

**Children, Young People and Families Apprenticeship
End –Point Assessment Plan**

**Children, Young People and Families Manager
Level 5**

Children, Young People and Families Manager- End-Point Assessment Plan

Introduction

This end-point assessment plan details the role and requirements of employers, apprentices and end-point assessment organisations in order to ensure that all apprentices, irrespective of their employer or location are assessed in a rigorous, robust, consistent and affordable manner.

At the end of the apprenticeship, to show that they have learned their craft, apprentices will need to demonstrate that they can competently lead, support and challenge practitioners and collaboratively work with others, within a children's health and social care environment that doesn't have easy answers or immediate solutions. In a role where there is no directive for what to do and how to do it, apprentices will need to articulate their own exercise of influence, express their values and their sense of purpose and vision and demonstrate how this impacts on their work with others and on their decision making. We would expect to see evidence of their leadership, thinking skills and problem-solving skills, assessment, analysis and use of professional judgement and decision making within a health and social care context, which demonstrates why they decided on a particular course of action, in any given situation. The detailed skills, knowledge and behaviours of a Children, Young People and Families Manager that underpin this aspiration, are outlined in the standard.

SECTION 1: Summary of end-point assessment

The end-point assessment plan is designed to enable the competence of apprentices to be assessed in accordance with the apprenticeship standard.

The approach to the end-point assessment is based on the following principles:

- The end-point assessment process should be meaningful and add value to both the apprentice and to the employer by complementing and building on normal performance management and development processes
- It should enable and encourage progression and continuous professional development
- The end-point assessment is designed to test the markers of competence laid down in the standard
- End-point assessment methodologies have been selected on the basis that they will provide a high level of validity of the relevant knowledge, skills and behaviours
- End-point assessment will be synoptic and will assess skills, knowledge and behaviours in an integrated way. It will take place at the end of the apprenticeship and the final end-point

assessment decision will be made independently of the both the employer and the learning provider.

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

The apprenticeship typically takes 24-30 months to complete (12 to 18 months for experienced managers). The end-point assessment, which consists of a situational judgement test and a competence interview supported by a portfolio, is typically held in the last 2 months of the apprenticeship. The apprenticeship is graded pass, distinction and fail, based on the performance in the end-point assessment.

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

Apprenticeship Timeline

The table below provides a typical timeline for apprenticeship delivery. End-point assessment will begin when the apprentice passes through the gateway, usually in the final two months of the apprenticeship. The individual components of the end-point assessment mentioned in the timeline are described in more detail below.

Indicative Apprenticeship Timeline*	Activity
Months 1 - 24 On-Programme Assessment	<p>Regular performance management/mentoring overseen by line manager is highly recommended to ensure the consistent display of competence.</p> <p>Apprentice must develop a portfolio that will inform the end-point assessment competence interview. This portfolio development is overseen by the employer and by the training provider who will advise the apprentice accordingly. It is recommended that it will include, examples of the apprentice's work including:</p> <ul style="list-style-type: none"> • Four or five specific cases where they have managed complexity (situations where there are no precise procedural guidelines and it is a matter of weighing up the likely implications for each party). It should show where they have delivered impact at operational level and shown leadership

	<p>and management responsibility for setting and delivering objectives within children, young people and family social care sector. They must demonstrate evidence of assessment of the situation, analysis, decision making, response and review. Specific evidence could include notes, action plans, case notes, supervision records, reports or records produced as part of the work activity, reviews of cases and evidence of issues and resolution in the delivery of objectives</p> <ul style="list-style-type: none"> • evidence of the values and behaviours and skills that the apprentice has displayed to meet the requirements of the standard 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. <p>Once complete it must demonstrate the on-programme evidence of the application of the knowledge, skills and behaviours contained within the apprenticeship standard (See Annex 4), so that the assessor can review these, in preparation for the competence interview.</p> <p>Apprentice undertakes and completes the mandatory qualification specified in the standard:</p> <p>Option 1 Children's Residential Care Manager Level 5 Diploma in Leadership and Management for Residential Childcare</p> <p>Option 2 Children and Young People and Families Manager in the Community - Level 5 Diploma in Leadership for Health and Social Care</p>
<p>Months 24-26</p> <p>Link to Gateway</p>	<p>Apprentice completes the mandatory qualification.</p> <p>Apprentice completes Level 2 maths and English (if not already achieved).</p> <p>Employer determines readiness for the end-point assessment based on achievement of the competencies against all the standards and evidence in the portfolio. The employer may discuss this with the training provider and apprentice.</p> <p>Apprentice prepares portfolio for submission, overseen by the employer.</p>

<p>Month 27 Gateway</p>	<p>Employer informs the end-point assessment organisation that apprentice has achieved the following and is ready for end-point assessment and the following criteria have been met:</p> <ul style="list-style-type: none"> • Apprentice has completed the portfolio to the required standards and entries have been validated by the employer • Apprentice has a current DBS Certificate • Apprentice has passed the mandatory qualification • Apprentice has achieved level 2 in maths and English or equivalent (if not already previously achieved) • Manager confirms that the apprentice has satisfactorily completed the knowledge, skills and behaviour requirements
<p>Months 28-30 End-Point Assessment</p>	<p>The apprentice will undertake the two end-point assessments:</p> <ol style="list-style-type: none"> 1. Situational Judgement Test. The Situational Judgement Test will highlight their competence in the application of the knowledge, skills and behaviours outlined in the standard. 2. Competence Interview. Apprentice will submit the portfolio at least 3 weeks before the competence interview is due to be held. The portfolio will be reviewed by the assessor and will be the subject of the competence interview.
<p>*For experienced managers' the indicative timelines will be adjusted to take into account their previous experience.</p>	

SECTION 2: On-Programme Assessment of Skills, Knowledge and Behaviours

Assessment Gateway

The judgement of performance against the skills, knowledge and behaviours set out in the apprenticeship standard shall be assessed exclusively by the end-point assessment organisation. However, the apprentice can only access the end-point assessment if they have successfully passed through the assessment gateway. The criteria to pass through the assessment gateway is described in the table on p.4. Readiness for the assessment gateway is judged by the employer and may be in consultation with the apprentice and training provider.

SECTION 3: End-Point Assessment - What will be assessed and how will the end-point assessment be carried out?

The apprentices will be assessed on the required skills, knowledge and behaviours to undertake the role of a Children, Young People and Family Manager, as detailed in the apprenticeship standard.

