copy or digitally; the apprentice must discuss and agree the best format with their employer and/or training provider.

It is recommended that the work-based evidence is sequenced according to the numerical order of the grade criteria. The apprentice must label each piece of evidence clearly with the date it was generated, the number of the grade criteria it is satisfying and a suitable name to indicate what it is. The apprentice is not required to annotate the evidence but is advised to do this as good practice and to support them in presenting the evidence during the interview.

Employers and/or training providers are to support apprentices in producing their suitable work-based evidence. This includes ensuring that:

1. the apprentice understands the quality and sources of evidence required to meet the Apprenticeship Standard as detailed in the evidence requirements (*Annexe B*)
2. they have arranged and conducted sufficient and appropriate observation assessments with the apprentice to ensure that they will have suitable evidence
3. the apprentice understands how to, and has practice in, presenting and using their evidence in the assessment process.

Full details of the evidence requirements are available in the additional resources document that apprentices should refer to in preparation for their interview.

## Submitting evidence ahead of the assessor visit

1. All work-based evidence must be submitted by the apprentices to the relevant person in their organisation before the EPA gateway. The evidence must be accompanied by a *Gateway Declaration form (Annexe C)*, which must be signed and dated by the apprentice and their trainer/tutor.
2. After submission, the evidence must be stored securely by the employer and/or training provider in a locked cupboard/cabinet or electronically on a secure drive on a computer.

Following submission to the EPA gateway, the independent end-point assessor will contact employers three weeks in advance to arrange a date to handover the portfolio evidence and the assessment preparations. The independent end-point assessor will then review the portfolio evidence in preparation for the Competency Interview but will not directly assess it.

## Delivery and conduct

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This section gives information on how the interview will be conducted and how the apprentice is expected to interact with the assessment process. It is important that this information is shared with the apprentice before they undertake the assessment.

1. The Competency Interview will last for a maximum of 55-60 minutes and conducted face to face.
2. The Competency Interview will be facilitated by an IEA who will ask questions on the apprentices' interactions with the child, young person and/or family. The questions are designed to draw out the evidence required to meet the Pass and Distinction grade criteria detailed in *Annexe B*.
3. The Competency Interview will take place in a quiet place away from the apprentice's everyday working environment. The apprentice will be informed of the location by their employer, before the time of the assessment. An employer representative may be present during the Competency Interview but they cannot take any active part in the assessment. The IEA will facilitate the discussion and make all assessment decisions.
4. The apprentice must work independently when preparing for and taking part in the interview. They must not share details of the questions or evidence with others.
5. When responding to the Competency Interview questions, the apprentice must present (i.e. talk through) their work-based evidence to validate their responses. In presenting the work-based evidence, the apprentice must give a brief description of the context of the evidence and then clearly outline what it shows and how it demonstrates that they have met the standard. The apprentice needs to be mindful of confidentiality and data protection when talking about their work-based evidence. The apprentice must ensure that their work-based evidence is appropriate to support their Competency Interview responses, which demonstrates to the assessor that they have met the grade criteria.
6. The IEA will make notes of the apprentice's responses during the Competency Interview and an audio recording to support the assessment decision will be required and used for verification purposes.
7. At the end of the Competency Interview, the IEA will review the responses provided by the apprentice against the grade criteria descriptors given in *Annexe B* and make a decision on whether the apprentice has met them.

## Assessing performance

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The IEA assessor will use the Pass and Distinction grade criteria, and the evidence requirements in *Annexe B* to judge the apprentice's performance in the interview. No other sources of information, including the portfolio, will be used to make judgements about the quality and sufficiency of the apprentice's evidence.

To achieve a Pass, the apprentice needs to demonstrate the ability to use a range of skills and demonstrate appropriate behaviours against all identified outcomes. They will also need to demonstrate standard knowledge outcomes linked to the skills and behaviours observed.

The indicative actions on the following pages provide suggested ways in which each outcome can be demonstrated. These are indicative and the list is not exhaustive; the apprentice does not have to demonstrate all actions to achieve the outcome. The decision regarding whether each outcome has been met rests with the independent end-point assessor.



## 4 Further information and useful publications

- To get in touch with us visit our 'Contact us' pages:

Edexcel, BTEC and Pearson Work Based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)

- Books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Equality, diversity and inclusion policy* (Pearson)
- *EPA Service Guides* (Pearson).

These publications are available on our website.

