Training Qualifications UK

TQUK Level 5 End-Point Assessment for ST0087 **Children, Young People and Families Manager** V1.0

Qualification Number: 603/4800/8

Standard Specification

Contents

Key Information 3

Apprenticeship Summary 4

- Overview of the Role
- Details of the Standard

Assessment Methods 5

- Assessment Order
- EPA Window
- Gateway Considerations

Situational Judgement Test 6

- Test Structure
- Grading
- Situational Judgement Test - Knowledge Statements, Grading Criteria and Ranges

Portfolio of Evidence 13

Competence Interview 14

- Grading
- Competence Interview - KSBs and Grading Criteria

Overall Grading 28

Resits and Retakes 28

Appeals 28

Key Information

Reference:	ST0087
Version:	V1.0
Level:	5
Typical duration to gateway:	18 months
Typical EPA period:	2 months
Maximum funding:	£6,000
Route:	Care services
Approved for delivery:	29 June 2018
Date Updated:	29/06/2018
Lars code:	308
EQA provider:	Ofqual

Apprenticeship Summary

Overview of the Role

Manage teams to help and advise families that need support.

Details of the Standard

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

As a Children, Young People and Family Manager you will ensure direction, alignment and commitment within your own practice, your team(s), your organisation and across partnerships to help children, young people and families aspire to do their best and achieve sustainable change. You will build teams, manage resources and lead new approaches to working practices that deliver improved outcomes and put the child, young person or family at the centre of practice.

You may work either as a Manager in Children's Residential Care or as a Children, Young People and Families Manager in the Community in a range of settings in local authorities, within health organisations, educational and early years settings or children's centres, as well as a wide range of private voluntary and community organisations. You could be solely responsible for the management of a team or service, or be part of a management team. To deliver effectively on a wide range of outcomes, you will work on a multi-agency basis with professionals from a wide range of backgrounds, as well as team leaders and managers from your own organisation.

With a focus on excellence in practice and improved performance, you will encourage Children, Young People and Family Practitioners to gain the skills, knowledge, attitudes and behaviours that will enable them to actively support each child, young person, young adult and family to achieve their potential. You will inform and improve practice by acting on research and new developments into how the needs of children, young people and families are best met. You will model the behaviours that encourage reflective practice, professional confidence and humility. You will challenge and support practitioners and ensure their practice is safe. You will develop and lead an ethos that will enable and inspire practitioners to make a real difference to the lives of children, young people and families.

Assessment Methods

This end-point assessment (EPA) for this standard consists of two assessment methods:

Situational Judgement Test

Competence Interview

Assessment Order

The assessments may be completed in any order.

EPA Window

The EPA period starts upon EPA window activation and is typically two months.

Gateway Considerations

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

- Photo ID

OPTION 1: Manager in Children's Residential Care: Level 5 Diploma in Leadership and Management for Residential Childcare

OPTION 2: Children, Young People and Families Manager within the Community: Level 5 Diploma in Leadership for Health and Social Care

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

A temporary dispensation has been applied to the end-point assessment for this standard. The dispensation will last until a revised end-point assessment plan is published. Please see https://www.instituteforapprenticeships.org/apprenticeship-standards/st0087-v1-0 for further information. The key changes are:

Situational Judgement Test:

- **Duration increased from 45 minutes to 2 hours**
- **Number of questions increased from four to at least one question per theme (there are seven core themes and two themes in each option)**
- **Distinction grade removed**
- **Pass level reduced from 100% to 50%, using the grading descriptors in the EPA plan.**

Competence Interview:

- **All behaviours to be assessed in the competence interview only**
- **Where knowledge and skill statements are mapped to both assessment methods, they will be assessed in the competence interview only**

Situational Judgement Test

The situational judgement test can be taken online or it can be paper-based. Whichever method is chosen, the test must be undertaken in an invigilated, controlled environment.

The apprentice will have **two hours** to complete the test.

Test Structure

The situational judgement test comprises **nine situations**, with one relating to each of the **seven core themes** and **two specialist themes**.

There are **10 questions** in total.

Grading

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

To achieve a pass in this assessment, apprentice must pass **50% of the questions**, including **all of the key questions**.