Methods of end-point assessment

The end-point assessment will consist of two assessment methods:

1. **A Situational Judgement Test**
2. **A competence interview informed by submission of a portfolio.**

Assessment Overview

Assessment Method	Key Areas to be Assessed	Assessed by	Grading
Situational Judgement Test	<ul style="list-style-type: none"> • Knowledge Evidence of analysis of theories, practice, research, legislation and the local, regional and national environment relating to leadership and management within the children's social care sector. • Skills Evidence of analysis of leadership, thinking skills and problem-solving skills, assessment, and use of professional judgement and decision making within a health and social care context • Behaviours and Application of Behaviours Reference to, and demonstration of, values and principles underpinning safe, child-focused, high quality and evidence based practice, described in the standard 	Independent End-Point Assessment Organisation	Fail/Pass/Distinction

Competence Interview informed by Portfolio	<p>Competence Interview</p> <ul style="list-style-type: none"> • Application of Skills Evidence of their leadership, thinking skills and problem-solving skills, assessment, analysis and use of professional judgement and decision making within a health and social care context • Application of knowledge Able to relate to their practice as a leader and manager, a knowledge of theories, practice, research, legislation and the local, regional and national environment • Application of Behaviours Demonstration and use of the principles and practice of leadership within the context of their own organisation's environment and ethics <p>The criteria for marking can be found in Annex 3. <i>More details on the end-point assessment methods can be found in the 'Structured Brief for End-Point Assessors' in Annex 2.</i></p>	Independent End-Point Assessment Organisation	Fail/Pass/Distinction
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The Situational Judgement Test is designed to test the thinking and approach of the apprentice in dealing with specific situations that are typical of the of management and leadership of work within children, young people and families sector. It will highlight their competence in the knowledge and skills outlined in the standard. It should also demonstrate how they consider the decisions they make will impact on the outcomes for service users. It will enable the apprentice to demonstrate that they meet the behaviours within the standard and will allow for a demonstration of the apprentice's personal and professional approach to ethics and values.

The situational judgement test will be a paper-based written test consisting of 4 questions and will last 45 mins. It will be undertaken alongside the competence interview. The test will be marked by the independent assessor and will form 50% of the final grade. See Annex 2.

The Competence Interview

The purpose of the competence interview is to ensure that there is no plagiarism involved in the portfolio and that the apprentice understands and can explain the work presented in their portfolio. It is an opportunity for the assessor to discuss with the apprentice the content of the portfolio, allowing them to seek reassurance, where necessary, that the apprentice meets or exceeds the apprenticeship standard. The assessor must not assess the portfolio, but uses it to inform the questioning for the competence interview.

The competence interview is a structured discussion of 55-65 minutes duration between the apprentice and the independent assessor, focusing on the work covered in the portfolio. It will look at both the work the apprentice has undertaken, the strengths demonstrated and will consider any gaps or weaknesses in knowledge, skills or behaviours. There will be probing questions and discussion about the professional practice undertaken within the course of the apprentices' work, based on the application of the core skills, knowledge, and behaviours which will:

- confirm and validate judgements about the quality of work;
- provide evidence for any gaps or perceived weaknesses in skills and knowledge
- explore aspects of the work, including how and why it was carried out

The information gained from the discussion will provide a basis for the independent assessor to make a holistic decision about the grade to be awarded. There is a structured brief (Annex 2), a suggested assessor's preparation sheet for the competence interview, and grading criteria (Annex 3) to aid the independent assessor to undertake the discussion and ensure that consistent approaches are taken.

The range of assessment methods undertaken throughout the apprenticeship, including the on-programme assessments, enables the full range of knowledge, skills and behaviours to be considered.

Who will carry out the end-point assessment?

Each employer will appoint an End-Point Assessment Organisation to develop and manage the end-point assessment process. The End-Point Assessment Organisation can only be chosen from the Education and Skills Funding Agency (ESFA) Register of End-Point Assessment Organisations.

The End-Point Assessment Organisation will be expected to*:

- Develop standard documentation and resources for the end-point assessment and guidance for apprentices on the end-point assessment;
- Develop standard documentation resources and guidance for assessors on the end-point assessment, and develop a bank of scenario-based questions for the situational judgement test and a bank of typical interview questions for the competence interview, each of which

should be of sufficient size to prevent predictability and reviewed at least annually to ensure those banks remain fit-for-purpose;

- Have robust internal quality assurance in place;
- Provide evidence of IT infrastructure and/or on-line facilities for the secure collection of learner data for registration and results;
- Have clear arrangements for making reasonable adjustments in accordance with the Equality Act 2010. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustment will be made. The adjustment must maintain the validity, reliability and integrity of the assessment method;
- Liaise with the relevant stakeholders for the issue of the apprenticeship certificate.

** Annex 1 contains further details of the role of the end-point assessment organisations and includes the assessment responsibilities of all parties for the duration of the whole apprenticeship.*

Ensuring Independence

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

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

Delivering consistent, reliable judgements

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

The Apprenticeship Standard defines clearly what is required in terms of knowledge, skills and behaviours, it is at the heart of the assessment process. It is envisaged that there may be large numbers of End-Point Assessment Organisations and employers taking part in these apprenticeships. End-Point Assessment Organisations will be required to put in place processes to ensure that judgments made on occupational competence are consistent.

Delivering accurate, valid judgements

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

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

The Independent Assessor will consider the Portfolio before the apprentice undertakes the Competence Interview. They will then assess and grade the Situational Judgement Test and assess and grade the Competence Interview. This ensures the independence of each end-point assessment method.

Grading Criteria

Independent assessors will grade the Apprentice, using all the information gained in the End-point Assessment. The apprenticeship has the standard at the heart of the process. The grading will follow the guidance contained within the Grading Model in Annex 3. The apprentice will be awarded either a Pass, Distinction or Fail for each method of assessment.

In order to achieve a pass in each method of assessment, the apprentice must fulfil the pass criteria in all KSBs. In order to achieve a distinction in each method of assessment, the apprentice must fulfil the distinction criteria in all KSBs.

The table below will be used to calculate the overall grade.

Grade Calculator

Assessment Method	Grading					Weighting
Situational Judgement Test	If an apprentice fails any one of the assessments it will be deemed to be an overall fail	Pass	Distinction	Pass	Distinction	50%
Competence Interview		Pass	Pass	Distinction	Distinction	50%
Overall Grade Awarded	FAIL	PASS	PASS	PASS	DISTINCTION	

The chosen independent end-point assessment organisation will make the decision on the overall grade for each apprentice. The overall grade will be based on the amalgamation of the two end-point assessments. The apprentice must achieve the minimum pass threshold in both end-point assessments to pass the apprenticeship.

Apprentices who fail one or more EPA methods will be offered the opportunity to take a re-sit/re-take. Resits/retakes must not be offered to apprentices who pass and wish to achieve a higher grade. A re-sit does not require further learning, whereas a re-take does. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

Re-sit for the End-Point Assessment

If an apprentice does not turn up to the end-point assessment, a fail mark will be recorded. The exception to this would be if the apprentice were unable to attend for medical reasons, in which case the production of corroborating evidence from a recognised medical practitioner must be submitted to the Employer and the End-Point Assessment Organisation within 7 days. Similarly, if there were other serious extenuating circumstances (accident, serious family circumstances, or instance of uncontrollable natural forces in operation that meant that the apprentice had not been able to attend, credible and corroborated written evidence must be submitted to the Employer and the End-Point Assessment Organisation within 7 days. In both cases if the evidence was accepted as valid, the apprentice will be able to take the end-point assessment as if for the first time and the grade will

not be capped. In this case, the end-point assessment must take place at a time agreed with the employer and EPAO.