## 5 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

## Annexe A: Observation of Practice Grading Criteria

Standard 1: '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'		
KSB	Pass criteria	Distinction criteria
<p><b>Behaviour:</b></p> <p><b>Care</b> - Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives</p>	<p>An active commitment to inclusion, equality of opportunity and valuing diversity</p>	<p>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</p>

## Standard 2: 'You helped me to identify risk, you made me aware when things were unsafe'

KSB	Pass criteria	Distinction criteria
<p><b>Behaviours:</b></p> <p><b>Competence</b> - 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</p> <p><b>Commitment</b> - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient</p>	<p>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</p> <p>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</p>	<p>Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice</p> <p>Demonstrates skill in the use and evaluation of evidence based effective approaches that help children, young people and families effect change. Awareness of the limitations and ambiguities of the theoretical knowledge</p>

**Standard 3: You identified my/our strengths and difficulties and helped me learn about myself/ yourselves. We prepared and made plans where we agreed the next steps together**

KSB	Pass criteria	Distinction criteria
<p><b>S3.3</b> Identifies and addresses barriers to accessing resources</p>	<p>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</p>	<p>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</p>

**Standard 5: You weren't afraid to make difficult decisions when you thought it was the right thing to do**

KSB	Pass criteria	Distinction criteria
<p><b>K5.1</b> The duties, responsibilities, boundaries and ethical nature of the role</p>	<p>Demonstrates critical awareness of ethical issues and cultural diversity and is able to relate these to personal beliefs and values</p>	<p>Demonstrates critical awareness of ethical issues, cultural diversity and the diversity of values in health and social care and can draw from both theoretical and lived experience</p>
<p><b>S5.2</b> Appropriately challenges and/or offers alternative perspectives with the children, young person or family</p>	<p>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</p>	<p>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</p>

**Standard 6: 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**

KSB	Pass criteria	Distinction criteria
<p><b>S6.1</b> Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families</p>	<p>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</p>	<p>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</p>

## Standard 8: You included people who were important to me or could help me

KSB	Pass criteria	Distinction criteria
<p><b>K8.1</b> Techniques for establishing shared goals and outcomes when building relationships with others</p>	<p>Knowledge and understanding of the basic theories underpinning the methods used to gain support from others and the advantages and difficulties of including children, young people, families and communities to contribute to decision making in own area of practice</p>	<p>Detailed knowledge and understanding of the theories underpinning effective co-working with children, young people and families, joint decision-making practice and co-creating plans to achieve desired outcomes. Offers good quality insights into the issues involved and relates this to their own practices of working with others</p>



## Option 1: Practitioner in Children's Residential Care

Option 1a Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care		
KSB	Pass criteria	Distinction criteria
<b>Sa1.2</b> Contributes to creating and reviewing placement plans based on individual need	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  Reflects on and evaluates methods of intervention	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  Shows insight and autonomy in evaluating methods of intervention
<b>Sa1.3</b> Is able to support traumatised children and young people to live together and make progress		

Option 1b Work within a team to promote the ethos of the home		
KSB	Pass criteria	Distinction criteria
<b>Kb2.1</b> The ethos of the home and how to create and promote it	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
<b>Sb2.2</b> Models collaborative team working and the ability to support and appropriately challenge each other	Demonstrates skills in establishing effective relationships, working cooperatively 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 cooperatively with others, liaising and negotiating and managing conflict both within the organisation and across professions

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

Option 2a Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and build sustainable solutions together		
KSB	Pass criteria	Distinction criteria
<b>Ka3.1</b> The national systems of social welfare	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
<b>Ka3.2</b> Essential networks of agencies and community groups		

## Option 2b In-depth understanding of a particular age group, context or family system

KSB	Pass criteria	Distinction criteria
<p><b>Kb4.1</b> Contemporary social issues that affect family life and the care of children and young people</p>	<p>Understands basic concepts of sociological, psychological and psycho-sociological theory and can apply these concepts to contemporary social and cultural phenomena in own practice area</p>	<p>Has a detailed understanding of the theoretical concepts that inform health and social care practice is able to critically evaluate the social issues that affect children, young people and family life within the context of their practice</p>
<p><b>Kb4.2</b> 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.</p>	<p>Has a good working knowledge of the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context</p>	<p>Demonstrates an extremely confident and perceptive approach to the knowledge of the education, health and social care provision within a particular context and legal and practice guidelines underpinning that context</p>
<p><b>Kb4.3</b> Key ethical and professional aspects of role</p>		

## Annexe B: Competence Interview Grading Criteria

Standard 1: 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		
KSB	Pass criteria	Distinction criteria
<b>K1.1</b> Communication that enables the voice of the child, young person or family members to be heard	Understands the basic theories underpinning the methods by which they might hear the voice of the child clearly when working with children, young people and families	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
<b>K1.2</b> Multiple factors that contribute to uncertainty in the lives of children, young people and families	Sound routine knowledge and understanding of the main concepts and key theories underpinning communication with children, young people and families. Recognises the barriers to communication and appreciates the complexity of the issues within a given context	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  Perceptive understanding of the barriers to communication within given contexts and explicit acknowledgement of different perspectives