Situational Judgement Test - Knowledge Statements, Grading Criteria and Ranges

You provided direction and ensured we worked as a cohesive team.
Knowledge
Current research and development in the health and social care sector.
Pass Criteria
Has broad knowledge and understanding of well established theories and concepts within health and social care and recognises the areas where the knowledge base is most/least secure.
Theories underpinning the learning, development and motivation of the individuals and teams. **(Essential)**
The role of the team and the internal and external environment in which it operates.
Pass Criteria
Has knowledge of the main methods of enquiry into leadership styles and leading teams, and demonstrates the ability to critically evaluate the appropriateness of approaches to solving problems in the field.
You implemented a working environment which supported dignity and human rights.
Knowledge
Values and ethics and the principles and practices of diversity, equality, rights and inclusion. **(Essential)**
Pass Criteria
Has sound knowledge base on which to explore and analyse the theories and concepts of equalities, values, rights and ethical issues within the discipline with some detail and autonomy.
Approaches to dignity and respect. **(Essential)**
Pass Criteria
Demonstrates a sound knowledge base upon which to explore and analyse the theories and related ethical issues around dignity and respect.

You helped us work through the challenges that faced us and ensured we were safe.
Knowledge
The principles and practice of supervision with their staff. **(Essential)**
Pass Criteria
Shows a good understanding of key theories and concepts of supervision and demonstrates good critical insight and ability to contrast alternative positions.
The theories and up-to-date research and best practice that underpin practice decision making.
Pass Criteria
Shows a good understanding of key theories and areas of recent research in decision making and demonstrates good critical insight and ability to contrast alternative positions.
You enabled us to focus on and achieve improved outcomes for children and young people.
Knowledge
The principles and practice of statutory frameworks, standards, guidance and Codes of Practice. **(Essential)**
Pass Criteria
Sound knowledge base of statutory frameworks relating to children, young people and families.
Demonstrates good critical insight into the associated issues and can use knowledge and understanding to evaluate working practices.
The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies. **(Essential - Key Question)**
Pass Criteria
Sound knowledge of relevant OFSTED framework.
Issues identified and critically analysed within given areas.
Ability to apply concepts and principles outside immediate context.
Approaches to developing and implementing improvement, including use of data. **(Essential)**
Pass Criteria
Sound understanding of theories and concepts relating to developing and implementing improvement and demonstrates the ability to use evidence to support argument.
Ability to apply concepts and principles outside immediate context.

The theories of intervention that meet the needs of children, young people and adults within the family. **(Essential)**
Pass Criteria
Broad knowledge of relevant theories of intervention linked to context.
Effectively evaluates information and the enquiry process including critique of techniques used.
You managed and made best use of the resources that we have.
Knowledge
The practice and principles of resource management.
Pass Criteria
Sound knowledge base of practice and principles of resource management within the context of work with children, young people and families.
Demonstrates good critical insight into the associated issues and shows the ability to evaluate the approaches to the working practice of resource management.
How to create engagement and innovation in the development of practice. **(Essential)**
Pass Criteria
Good knowledge base of the theories of change and the development of practice in health and social care and explores and analyses engagement and innovation.
Uses theories to review the effect of innovation and change within an organisation and/or with its partners.
You built the relationships with others that ensured effective communication and partnership work.
Knowledge
Inter-agency and multi-agency work and its role in ensuring positive outcomes. **(Essential)**
Techniques to influence, persuade and negotiate with others.
Pass Criteria
Broad knowledge and understanding of the theories, concepts and methodologies around influencing, persuading and negotiating with others.
Evidence of research informed literature integrated into work with own and other agencies.

You ensured there was a culture of continuing professional development.
Knowledge
Principles of: reflective practice; how people learn; effective continuing professional development. **(Essential)**
Pass Criteria
Able to evaluate own practice and that of others using a number of frames of reference.
Considers future actions.
Academic research, evidence-based data, policy developments, practice developments.
Pass Criteria
Evidence of independent reading from a wide range of appropriate sources that fulfil the requirements of continuous professional development plan.
Clear, accurate application of material.
Community Specialism: Creates an environment that promotes partnership working within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability, etc.) and builds consensus and support for improving outcomes together.
Knowledge
The national systems of social welfare. **(Essential - Key Question)**
Pass Criteria
Has broad knowledge and understanding of well established national and local systems of social welfare relating to children, young people and families and recognises the areas where the knowledge base is most/least secure.
Local agencies and community groups.
Pass Criteria
Broad knowledge and understanding of the local agencies and community groups that can influence and progress work with children, young people and families.
Able to research, choose and evaluate local partnerships.
Theoretical approaches to the practice and principles of effective multi-agency working. **(Essential - Key Question)**
Pass Criteria
Broad knowledge and understanding of the theories, concepts and methodologies around developing effective working relationships with others.
Shows the ability to evaluate critically the appropriateness of different approaches to working with other agencies in the field.