If an apprentice has failed one or more of the end-point assessments, at the first attempt, they may ask the assessing organisation to consider any extenuating circumstances, which may have adversely affected the quality of work in an end-point assessment. Such claims must be accompanied by corroborated evidence. If the claim is accepted, the apprentice is given the opportunity to re-sit the end-point assessment with no cap on the grade mark.

Apprentices must re-sit the end-point assessment typically within a 3-month period but the result will be capped at a pass mark unless extenuating circumstances exist.

Re-takes for the End-Point Assessment

If any part of the end-point assessment is failed at the first attempt, the employer must determine whether any additional training for the apprentice is needed. Where this is the case, further development should be provided to the apprentice before they are resubmitted for end-point assessment. Only those elements of the end-point assessment which are graded as a fail will be eligible for a retake.

Apprentices must re-take the end-point assessment typically within a six-month period but the result will be capped at a pass mark unless extenuating circumstances exist.

Employers should be confident that the apprentice is ready to start the end-point assessment before putting them forward. It is anticipated that the apprentice should be well practised in the art of professional discussions, because of effective supervision during the apprenticeship.

Awarding an apprenticeship certificate

When both parts of the end-point assessment are successfully completed then an apprenticeship certificate will be awarded.

SECTION 4: Affordability and Manageability

The costs and practicality of assessment have been an important consideration in the development of this assessment approach, not least because of the potential number of smaller organisations who may want to take on apprentices in this role.

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

Cost effectiveness has been incorporated in a number of ways

- The combination of assessment methods ensures breadth, validity and reliability
- The methods of end-point assessment chosen – a situational judgement test and a competence interview - require two grading marks by an independent assessor, one of which can be undertaken at their own place of work or in an appropriate setting
- The end-point assessment is reduced to one point of contact for the Apprentice - the Competence Interview

Anticipated starts for 2018:

2018	No. of Starts
Option 1. Manager in Children's Residential Care	160
Option 2. Children, Young People and Families Manager	10

It is anticipated that these numbers will increase once this apprenticeship route becomes known.

Implementation

The approach to development and implementation will continue to be informed by close consultation with a wide range of employers, learning providers including universities and colleges and end-point assessment organisations. The children, young people and family workforce sector will continue to work together with those involved the training and assessment to reflect on the lessons learned throughout the development and roll out of the programme. The Core Employer Group will ensure that any actions are taken forward appropriately.

SECTION 5: Quality Assurance

Quality assurance has to be put in place to ensure the consistency of quality and approach to assessment by all the end-point assessment organisations offering the end-point assessments. It is anticipated that end-point assessments for this apprenticeship standard will be carried out by multiple End-Point Assessment Organisations.

Internal Quality Assurance

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- appoint assessors that have the following minimum skills, knowledge and occupational competence:
 - knowledge of the children, young people and family sector

- have at least 2 years experience of competence-based assessment within the last 5 years
- qualified to at least level 5 in the children, young people and family sector
- qualified in assessment practice, e.g. D33 Assessors Qualification
- hold a current DBS certificate;
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading;
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time;
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time;
- Provide opportunities for assessors to update their assessment expertise through planned CPD activities and check that their occupational expertise is current and at the required level.

External Quality Assurance

External quality assurance will be provided by Ofqual, through regulation of the end-point assessment. The Government requires all organisations that offer end-point assessments must be on the ESFA Register of End-Point Assessment Organisations and for this standard, recognised awarding organisations must also meet Ofqual's Criteria for Recognition and must be able to demonstrate to Ofqual that they meet the full General Conditions of Recognition.

End-Point Assessment Responsibilities

	Employer	Apprentice	End-Point Assessment Organisation	Learning Provider
Gateway	Provides summative evidence around professional behaviours and conduct against the Standard in its entirety, to indicate that the apprentice is ready for the end-point assessment.	Self-assesses against the standards to indicate they are ready for end-point assessment and provides evidence that they have passed maths and English at Level 2 and the mandatory qualification.	Arranges for regional end-point assessments to take place. Advises apprentice / employer on suitable dates and locations for the assessments.	Informs the employer of the results of the apprentices in relation to the qualification.
	Advises the apprentice on how the end-point assessment will be conducted. Enrols apprentice for the end-point assessment and allows time away from the workplace to prepare and take the practical end-point assessment.			
End-Point Assessment		Produces a portfolio that presents evidence from practice that is likely to have been gathered during the apprenticeship and fully completed towards the end of the apprenticeship, illustrating the application	The end-point assessment organisation develops a bank of questions that elicit that practice outcomes, skills, knowledge requirements and appropriate behaviours have been evidenced.	

		of knowledge, skills and behaviours.		
			The end-point assessment organisation develops a bank of scenarios and questions for the situational judgement test.	
			The end-point assessment organisation develops and produces a structured brief /guidance for the independent assessor to support the interview so that the independent assessor is fully appraised to determine what meets the Standard.	
			The independent assessor undertakes a structured discussion with the apprentice focusing on the summative showcase.	
			The independent assessor makes a holistic assessment of each apprentice's work, including the grade to be awarded, on the basis of evidence in each end-point assessment method.	

			The independent end-point assessment makes the final judgement with regards to the success of an apprentice.	
			In the event of an appeal against the grade awarded, the end-point assessment organisations undertakes an independent review of the evidence to confirm or modify the grade in line with their standard complaint procedures.	
			Advises the appropriate certification body on the outcome for the Apprenticeship to be awarded. Advises Apprentice on outcome.	
Quality Assurance and Moderation	EQA Providers will review the end-point assessment organisation(s) they have commissioned, to make sure that the services offered continually meet the employer-defined requirements, in consultation with OFQUAL.		Puts all moderators and external verifiers through a training process to ensure consistent approach to making judgements.	The mandatory qualifications should be recognised and quality assured by one of the following bodies/frameworks: RQF, Ofqual, QAA or a Higher Education Institution with awarding powers.

			Provides independent moderation carried out by a designated panel of sector experts.	
			Sets up and operates quality assurance processes that will monitor independent assessment function of their organisation including a panel of sector experts.	