**Standard 1: 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**

KSB	Pass criteria	Distinction criteria
<p><b>K1.3</b> Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working</p>	<p>Shows evidence of being able to evaluate own strengths and weaknesses in relation to personal and professional values</p>	<p>Shows evidence of insight and autonomy in evaluating own strengths and weaknesses in relation to personal and professional values</p>
<p><b>S1.1</b> Communicates in way that enables the voice of the child, young person or family members to be heard</p>	<p>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 evidence of the voice of the child within casework</p>	<p>Shows autonomy in building appropriate relationships with children, young people and families that helps them to develop their own resources and resilience and ensures that the voice of the child is heard as a narrative running through all casework, with evidence of taking into account the individual needs of children</p>
<p><b>S1.2</b> Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered</p>		
<p><b>S1.3</b> Actively promotes respect, equality, diversity and inclusion</p>		

**Standard 1: 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**

KSB	Pass criteria	Distinction criteria
<p><b>Compassion</b> - Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with</p>	<p>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</p>	<p>Builds effective relationships with children, young people and families as an integral aspect of practice, which are both compassionate and purposeful</p>
<p><b>Courage</b> - Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential</p>	<p>Demonstrates that the children, young people and families' particular strengths, knowledge and experience are valued</p>	<p>Demonstrates effective and confident inclusive communication with clients and partner agencies in a range of formats according to the context</p>

## Standard 2: You helped me to identify risk, you made me aware when things were unsafe

KSB	Pass criteria	Distinction criteria
<p><b>K2.1</b> 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</p>	<p>Can explain the impact that risk indicators of different forms of harm can have on children and young people and their families</p>	<p>Detailed knowledge and understanding of the main risk indicators of different forms of harm within early intervention and prevention practice and own role in this. Has awareness of ambiguities and limitations of knowledge</p>
<p><b>K2.2</b> The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent</p>		
<p><b>S2.1</b> 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</p>	<p>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</p>	<p>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</p>



## Standard 2: You helped me to identify risk, you made me aware when things were unsafe

KSB	Pass criteria	Distinction criteria
<b>S2.2</b> Works with and supports other professionals to respond to safeguarding concerns	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
<b>Communication</b> - Your work is based on building effective relationships, being perceptive and empathic and building good rapport	Demonstrates inclusive communication and behaviour with clients and partner agencies	Demonstrates effective and confident inclusive communication with clients and partner agencies in a range of formats according to the context
<b>Competence</b> - 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	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
<b>Commitment</b> - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient	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 that help children, young people and families effect change. Awareness of the limitations and ambiguities of the theoretical knowledge

**Standard 3: You identified my/our strengths and difficulties and helped me learn about myself/ yourselves. We prepared and made plans where we agreed the next steps together**

<b>KSB</b>	<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>K3.1</b> Child, adolescent and adult development	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
<b>K3.2</b> The spectrum of needs and how they may be met		
<b>K3.3</b> The principles of effective assessment and the importance of analysis and professional judgement		
<b>S3.1</b> Identifies the influences on the individual and the family and supports them to make informed choices	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
<b>S3.2</b> Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness		

**Standard 4: You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me**

KSB	Pass criteria	Distinction criteria
<b>K4.1</b> Models for monitoring changes in a child, young person or family member's wellbeing	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
<b>K4.2</b> A range of evidence-based interventions and their strengths and weaknesses		
<b>S4.1</b> Identifies and manages evidence-based approaches and evaluates their effectiveness	Demonstrates tenacity, resilience and consistency in the development of plans and review for a specified range of methods of intervention  Reflects on and evaluates 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
<b>S4.2</b> Contributes to the development of a resilient, consistent and persistent approach to practice	Reflects on and critically evaluates methods of intervention	

**Standard 5: You weren't afraid to make difficult decisions when you thought it was the right thing to do**

KSB	Pass criteria	Distinction criteria
<b>K5.2</b> Theories and guidelines underpinning sound practice	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
<b>S5.1</b> Models clarity of purpose, clear expectations and a professional approach to decision making	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
<b>S5.3</b> Contributes to own professional development		

**Standard 6: 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**

KSB	Pass criteria	Distinction criteria
<p><b>K6.1</b> 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</p>	<p>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</p>	<p>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</p>

## Standard 7: You thought about things

KSB	Pass criteria	Distinction criteria
<b>K7.1</b> The role of professional judgement and analysis in complex situations	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
<b>K7.2</b> The importance of considering ethics and values, challenging self and the systems in use	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 equalities requirements and ethical issues within own role and the roles of other professionals with whom they work
<b>S7.1</b> 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 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
<b>S7.2</b> Takes an active part in continuous professional development		