Community Specialism: Leads and supports practice development in the care and support of children, young people and their families and carers within contemporary society.
Knowledge
Theoretical approaches to contemporary social issues that affect family life and the care of children and young people. **(Essential)**
Pass Criteria
Has broad knowledge and understanding of well established theories and concepts within a range of specific social issues that affect family life and the care of children and young people (within the context of the work, such as domestic abuse, poverty, mental health, substance misuse, disability) and recognises the areas where the knowledge base is most/least secure.
The priority practice areas in the specific context and their responsibilities within it.
Pass Criteria
Sound knowledge base of priority practice areas that are the focus of local strategic direction relating to children, young people and families.
Demonstrates good critical insight into the associated issues and can use knowledge and understanding to evaluate working practices.
Ethical and professional approaches to practice in a partnership context. **(Essential)**
Pass Criteria
Has sound knowledge base on which to explore and analyse ethical and professional approaches to practice in a partnership context within the discipline, with some detail and autonomy.

Residential Specialism: Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.
Knowledge
The principles of long-term care and support for children and young people. **(Essential - Key Question)**
Pass Criteria
Has sound knowledge base on which to explore and analyse the theories and concepts of long term care and support for children and young people, with some detail and autonomy.
The legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people. **(Essential - Key Question)**
Pass Criteria
Sound knowledge base of relevant legislation and guidance on compliance requirements for running a children's residential care home.
Demonstrates good critical insight into the legislation, regulations and guidance which informs the appropriate approaches to working practices.
The theory and best practice in the use of restraint.
Pass Criteria
Sound knowledge base of practice and principles of the use of restraint within the context of work with children's residential care.
Demonstrates good critical insight into the associated issues and shows the ability to evaluate the approaches to the working practice of restraint.
Residential Specialism: Leads and supports practice development in the care and support of children and young people in residential care.
Knowledge
Theoretical and practical approaches to meeting the holistic needs of children and young people in care. **(Essential)**
Pass Criteria
Broad knowledge of relevant theories and practices of meeting the holistic needs of children and young people in care.
Effectively evaluates information and the enquiry process including critique of techniques used.
Principles and practice of distributive leadership within the home. **(Essential)**
Pass Criteria
Sound knowledge base of practice and principles of distributive leadership within the context of work with children's residential care.
Demonstrates good critical insight into the associated issues and shows the ability to reflect on and evaluate own approaches to the practice of distributive leadership.

Portfolio of Evidence

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

One piece of evidence may support multiple KSBs. The End-Point Assessor must not assess the portfolio, but use it to inform the questioning for the competence interview.

It is recommended that the portfolio includes:

- four or five specific cases where the apprentice has managed complexity (situations where there are no precise procedural guidelines and it is a matter of weighing up the likely implications for each party).

  Evidence may include:

  - assessments
  - action plans
  - case notes
  - supervision records
  - reports or records produced as part of the implementation of work activity
  - reviews of cases and evidence of issues and resolution in the implementation of action plans.

  The evidence chosen should show:

  - where the apprentice has a responsibility for setting and delivering objectives within the children, young people and family social care sector
  - where the apprentice has demonstrated assessment of the situation, analysis, decision making, response and review.

- evidence of the values and behaviours that the apprentice has displayed whilst undertaking activities, such as:

  - witness testimonies
  - feedback from children, young people, families and partner agency colleagues
  - manager observations.

- a **minimum of three** and a **maximum of five** recorded observations of practice
- any continuing professional development undertaken during the apprenticeship.

Apprentices must consider service user confidentiality when constructing portfolios. Therefore, evidence may be included with personal details redacted.

Mock assessments are not acceptable evidence and must not be included in a portfolio.

Competence Interview

The competence interview can take place face-to-face or remotely. Whichever option is chosen, the apprentice must undertake this assessment in a controlled environment.

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

The interview will last **55-65 minutes**. The duration of the assessment will depend on how many questions the End-Point Assessor needs to ask to cover all the required criteria and how long the apprentice's answers are.

The End-Point Assessor will ask questions to:

- further explore the evidence in the portfolio, including how and why it was carried out; and
- give the apprentice the chance to provide evidence where there were gaps in their portfolio.