STRUCTURED BRIEF FOR END-POINT ASSESSORS

1. SITUATIONAL JUDGEMENT TEST

- **The situational judgement test** will last 45 minutes and is designed to provide an opportunity to assess the apprentice for their leadership skills, thinking skills, problem solving, decision making, interpersonal skills, assessment and analysis and use of professional judgement and decision making within a health and social care context. It will offer 4 work-based scenarios within a children's health and social care context, from which the apprentice must respond by saying what they would do in that scenario and why. EPAOs must develop 'practical specifications banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the specifications, and the questions they contain, are fit for purpose. Alternative question sets must be used in re-sits and re-takes. The scenarios will be designed in such a way that offers no guidance on how to deal with the situation. The apprentice must be able to respond effectively by showing evidence of the action that they would take. Within their answers to each scenario they must include:
 - a description of the assessment and analysis of the situation, and a description of what action the apprentice would take, outlining their professional judgement, how they would approach it and why they have come to that conclusion, including what alternatives there might be
 - Who they might work with and why and how they would undertake that joint work
 - a critical analysis of the apprentice's personal and professional ethics and values in that potential situation, based on the six behaviours within the standard - Care, Compassion, Courage, Communication, Competence and Commitment

It will be judged against the standards indicated in Annex 3 and the grading criteria contained within Annex 4.

2. COMPETENCE INTERVIEW

The competence interview between an apprentice and an assessor will last 55 – 65 minutes and will focus on the portfolio evidence already provided by the apprentice. The portfolio will consist of evidence of a range real-work activities undertaken during the apprenticeship that meet the apprentice standards. The portfolio itself is not assessed, but it is used to inform the questioning for the interview.

The assessor will have read the portfolio and will ask the apprentice questions about the evidence which will lead to a discussion on the review of practice. A bank of typical questions will have been developed beforehand by the EPAO but the assessor may write their own questions pertinent to the portfolio. EPAOs must develop 'practical question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The assessor will target particular areas for discussion, based on their review of the portfolio. This activity will involve scrutiny of the illustrative evidence so that a judgement can be made on the extent to which the skills, knowledge and behaviours in the standard are demonstrated. The competence interview will also provide evidence when gaps have been identified in an apprentice's portfolio. The assessor is responsible for ensuring that the points that need to be covered are brought into the discussion by the candidate.

The grading criteria in Annex 3 should be used so that the competences to be covered are defined against the standard. This will help to ensure that the end-point assessment is valid and reliable and that the purposes of the discussion are met.

The assessor must record the discussion and this should not be a tick box exercise but must include space to record the evidence on which the end-point assessment judgement is made.

Example Assessor's template for the Competence Interview

End-Point Assessment Organisation:		Name of Apprenticeship:	
Apprentice:		Assessor:	
Centre:		Date of End-Point Assessment:	
<p>The purpose of the competence interview is to gather evidence from the apprentice about their suitability to pass the apprenticeship, specifically:</p> <ul style="list-style-type: none"> • To ask apprentices to clarify issues relating to specific parts of the portfolio and to consider the totality of the portfolio with regard to meeting the criteria within the apprenticeship standards • To ascertain that the portfolio is the apprentice's own work, and that s/he has developed knowledge, skills and behaviours at this level, exceeded this level, or that the apprentice clearly does not meet the criteria to pass the apprenticeship 			
KSB		EVIDENCE/COMMENTS	
Core Knowledge elements			
The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families			
The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent			
Core Skills Elements			
Maintains and develops a leadership style that sets the ethos, aims and approach to the work			

Manages the application of professional judgement, standards and codes of practice	
Creates a strong sense of team purpose	
Models an ethos that actively promotes equality, resilience, dignity and respects diversity and inclusion	
Actively seeks the views of others	
Develops and delivers good quality supervision practice and decision making	
Demonstrates evidence based practice and models the effective use of up to date research and theories	
Identifies and manages risk	
Monitors, evaluates and improves the working environment to ensure it is safe	
Sets clear, measurable objectives	
Uses data to evaluate the effectiveness of outcomes	
Develops, facilitates and leads changes in working practices that deliver improved outcomes	

Actively encourages the participation of children, young people and families in service improvement	
Manages the quality assurance of the service provided and proposes improvements	
Manages and deploys total resource (e.g. people, finance, IT property) to maximise outcomes	
Mobilises collective action across service boundaries and within the community to manage resources	
Commissions and contract manages external providers	
Collaborates with partner agencies and resolves complex issues to achieve best outcomes	
Builds an ethos of learning and continuous improvement across partner organisations	
Evaluates practice of team members	
Assesses learning styles of self and team members and identifies development opportunities	
Listens to, challenges and supports practitioners	
Engages in reflective practice and develops a learning culture across the team	

Option 1: Practitioner in Children's Residential Care – Skills elements	
Ensures each child receives care and that the continuity of care for each child is in place	
Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children	
Manages and monitors safe systems of physical restraint	
Manages staff performance and ensures each child receives the care and support to meet their needs	
Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes	
Option 2- : Children, Young People and Families Practitioner within the community - Skills	
Proactively develops and sustains strategies for joint working, to improve outcomes	
Demonstrates good awareness of stakeholders	
Contributes to and initiates appropriate joint budget arrangements	
Leads, implements and evaluates effective approaches to practice in specific contexts	

Audits and measures performance effectively within a multi- agency context	
Effectively uses and shares information and data	
Leads and develops new approaches to early intervention in partnership practice	
Behaviours	
Communication - Building relationships with practitioners, peers and partner organisations	
Competence - Knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes	
Commitment - Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient	
Courage - Having honest conversations and encouraging practitioners to offer their own solutions to improving practice	
Grading for the Observation	
Fail/Pass/Distinction	<p style="text-align: right;">Signed</p> <p style="text-align: right;">Date.....</p>

End-Point Assessment Method, by Element, of the Level 5 Children, Young People and Family Manager Standard

Below is a table of the assessment method for each element of the standard.

Standard	Knowledge and understanding	Assessment method	Skills	Assessment method	Behaviours	Assessment method
<i>'You provided direction and ensured we worked as a cohesive team'</i>	Current research and development in the health and social care sector	Situational Judgement Test	Maintains and develops a leadership style that sets the ethos, aims and approach to the work	Competence Interview	Care	Situational Judgement Test
	Theories underpinning the learning, development and motivation of individuals and teams	Situational Judgement Test	Manages the application of professional judgement, standards and codes of practice	Competence Interview	Compassion	Situational Judgement Test
	The role of the team and the internal and external environment in which it operates	Situational Judgement Test	Creates a strong sense of team purpose	Competence Interview	Courage	Competence Interview
<i>'You implemented a working environment which supported dignity and human rights'</i>	Values and ethics and the principles and practices of diversity, equality, rights and inclusion	Situational Judgement Test	Models an ethos that actively promotes equality, resilience, dignity and respects diversity and inclusion	Competence Interview	Communication	Competence Interview
	Approaches to dignity and respect		Actively seeks the views of others	Competence Interview	Competence	Competence Interview