## Standard 8: You included people who were important to me or could help me

KSB	Pass criteria	Distinction criteria
<p><b>S8.1</b> 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</p>	<p>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</p>	<p>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 other agencies and there is evidence that these activities have been well planned, managed and organised</p>

## Option 1: Practitioner in Children's Residential Care

Optional Standard 1a: Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care		
KSB	Pass criteria	Distinction criteria
<p><b>Ka1.1</b> The legislation and compliance requirements for residential care</p> <p><b>Sa1.1</b> Assumes the role of professional parent</p>	<p>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</p>	<p>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</p>
<p><b>Ka1.2</b> The aspirations for a child in residential care</p>	<p>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</p>	<p>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</p>
<p><b>Ka1.3</b> Group living and group dynamics</p>	<p>Understands the techniques of assessment, matching, planning and reviewing processes</p>	



KSB	Pass criteria	Distinction criteria
<p><b>Ka1.4</b> Legislation and the Code of Practice for Special Educational Needs and Disability</p>	<p>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. Reflects on and evaluates methods of intervention</p>	<p>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</p> <p>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</p> <p>Shows insight and autonomy in evaluating methods of intervention</p>

Option 1b: Work within a team to promote the ethos of the home		
KSB	Pass criteria	Distinction criteria
<b>Kb2.2</b> Team dynamics and collaborative approach in residential environment	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
<b>Sb2.1</b> Develops and promotes the ethos of the home	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

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

Optional Standard 2a: Forge networks with other agencies and the community, within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and build sustainable solutions together		
KSB	Pass criteria	Distinction criteria
<p><b>Ka3.3</b> Practice and principles of effective multi-agency working</p> <p><b>Sa3.3</b> Negotiates and navigates the systems of social welfare to secure effective joint outcomes</p>	<p>Demonstrates a broad understanding of theories of partnership, partnership philosophies and practices of partnership and links this to their own role</p> <p>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</p>	<p>Demonstrates a detailed understanding of the theoretical concepts underpinning effective partnership working, with evidence of independent and original good quality insight into the issues</p>
<p><b>Sa3.1</b> Builds networks with others and contributes to the development and evaluation of interventions</p>		<p>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</p>
<p><b>Sa3.2</b> Challenges interagency non-performance</p>		

KSB	Pass criteria	Distinction criteria
<p><b>Sb4.1</b> Engages effectively with child, young person and/or family members</p>	<p>Shows evidence that the interventions and plans used in a specific context are appropriate to that context. The plans are child or family centred and evidence based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet individual needs and manage risk in safeguarding keeping the child and family at the centre of the process</p> <p>Uses relevant research to inform practice</p> <p>Reflects on and evaluates methods of working with a specific group of children and their families, based on up-to-date research</p>	<p>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</p> <p>Demonstrates creative thinking in the individual nature of the application of these plans, and the methods of intervention</p> <p>Relevant research into that context is used to inform argument, balance discussion and inform problem solving in managing risk in safeguarding</p> <p>Shows insight and autonomy in evaluating methods of working with a specific group of children informed by a wide range of relevant literature</p>
<p><b>Sb4.2</b> Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk</p>		

## Annexe C: Gateway Declaration Form

<b>Apprentice name:</b>		
<b>On-programme start date:</b>		
<b>Gateway date:</b>		
<b>Evidence</b>	<b>Y/N</b>	<b>Comments (if applicable)</b>
Achieved Level 2 English and mathematics or equivalent (if not previously achieved)		
Current Disclosure and Barring Service (DBS) certificate		
Achieved a relevant mandatory qualification		
Portfolio evidence		

### Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- produced their evidence portfolio to the specified criteria
- achieved the prerequisites listed above and is ready for their EPA.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

### Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Annexe D: Portfolio Authentication and Certification Declaration Form

When submitting the portfolio/work-based evidence, each apprentice and their tutor/trainer must sign this declaration form. The apprentice should also confirm that they give permission for their overall apprenticeship certificate to be claimed on satisfactory completion of the other end-point assessment components.

<b>Apprentice name:</b>		
<b>Pearson registration number:</b>		
<b>Submission type: (first or retake)</b>	<b>Submission date:</b>	<b>Submission time:</b>
<p><b>Apprentice declaration</b></p> <p>a) I certify that the work submitted for this portfolio is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.</p> <p>Apprentice signature: _____ Date: _____</p>		
<p><b>Tutor/trainer declaration</b></p> <p>I confirm that the work presented for the portfolio is the apprentice's own.</p> <p>I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic.</p> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

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