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

Grading

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

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

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

Competence Interview - KSBs and Grading Criteria

You provided direction and ensured we worked as a cohesive team.	
Skills	
Maintains and develops a leadership style that sets the ethos, aims and approach to the work.	
Pass Criteria	**Distinction Criteria**
Works with the team and with partner organisations to identify and articulate a shared vision, values, aims, ethos and shared objectives in relation to the care and support of children, young people and their families.	Effectively models a range of negotiation and cooperation skills with own team and with partner organisations to develop relationships that reflect the aims, ethos and shared vision required to achieve the required objectives.
Manages the application of professional judgement, standards and codes of practice.	
Pass Criteria	**Distinction Criteria**
Sets clear standards and evaluates own practice and that of others using a number of frames of reference and identifies future actions.	Encourage and supports others to analyse their own practice and that of others in relation to relevant standards and frameworks. Uses critical reflection and considers potential alternatives and their implications for the future.
Creates a strong sense of team purpose.	
Pass Criteria	**Distinction Criteria**
Provides opportunities for the team to plan and discuss priorities, give and receive ideas to achieve objectives and modifies responses where necessary.	Demonstrates a flexible approach to the building of collaborative relationships with the team to support the process of identifying priorities and evaluating progress of group objectives. Addresses conflict.
Behaviours	
Care: Respecting and valuing practitioners, encouraging and enabling them to deliver excellent practice.	
Pass Criteria	**Distinction Criteria**
Examines the work of others and identifies its strengths and weaknesses using identified criteria. Offers feedback and asks for contributions to support shared objectives and improve practice.	Assesses and evaluates the work of others and demonstrates judgement and discrimination in providing different sources of feedback. Develops relationships which are mutually beneficial to improving practice.

Compassion: Consideration and concern, combined with robust challenge and support.	
Pass Criteria	**Distinction Criteria**
A range of appropriate leadership styles are used and evaluated within the context of own organisation's work environment and ethics.	Applies different leadership styles in a range of situations and evaluates them to make a judgement based on appropriate criteria and a wide evidence base.
Works very effectively with others and leading others, meeting obligations to others and modifying responses appropriately.	Works exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting obligations to others.
Courage: Having honest conversations and encouraging practitioners to offer their own solutions to improving practice	
Pass Criteria	**Distinction Criteria**
Works very effectively and confidently with others, leading and evaluating work where appropriate, creating opportunities for constructive debate on improving professional standards.	Works exceptionally well with others showing effective and appropriate leadership skills, critical evaluation skills and encouraging a collaborative and creative work environment to promote positive solutions for improvement
You implemented a working environment which supported dignity and human rights.	
Skills	
Models an ethos that actively promotes equality, resilience, dignity and respects diversity and inclusion.	
Pass Criteria	**Distinction Criteria**
Shows evidence of having taken a rights-aware approach to work by identifying the rights at issue, identifying the responsibilities of the organisation in terms of those rights and by determining the appropriate course(s) of action.	Demonstrates judgement and discernment in modelling and developing a culture of mutual respect and accountability.
Actively seeks the views of others.	
Pass Criteria	**Distinction Criteria**
Takes responsibility for and engages actively in a range of ongoing team opportunities to build commitment to the dignity and respect of others.	Builds constructive relationships that foster participation in the development of professional practice that upholds dignity and respect.

Behaviours	
Communication: Building relationships with practitioners, peers and partner organisations.	
Pass Criteria	**Distinction Criteria**
Communication is clear, fluent, generally appropriate for the audience, and generally precise in the choice of words and the structure of sentences. Consistency is shown in their written and spoken style that doesn't impair communication.	Demonstrates excellent communication skills appropriate to the audience.
Competence: Knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes.	
Pass Criteria	**Distinction Criteria**
Sufficient evidence is provided that appropriate plans and targets and improvement plans have been or are being implemented and sufficient critical assessment using quality standards demonstrates the organisation's effectiveness.	Comprehensive evidence is provided that an appropriate improvement plans, based on quality standards and with milestones, responsibilities and resources required have been or are being implemented and the evidence is critically assessed and benchmarked against the improvement plans.
Commitment: Demonstrating a strong moral purpose, modelling the ethos and building the skills of others and retaining and maintaining and own practice skills through effective CPD	
Pass Criteria	**Distinction Criteria**
Demonstrates and evaluates own ability to motivate others and build commitment to the organisation and partnership values.	Motivates others and build commitment to the organisation's values and goals and achieve service outcomes is assessed to make a judgement using appropriate criteria and a wide evidence base.
Reviews own ability to motivate and delegate and empower others to achieve service improvement using appropriate evidence.	
Demonstrates encouragement to team members to review performance and to learn from each other.	Models reflection on own performance and ensures development of others through coaching and mentoring approach and creating development opportunities to empower others and enable collective learning.
Identifies learning needs of team to enable development of strengths and address weaknesses.	