		Situational Judgement Test			Commitment	Competence Interview
<i>'You helped us work through the challenges that faced us and ensured we were safe'</i>	The principles and practice of supervision with their staff	Situational Judgement Test	Develops and delivers good quality supervision practice and decision making	Competence Interview		
	The theories and up-to-date research and best practice that underpin practice decision making	Situational Judgement Test	Demonstrates evidence based practice and models the effective use of up to date research and theories	Competence Interview		
	The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families	Competence Interview	Identifies and manages risk	Competence Interview		
	A healthy, safe and stimulating environment that fulfils health & safety	Situational Judgement Test	Monitors, evaluates and improves the working environment to ensure it is safe	Competence Interview		

	legislation and requirements					
	The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent	Competence Interview				
<i>'You enabled us to focus on and achieve improved outcomes for children and young people'</i>	The principles and practice of statutory frameworks, standards, guidance and Codes of Practice	Situational Judgement Test	Sets clear, measurable objectives	Competence Interview		
	The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies	Situational Judgement Test	Uses data to evaluate the effectiveness of outcomes	Competence Interview		
	Approaches to developing and implementing improvement, including use of data	Situational Judgement Test	Develops, facilitates and leads changes in working practices that deliver improved outcomes	Competence Interview		
	The theories of intervention that		Actively encourages the participation of children,	Competence Interview		

	meet the needs of children, young people and adults within the family	Situational Judgement Test	young people and families in service improvement			
			Manages the quality assurance of the service provided and proposes improvements	Competence Interview		
<i>'You managed and made best use of the resources that we have'</i>	The practice and principles of resource management	Situational Judgement Test	Manages and deploys total resource (e.g. people, finance, IT property) to maximise outcomes	Competence Interview		
	How to create engagement and innovation in the development of practice	Situational Judgement Test	Mobilises collective action across service boundaries and within the community to manage resources	Competence Interview		
	The commissioning cycle and its application		Commissions and contract manages external providers	Competence Interview		
<i>'You built the relationships with others that ensured effective communication and partnership work'</i>	Inter-agency and multi-agency work and its role in ensuring positive outcomes	Situational Judgement Test	Collaborates with partner agencies and resolves complex issues to achieve best outcomes	Competence Interview		
	Techniques to influence, persuade and negotiate with others	Situational Judgement Test	Builds an ethos of learning and continuous improvement across partner organisations	Situational Judgement Test		

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<i>'You ensured there was a culture of continuing professional development'</i>	Principles of: reflective practice; how people learn; effective continuing professional development	Situational Judgement Test	Evaluates practice of team members	Competence Interview		
	Academic research, evidence-based data, policy developments, practice developments	Situational Judgement Test	Assesses learning styles of self and team members and identifies development opportunities	Competence Interview		
			Listens to, challenges and supports practitioners	Competence Interview		
			Engages in reflective practice and develops a learning culture across the team	Competence Interview		

OPTION 1: Manager in Children's Residential Care						
Standard	Knowledge and understanding	Assessment Method	Skills	Assessment Method		
1a. 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	The principles of long term care and support for children and young people	Situational Judgement Test	Ensures each child receives care and that the continuity of care for each child is in place	Competence Interview		
	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	Situational Judgement Test	Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children	Competence Interview		
	The theory and best practice in the use of restraint	Situational Judgement Test	Manages and monitors safe systems of physical restraint	Competence Interview		
1b. Leads and supports practice development in the care and support of children and	Theoretical and practical approaches to meeting the holistic needs of children and young people in care	Situational Judgement Test	Manages staff performance and ensures each child receives the care and support to meet their needs	Competence Interview		

<i>young people in residential care.</i>	Principles and practice of distributive leadership within the home	Situational Judgement Test	Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes	Competence Interview Situational Judgement Test		
OPTION 2: Children, Young People and Families Manager within the Community						
Standard	Knowledge and understanding	Assessment Method	Skills	Assessment Method		
<i>2a. 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</i>	The national systems of social welfare	Situational Judgement Test	Proactively develops and sustains strategies for joint working, to improve outcomes	Competence Interview Situational Judgement Test		
	Local agencies and community groups	Situational Judgement Test	Demonstrates good awareness of stakeholders	Competence Interview		
	Theoretical approaches to the practice and principles of effective multi-agency working	Situational Judgement Test	Contributes to and initiates appropriate joint budget arrangements	Competence Interview		

outcomes together						
2b. Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society	Theoretical approaches to contemporary social issues that affect family life and the care of children and young people	Situational Judgement Test	Leads, implements and evaluates effective approaches to practice in specific contexts	Competence Interview		
	The priority practice areas in the specific context and their responsibilities within it	Situational Judgement Test	Audits and measures performance effectively within a multi- agency context	Competence Interview		
	Ethical and professional approaches to practice in a partnership context	Situational Judgement Test	Effectively uses and shares information and data	Competence Interview		
			Leads and develops new approaches to early intervention in partnership practice	Competence Interview		

Standards	Knowledge and understanding	Fail Criteria	Pass criteria	Distinction criteria
<i>'You provided direction and ensured we worked as a cohesive team'</i>	Current research and development in the health and social care sector	Very little knowledge and understanding of well-established theories and concepts within health and social care and limited self-awareness of own knowledge base, leading to poor judgement	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	Displays detailed knowledge base and considerable originality and autonomy in exploring and analysing theories and ethical issues in health and social care. Awareness of limitation of knowledge and how this influences any analysis and interpretation based on that knowledge
	Theories underpinning the learning, development and motivation of individuals and teams	Inaccurate and/or incomplete knowledge of the main methods of enquiry into leadership styles and leading teams and critical evaluation of the appropriateness of approaches is basic and/or information is incomplete	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	An extensive depth and breadth of knowledge and understanding of theories in leadership styles and leading teams and can choose with autonomy and exceptional effectiveness methods for resolution in the field
	The role of the team and the internal and external environment in which it operates			
<i>'You implemented a working'</i>	Values and ethics and the principles and practices of	Gaps in knowledge and only superficial understanding of the	Has sound knowledge base on which to explore and analyse the theories and	A comprehensive and in depth information base on which to explore and

<i>environment which supported dignity and human rights'</i>	diversity, equality, rights and inclusion	theories and concepts of equalities, values, rights and ethical issues within the discipline. In need of significant guidance	concepts of equalities, values, rights and ethical issues within the discipline with some detail and autonomy	analyse theories and concepts surrounding equalities, rights, values and ethical issues, with clear autonomy and originality
	Approaches to dignity and respect	Knowledge of theory and related ethical issues around dignity and respect are inaccurate and/or incomplete	Demonstrates a sound knowledge base upon which to explore and analyse the theories and related ethical issues around dignity and respect	Demonstrates a comprehensive, detailed and in-depth knowledge of the theories and ethical issues relating to dignity and respect. Shows capacity to integrate theoretical and substantive knowledge and with a clear understanding of the limits to knowledge
<i>'You helped us work through the challenges that faced us and ensured we were safe'</i>	The principles and practice of supervision with their staff	Very little knowledge and understanding of key theories and concepts of supervision and/or evaluation of theories made with scant evidence	Shows a good understanding of key theories and concepts of supervision and demonstrates good critical insight and ability to contrast alternative positions	Knowledge and understanding of theory of supervision is detailed and sophisticated. Well-developed critical evaluation of theories and concepts of supervision