You helped us work through the challenges that faced us and ensured we were safe.	
Knowledge	
The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families.	
A healthy, safe and stimulating environment that fulfils health & safety legislation and requirements.	
The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent.	
Pass Criteria	**Distinction Criteria**
Sound knowledge base of relevant legislation and guidance on safeguarding and health and safety issues, relating to the care and support of children, young people and families.	Broad knowledge base of relevant legislation and guidance on safeguarding and health and safety issues relating to work with children, young people and families.
Demonstrates good critical insight into the national and local safeguarding legislation and guidance and shows the ability to evaluate the approaches to safeguarding working practices.	Well-developed critical evaluation of the legislation and guidance and the assumptions and/or data which inform the overall approach to safeguarding and health and safety.
Skills	
Develops and delivers good quality supervision practice and decision making.	
Pass Criteria	**Distinction Criteria**
Evaluates strengths and weaknesses of own and other's practice and the criteria by which judgements are made. Prepared to question received opinion, prejudices and values sets operating.	Confidently evaluates actions and situations identifying clearly articulated strengths and weaknesses of own and other's practice, questioning received opinion, prejudices and value sets operating.
Demonstrates evidence-based practice and models the effective use of up-to-date research and theories.	
Pass Criteria	**Distinction Criteria**
Accesses and uses a range of knowledge from literature, research and policy sources for to inform own and other's professional practice and decision making.	Manages own learning using a wide range of resources and critically engages with an extremely wide knowledge base of theories, concepts, policy sources and the latest research to enhance own and other's professional practice and decision making.

Identifies and manages risk.	
Pass Criteria	**Distinction Criteria**
Uses appropriate information from relevant legal structures including the law around safeguarding practice, information sharing and the rights of children to evaluate risk and make decisions.	Uses an extremely wide range of appropriate information from relevant legal structures including the law around safeguarding practice, information sharing and the rights of children to evaluate risk and exercises autonomy and initiative when exploring options.
Actions taken clearly reflect the evaluation.	Makes clear decisions which have taken into account the alternatives.
Monitors, evaluates and improves the working environment to ensure it is safe.	
Pass Criteria	**Distinction Criteria**
Generally, technically and professionally competent in leading and promoting health and safety, fulfilling the organisation's legal obligations and in delivering effective arrangements.	Technically and professionally competent in leading, delivering and promoting the health and safety obligations of the organisation and work shows evidence of rigour and/or creativity.
Can identify key areas of problems and choose appropriate methods for resolution.	Can identify key areas of problems confidently and choose appropriate methods for resolution with autonomy and effectiveness.

You enabled us to focus on and achieve improved outcomes for children and young people.	
Skills	
Sets clear, measurable objectives.	
Pass Criteria	**Distinction Criteria**
Works with the team and with partner organisations to identify and articulate clear and shared objectives which are defined in a shared plan that gives focus to the work.	Effectively models a range of negotiation skills with own team and with partner organisations to develop relationships that build shared objectives and defines and addresses them fully and with some creativity in shared plans.
Uses data to evaluate the effectiveness of outcomes.	
Pass Criteria	**Distinction Criteria**
Some evidence of ability to collect and interpret data/information to inform both strategy and practice.	Evidence of exceptional success and a degree of autonomy shown in undertaking a range of research-type tasks that have informed strategy and practice.
Develops, facilitates and leads changes in working practices that deliver improved outcomes.	
Pass Criteria	**Distinction Criteria**
Sets high expectations for the quality of professional practice across the team and provides systematic opportunities to enhance and refresh practice including assessment and safeguarding practices.	Encourages and supports others to analyse and continually improve the quality of their practice in relation to a range of relevant standards.
	Uses critical reflection to consider effective solutions for the improvement of professional practice.
Actively encourages the participation of children, young people and families in service improvement.	
Pass Criteria	**Distinction Criteria**
Provides regular opportunities for children, young people and families to give and receive ideas to achieve service improvement and ensures appropriate information is shared to inform decision making.	Demonstrates a flexible and original approach to the building of collaborative relationships with children, young people and families to support the process of achieving service improvement, and evaluates progress of agreed objectives.
Manages the quality assurance of the service provided and proposes improvements.	

You enabled us to focus on and achieve improved outcomes for children and young people.	
Skills	
Manages and deploys total resource (e.g. people, finance, IT property) to maximise outcomes.	
Pass Criteria	**Distinction Criteria**
Acquires and maintains resources and plans and manages processes that will deliver specified outcomes and establishes systems for staff to carry out their work.	Meets all obligations to organisation to manage resources and uses management and planning strategies effectively to enhance and maximise the delivery of effective outcomes.
Provides clarity on how resources will be used and reports on results.	
Mobilises collective action across service boundaries and within the community to manage resources.	
Pass Criteria	**Distinction Criteria**
Interacts effectively with others to seek out opportunities for and improve and deliver appropriate resourcing decisions.	Demonstrates a flexible approach to the development of relationships with stakeholders to foster collective responsibility for fair and effective use and management of resources.
Uses data and evaluations to inform future resourcing decisions.	Shows awareness of strategic and operational priorities to ensure continuous improvement.
Commissions and contract manages external providers.	
Pass Criteria	**Distinction Criteria**
Demonstrates management of the effective and efficient use of commissioning processes to make best use of resources to support the delivery of specified outcomes.	Demonstrates a high degree of autonomy and exploration in commissioning decisions that ensures best value and appropriate devolved accountability to support the delivery of effective outcomes.

You built the relationships with others that ensured effective communication and partnership work.	
Knowledge	
The commissioning cycle and its application.	
Pass Criteria	**Distinction Criteria**
Good knowledge and understanding of commissioning cycle.	Sound knowledge base exploring and analysing the commissioning cycle and its theory and ethical issues, with clear autonomy and originality.
Explores and analyses the field and its theory and ethical issues.	
Skills	
Collaborates with partner agencies and resolves complex issues to achieve best outcomes.	
Pass Criteria	**Distinction Criteria**
Recognises and encourages a wide range of partners that contribute to the delivery of positive outcomes for children, young people and families.	Actively engages building and facilitating collaboration with a wide and diverse range of partners.
Able to choose and evaluate methods of collaboration appropriate to the task, from a range of prescribed methods.	Choice of methods of collaboration and partnership are sound and self-determined are evaluated using appropriate information and data.
Builds an ethos of learning and continuous improvement across partner organisations.	
Pass Criteria	**Distinction Criteria**
Builds and leads constructive team and partner relationships that foster professional learning communities.	Promotes and builds an environment of critical reflection and collaborative learning to support and enhance high quality practice in work with children, young people and families.

You ensured there was a culture of continuing professional development.	
Skills	
Evaluates practice of team members.	
Assesses learning styles of self and team members and identifies development opportunities.	
Listens to, challenges and supports practitioners.	
Pass Criteria	**Distinction Criteria**
Examines the work of others and identifies the strengths and weaknesses using existing criteria indicating possibilities for improvement, based on individual need.	Demonstrates judgement and discrimination in evaluating the work of others and provides difference sources of feedback and offers clear insights into strategies for improvement.
Engages in reflective practice and develops a learning culture across the team.	
Pass Criteria	**Distinction Criteria**
Evaluates own practice and that of others using a specific frame of reference and supports the development of plans of action.	Analyses practice by critically reflecting on own and other's practice and the rationale behind it. Uses imaginative thinking about potential alternative possibilities and the implications for future practice.

Community Specialism: Creates an environment that promotes partnership by working within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability) and builds consensus and support for improving outcomes together.	
Skills	
Proactively develops and sustains strategies for joint working, to improve outcomes.	
Pass Criteria	**Distinction Criteria**
Identifies, encourages and evaluates the work of a range of partners to develop and contribute to explicit strategies for the delivery of positive outcomes for children, young people and families within a specific working context.	Actively engages the building of facilitative relationships with a wide and diverse range of partners within a specific working context.
	Demonstrates well developed critical evaluation of the methods of collaboration and partnership and their collective outcomes.
Demonstrates good awareness of stakeholders.	
Pass Criteria	**Distinction Criteria**
Identifies and can show evidence of a wide range of partners within a specific working context that contribute to the delivery of positive outcomes for children, young people and families.	Demonstrates active engagement in identifying building and facilitating collaboration with a wide and diverse range of partners within a specific working context.
Contributes to and initiates appropriate joint budget arrangements.	
Pass Criteria	**Distinction Criteria**
Interacts effectively with others to seek out opportunities to acquire and maintain resources that will deliver specified outcomes within a specific working context.	Demonstrates a range of flexible and innovative approaches to the development of relationships to acquire and manage resources to maximise the delivery of effective outcomes, within a specific working context.