	The theories and up-to-date research and best practice that underpin practice decision making	Very little understanding of key theories and areas of recent research in decision making and evaluation lacks relevance and/or validity	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	Knowledge and understanding of theory of decision making is detailed and sophisticated. Well-developed critical evaluation of theories and concepts of decision making
	The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families	Some relevant and/or required knowledge missing or confused of the relevant legislation and guidance on safeguarding and health and safety issues, relating to the care and support of children, young people and families. Critical thought and/or analysis into the national and local safeguarding legislation and guidance and working practices is very limited and/or incoherent	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. 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	Broad knowledge base of relevant legislation and guidance on safeguarding and health and safety issues relating to work with children, young people and families. 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
	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			
<i>'You enabled us to focus on</i>	The principles and practice of statutory frameworks	Gaps in knowledge and only superficial	Sound knowledge base of statutory frameworks	Detailed knowledge base of statutory frameworks

<i>and achieve improved outcomes for children and young people'</i>	standards, guidance and Codes of Practice	understanding of the statutory frameworks relating to children, young people and families. Shows limited grasp of some relevant issues	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	relating to children, young people and families. Well-developed critical evaluation of the legislation and guidance and the assumptions and /or data which inform the overall approach to working practices
	The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies	Knowledge of OFSTED framework is inaccurate or incomplete. Attempts at analysis of issues within given areas are ineffective and/or incoherent	Sound knowledge of relevant OFSTED framework. Issues identified and critically analysed within given areas. Ability to apply concepts and principles outside immediate context	Demonstrates a detailed, accurate knowledge base of relevant OFSTED framework. Excellent and consistent analysis and synthesis when considering issues. Perceptive, logically connected points evident throughout the work which supports a balanced argument
	Approaches to developing and implementing improvement including use of data	Knowledge of theories and concepts relating to developing and implementing improvement is inaccurate and/or	Sound understanding of theories and concepts relating to developing and implementing improvement and demonstrates the ability to use evidence to support	Knowledge base of relevant theories and concepts relating to developing and implementing improvement is detailed and sophisticated. Well-

		incomplete. Application and/or understanding limited	argument. Ability to apply concepts and principles outside immediate context	developed critical evaluation of the assumptions and /or data which inform the overall approach to improvement
	The theories of intervention that meet the needs of children, young people and adults within the family	Very little understanding of key theories of intervention in own context and evaluation of theories lacks relevance and/or validity	Broad knowledge of relevant theories of intervention linked to context. Effectively evaluates information and the enquiry process including critique of techniques used	Thorough understanding of a range of theories of intervention which enables justifiable self-determined choices of methodology and evaluation of data, using appropriate criteria
<i>'You managed and made best use of the resources that we have'</i>	The practice and principles of resource management	Knowledge of theories and concepts relating to practice and principles of resource management within the context of work with children, young people and families, is inaccurate and/or incomplete. Evaluation of the approaches to the working practice of resource management lacks relevance and/or validity	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	Detailed knowledge base of practice and principles of resource management within the context of work with children, young people and families. Well-developed critical evaluation of the issues and the assumptions and /or data which inform the overall approach to resource management

	How to create engagement and innovation in the development of practice	Gaps in knowledge and only superficial understanding of the theories of change and the development of practice in health and social care. Application of theory and or understanding theories to review the effect of innovation and change within an organisation is very limited	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	Detailed knowledge base and use of theories of innovation and change management that impact on health and social care practice. Demonstrates a degree of autonomy and intellectual originality in the application of theory.
	The commissioning cycle and its application	Some relevant and or required knowledge of commissioning cycle is missing or confused. Analysis of the field and its theory and ethical issues are ineffective and/or incoherent	Good knowledge and understanding of commissioning cycle, explores and analyses the field and its theory and ethical issues	Sound knowledge base exploring and analysing the commissioning cycle and its theory and ethical issues, with clear autonomy and originality
<i>'You built the relationships</i>	Inter-agency and multi-agency work and its role in ensuring positive outcomes	Very limited knowledge and understanding of the theories, concepts and	Broad knowledge and understanding of the theories, concepts and	Detailed and in-depth knowledge and understanding of the

<i>with others that ensured effective communication and partnership work'</i>	Techniques to influence, persuade and negotiate with others	methodologies around influencing, persuading and negotiating with others. Evidence of little use of research informed literature and/or inappropriate sources used in this area of work	methodologies around influencing, persuading and negotiating with others. Evidence of research informed literature integrated into work with own and other agencies.	theories, concepts and methodologies related to influencing, persuading and negotiating with others.
<i>'You ensured there was a culture of continuing professional development'</i>	Principles of: reflective practice; how people learn; effective continuing professional development	Limited interpretation of own practice and that of others, restricting further action	Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions	Analyses practice by critically reflecting on personal contributions and those of others and the rationale behind these. Utilises imaginative thinking about potential alternatives and their implication for practice in a range of contexts
	Academic research, evidence-based data, policy developments, practice developments	Very limited evidence of independent reading and/or inappropriate resources used and engagement with the literature is very superficial	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	Demonstrates broad and/or in depth independent reading from appropriate sources. Choice of sources enhances objectives of professional development. Clear accurate application

				of material with developed critical appraisal
Standards	Knowledge and understanding	Fail Criteria	Pass criteria	Distinction criteria
OPTION 1: Manager in Children's Residential Care				
<i>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</i>	The principles of long term care and support for children and young people	Demonstrates gaps in knowledge and only superficial understanding of the theories and concepts of long term care and support for children and young people. Attempts at analysis are ineffective and or uninformed	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	Detailed and in-depth information base on which to explore and analyse theories and concepts surrounding of long term care and support for children and young people, with clear autonomy and originality
	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	Knowledge of relevant legislation and guidance on compliance requirements for running a children' residential care home is inaccurate and/or incomplete. Critical thought or analysis into the legislation, regulations and guidance, which	Sound knowledge base of relevant legislation and guidance on compliance requirements for running a children' residential care home Demonstrates good critical insight into the legislation, regulations and guidance which informs the appropriate approaches to working practices	Detailed and in-depth knowledge base of relevant legislation and guidance on compliance requirements for running a children' residential care home. Well-developed critical evaluation of the legislation, regulations and guidance and the assumptions and /or data

		informs the appropriate approaches to working practices, is very limited and/or incoherent		which inform the overall approach to the ethos of the home
	The theory and best practice in the use of restraint	Knowledge of practice and principles of the use of restraint within the context of work with children's residential care is inaccurate and/or incomplete. Evaluation of the approaches to the working practice of restraint lacks relevance and/or validity	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	In-depth knowledge base of practice and principles of the use of restraint within the context of work with children's residential care. Well-developed critical evaluation of the issues and the assumptions and /or data which inform the overall approach to the practice of restraint
<i>Leads and supports practice development in the care and support of children and young people</i>	Theoretical and practical approaches to meeting the holistic needs of children and young people in care	Knowledge of theories and practice of meeting the holistic needs of children and young people in care is inaccurate and/or incomplete. Evaluation of the techniques used may be illogical, irrelevant and/or unsupported by evidence	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	Comprehensive understanding of a range of theories and practical approaches to meeting the holistic needs of children and young people in care, which enables justifiable self-determined choices of methodology and evaluation of data, using appropriate criteria