Community Specialism: Leads and supports practice development in the care and support of children, young people and their families and carers within contemporary society.	
Skills	
Leads, implements and evaluates effective approaches to practice in specific contexts.	
Pass Criteria	**Distinction Criteria**
Oversees and monitors approaches to practice against set criteria in a specific working context, whilst keeping the child's individual needs at the centre of their work.	Demonstrates judgement and discrimination in monitoring and evaluating approaches to practice in a specific working context, always keeping the child's individual needs at the centre of their work.
Identifies the strengths and weaknesses of practice, indicating the possibilities for improvement.	Provides feedback to staff and partners, and offers clear insights into strategies for improvement.
Audits and measures performance effectively within a multi-agency context.	
Pass Criteria	**Distinction Criteria**
Examines and monitors the performance of multi-agency practice working arrangements against set criteria.	Demonstrates judgement and discrimination in monitoring and evaluating the performance of multi-agency practice working arrangements.
Identifies the strengths and weaknesses of multi-agency practice, indicating the possibilities for improvement.	Provides feedback on performance and offers clear insights into strategies for improvement.
Effectively uses and shares information and data.	
Pass Criteria	**Distinction Criteria**
Shows evidence of involvement in a range of information sharing and data exchange within a specific working context, that contributes to the delivery of positive outcomes for children, young people and families.	Demonstrates active engagement in identifying building and facilitating collaboration in sharing information and data with a wide and diverse range of partners, within a specific working context.

Leads and develops new approaches to early intervention in partnership practice.	
Pass Criteria	**Distinction Criteria**
Sets high expectations for the quality of early intervention practice across the team and the partnership.	Encourages and supports others to analyse and continually improve the quality of early intervention practice across a range of different working contexts.
Provides systematic opportunities to enhance and refresh practice including assessment and safeguarding practices.	Uses critical reflection to consider effective solutions and engage others in the evaluation of assessment, intervention and safeguarding practice.

Residential Specialism: Leads and supports practice development in the care and support of children and young people in residential care.	
Skills	
Manages staff performance and ensures each child receives the care and support to meet their needs.	
Pass Criteria	**Distinction Criteria**
Examines and monitors the performance of staff against set criteria and ensuring the child's individual needs are at the centre of their work.	Demonstrates judgement and discrimination in monitoring and evaluating the performance of staff and ensuring the child's individual needs are at the centre of their work.
Identifies the strengths and weaknesses of practice, indicating the possibilities for improvement.	Provides feedback to staff and offers clear insights into strategies for improvement.
Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes.	
Pass Criteria	**Distinction Criteria**
Takes responsibility for and engages actively in providing regular opportunities for staff and stakeholders including children, young people and families to give and receive ideas to achieve service improvement.	Demonstrates a flexible and original approach to the building of collaborative relationships that foster participation with children, young people and families to support the process of achieving service improvement

Overall Grading

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

Situational Judgement Test	Competence Interview	Overall Grade
Pass	Pass	Pass
	Distinction	Distinction

A fail in any assessment component will result in a fail overall.

Resits and Retakes

If an apprentice does not turn up to the end-point assessment, a fail mark will be recorded. The exception to this would be if the apprentice were unable to attend for medical reasons, in which case the production of corroborating evidence from a recognised medical practitioner must be submitted to the Employer and the End-Point Assessment Organisation within seven days. Similarly, if there were other serious extenuating circumstances (accident, serious family circumstances, or instance of uncontrollable natural forces in operation that meant that the apprentice had not been able to attend, credible and corroborated written evidence must be submitted to the Employer and the End-Point Assessment Organisation within seven days. In both cases if the evidence was accepted as valid, the apprentice will be able to take the end-point assessment as if for the first time and the grade will not be capped. In this case, the end-point assessment must take place at a time agreed with the employer and EPAO.

If the apprentice fails any of the assessment components, they will be eligible for a resit or retake. A resit does not require further learning, whereas a retake does.

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

Appeals

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