<i>in residential care</i>	Principles and practice of distributive leadership within the home	Knowledge of practice and principles of distributive leadership within the context of work with children's residential care is inaccurate and/or incomplete. Critical thought or analysis into the practice and principles of distributive leadership, which informs the appropriate approaches to working practices, is very limited and/or incoherent	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	In-depth knowledge base of practice and principles of distributive leadership within the context of work with children's residential care. Well-developed reflection and critical evaluation of the issues and the assumptions and /or data which inform own approach to distributive leadership
	Standards	Knowledge and understanding	Fail Criteria	Pass criteria
OPTION 2: Children, Young People and Families Manager within the Community				
<i>Creates an environment that promotes partnership working within</i>	The national systems of social welfare	Very limited knowledge and understanding of the well-established national and local systems of social welfare relating to children, young people	Has broad knowledge and understanding of well-established national and local systems of social welfare relating to children, young people and families and	Detailed knowledge base and considerable originality and autonomy in exploring and analysing the national and local systems of social welfare and the associated

<i>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</i>		and families Evidence of little knowledge of research informed literature and/or inappropriate sources used in this area of work	recognises the areas where the knowledge base is most/least secure	ethical issues. Awareness of limitation of knowledge and how this influences any analysis and interpretation based on that knowledge
	Local agencies and community groups	Knowledge and understanding of the local agencies and community groups that can influence and progress work with children, young people and families is inaccurate and/or incomplete. Evaluation of the partnership may be illogical, irrelevant and/or unsupported by evidence	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	In-depth knowledge base of relevant local agencies and community groups. Choice of partners are self-determined, using appropriate criteria and exceptionally effective evaluation methods for improving outcomes in the field through partnership working
	Theoretical approaches to the practice and principles of effective multi-agency working	Very limited knowledge and understanding of the theories, concepts and methodologies around developing effective working relationships with others. Little	Broad knowledge and understanding of the theories, concepts and methodologies around developing effective working relationships with others. Shows ability to evaluate	Detailed and in-depth knowledge and understanding of the theories, concepts and methodologies around developing effective working relationships with

		evidence of use of evaluation of the approaches to working with other agencies in the field	critically the appropriateness of different approaches to working with other agencies in the field	others. This knowledge is integrated into work other agencies using reflection and critical evaluation
<i>Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society</i>	Theoretical approaches to contemporary social issues that affect family life and the care of children and young people	Very limited knowledge and understanding of the 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). Little evidence of knowledge of informed literature and/or inappropriate sources used in this area of work	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	Detailed knowledge base and considerable originality and autonomy in exploring and analysing theories and ethical dilemmas of a wide range of 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, obesity). Awareness of limitation of knowledge and how this influences any analysis and interpretation based on that knowledge
	The priority practice areas in the specific context and their responsibilities within it	Knowledge of priority practice areas that are the focus of local	Sound knowledge base of priority practice areas that are the focus of local	In depth knowledge base of relating to priority practice areas that are the focus of

		strategic direction relating to children, young people and families is inaccurate and/or incomplete. Critical thought or analysis into the practice and principles of focus on strategy, is very limited and/or incoherent	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	local strategic direction children, young people and families. Well-developed critical evaluation of the legislation and guidance and the assumptions and /or data which inform the overall approach to working practices
	Ethical and professional approaches to practice in a partnership context	Demonstrates gaps in knowledge and only superficial understanding of the ethical and professional approaches to practice in a partnership context within the discipline. Attempts at analysis are ineffective and or uninformed	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	Broad information base on which to explore and analyse ethical and professional approaches to practice in a partnership context, with clear autonomy and originality
Standards	Behaviours	Fail Criteria	Pass criteria	Distinction criteria
<i>Demonstrate the following behaviours</i>	Care: Respecting and valuing practitioners, encouraging and enabling them to deliver excellent practice	Demonstrates a limited grasp of their leadership role within the context of children and family,	Shows a sound understanding of their leadership role within a demanding children and	Detailed and in-depth knowledge and understanding of leadership role within a

		<p>health and social care. Very limited application of the principles and professional practice of leadership and including:</p> <ul style="list-style-type: none"> - Minimal evidence of applying a range of leadership styles within practice. Evaluation of the styles used may be illogical, irrelevant and/or unsupported by evidence 	<p>family, health and social care context. Their work is underpinned by a principled and professional demonstration of the practice of leadership and shows evidence of the following:</p> <ul style="list-style-type: none"> - A range of appropriate leadership styles are used and evaluated within the context of own organisation's work environment and ethics 	<p>demanding children and family health and social care context. A defined set of principles and professional practice as a leader is evidenced throughout their work and includes:</p> <ul style="list-style-type: none"> - 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
	<p>Compassion: Consideration and concern, combined with robust challenge and support</p>	<ul style="list-style-type: none"> - Displays little evidence of attention to the motivation of others to build commitment to the organisation and partnership values and/or little persuasive evidence of evaluation of own ability to motivate others 	<ul style="list-style-type: none"> - Demonstrates and evaluates own ability to motivate others and build commitment to the organisation/and partnership values 	<ul style="list-style-type: none"> - 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
	<p>Courage: Having honest conversations and encouraging practitioners to offer their own solutions to improving practice</p>		<ul style="list-style-type: none"> - Works very effectively and confidently with others, leading and evaluating work where appropriate, creating opportunities for 	

		- Avoids working with others and demonstrates limited ability to work independently in leading and evaluating work that improves professional standards, needing significant guidance on undertaking tasks beyond those prescribed	constructive debate on improving professional standards	- 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
	Communication: Building relationships with practitioners, peers and partner organisations		- 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	- Works exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting obligations to others
	Competence: Knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes	- Demonstrates limited ability to make reasoned comment on the work of others. Limited interpretation of own practice and that of others, leading to restrictive further action - Does not contribute effectively to the work	- Works very effectively with others and leading others, meeting obligations to others and modifying responses appropriately - 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	- Demonstrates excellent communication skills appropriate to the audience - Motivates others and build commitment to the organisation's values and

	<p>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</p>	<p>of the group and does not demonstrate appropriate leadership skills and/or disrupts the work with others</p> <ul style="list-style-type: none"> - Communication is disjointed, impairing communication or uses an inappropriate register for the audience or demonstrates inappropriate behaviour when dealing with others - Limited evidence of the evaluation of own ability to motivate, delegate and empower others to achieve service improvement and/or review is undertaken in an ineffective way 	<p>written and spoken style that doesn't impair communication</p> <ul style="list-style-type: none"> - Reviews own ability to motivate and delegate and empower others to achieve service improvement using appropriate evidence - 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 - Demonstrates encouragement to team members to review performance and to learn from each other. Identifies learning needs of team to 	<p>goals and achieve service outcomes is assessed to make a judgement using appropriate criteria and a wide evidence base</p> <ul style="list-style-type: none"> - 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 - Models reflection on own performance and ensures development of others through coaching and mentoring approach and creating development opportunities to empower
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		<ul style="list-style-type: none"> - Limited evidence is provided that appropriate plans and targets and improvement plans have been or is being implemented. Little recognisable analysis of the organisation's effectiveness - Little persuasive evidence that demonstrates encouragement to team members to review performance. Demonstrates limited ability of having identified the needs of the team and/or reasoned comment on the work of the team 	enable development of strengths and address weaknesses	others and enable collective learning
Standards	Skills	Fail Criteria	Pass criteria	Distinction criteria
<i>'You provided direction and ensured we</i>	Maintains and develops a leadership style that sets the	Shared vision, values, aims, ethos and shared objectives in relation to	Works with the team and with partner organisations to identify and articulate a	Effectively models a range of negotiation and co-operation skills with own

<i>worked as a cohesive team'</i>	ethos, aims and approach to the work	the care and support of children, young people and their families are not appropriate and/or are not clearly identified or articulated	shared vision, values, aims, ethos and shared objectives in relation to the care and support of children, young people and their families	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	Standards are set in an unstructured and unfocused way. Little evidence of use of evaluation of own practice and that of others	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	Very limited evidence of opportunities for the team to plan and discuss priorities, give and receive ideas to achieve objectives or review progress	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.

'You implemented a working environment which supported dignity and human rights'	Models an ethos that actively promotes equality, resilience, dignity and respects diversity and inclusion	Limited use of professional values or legal frameworks in identifying the rights at issue, or the responsibilities of the organisation, when determining a course of action	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	Demonstrates limited ability or limited effort to engage actively in a range of team opportunities to develop professional practice that upholds dignity and respect and fails to take into account the needs and views of others	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
'You helped us work through the challenges that faced us and ensured we were safe'	Develops and delivers good quality supervision practice and decision making	Limited interpretation of practice. Rationale behind the final outcome of decisions made is unclear or untenable	Uses appropriate information to evaluate options and the selection of the final outcome clearly reflects the evaluation.	Uses a range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions, which have considered the alternatives.

		Limited interpretation of own practice and that of others. Random information gathering, data collected is confused, critical analysis is incoherent and/or incomplete attempt to formulate conclusions	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	Knowledge of literature, research and policy sources that informs own and other's professional practice and decision making, is very limited and/or incomplete and application shows absence of the appropriate knowledge base	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	Use of appropriate information from key legal structures including the law around safeguarding practice, information sharing and	Uses appropriate information from relevant legal structures including the law around safeguarding practice, information sharing and the rights of children to evaluate	Uses an extremely wide range of appropriate information from relevant legal structures including the law around safeguarding practice,

		<p>the rights of children to evaluate risk and make decisions is not evident and application and/or understanding is very limited</p>	<p>risk and make decisions. Actions taken clearly reflect the evaluation.</p>	<p>information sharing and the rights of children to evaluate risk and exercises autonomy and initiative when exploring options. Makes clear decisions which has taken into account the alternatives.</p>
	<p>Monitors, evaluates and improves the working environment to ensure it is safe</p>	<p>Limited knowledge of health and safety requirements of the organisation impairs the application of the organisation's legal obligations in delivering effective arrangements or draws upon unreliable and inappropriate sources. Information gathering and data collected is confused, critical analysis is incoherent and/or incomplete attempt to identify and resolve key problem areas</p>	<p>Generally, technically and professionally competent in leading and promoting health and safety, fulfilling the organisation's legal obligations and in delivering effective arrangements. Can identify key areas of problems and choose appropriate methods for resolution</p>	<p>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 confidently and choose appropriate methods for resolution with autonomy and effectiveness</p>

Standards	Skills	Fail Criteria	Pass criteria	Distinction criteria
<i>'You enabled us to focus on and achieve improved outcomes for children and young people'</i>	Sets clear, measurable objectives	Objectives are not appropriate and/or are not clearly identified	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	Evaluation of the effectiveness of outcomes is based on information and/or data that is inaccurate or incomplete	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	Does not articulate expectations for the quality of professional practice across the team and/or fails to show organised approach to enabling the team to enhance and refresh practice	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	Inadequate organisation and facilitation of the involvement of others and/or information gathering and data collection from the participation of children, young people and families is confused, and/or incomplete	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
<i>'You managed and made best use of the resources that we have'</i>	Manages and deploys total resource (e.g. people, finance, IT property) to maximise outcomes	Evidence indicates inadequate organisation and/or major gaps and flaws in the management, planning and reporting on the delivery of specified outcomes	Acquires and maintains resources and plans and manages processes that will deliver specified outcomes and establishes systems for staff to carry out their work. Provides clarity on how resources will be used and reports on results	Meets all obligations to organisation to manage resources and uses management and planning strategies effectively to enhance and maximise the delivery of effective outcomes
	Mobilises collective action across service boundaries and within the community to manage resources	Avoids working with others and does not contribute effectively to aims and objectives	Interacts effectively with others to seek out opportunities for and improve and deliver	Demonstrates a flexible approach to the development of relationships with

		across service boundaries and within the community. Information gathering and data collection to inform future resourcing decisions is confused, and/or incomplete	appropriate resourcing decisions. Uses data and evaluations to inform future resourcing decisions	stakeholders to foster collective responsibility for fair and effective use and management of resources. Shows awareness of strategic and operational priorities to ensure continuous improvement.
	Commissions and contract manages external providers	Limited evidence of attention to the management of the detail and deadlines for the commissioning process for essential external providers	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
<i>'You built the relationships with others that ensured effective communication and</i>	Collaborates with partner agencies and resolves complex issues to achieve best outcomes	Demonstrates undeveloped ideas on the range of partners that contribute to the delivery of positive outcomes for children, young people and families. No persuasive evidence of the choice and evaluation	Recognises and encourages a wide range of partners that contribute to the delivery of positive outcomes for children, young people and families. Able to choose and evaluate methods of collaboration appropriate to	Actively engages building and facilitating collaboration with a wide and diverse range of partners. Choice of methods of collaboration and partnership are sound and self-determined are evaluated using

partnership work'		of methods of collaboration	the task, from a range of prescribed methods	appropriate information and data
	Builds an ethos of learning and continuous improvement across partner organisations	Little evidence of an organised approach to building and leading collaborative learning across partners	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'	Evaluates practice of team members	Demonstrates evidence of limited ability to make reasoned comment on the work of others	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
	Assesses learning styles of self and team members and identifies development opportunities			
	Listens to, challenges and supports practitioners			
	Engages in reflective practice and develops a learning culture across the team	No persuasive evidence of reflection and no evidence of consistent, structured engagement with members of the team to develop learning	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
Standards	Skills	Fail Criteria	Pass criteria	Distinction criteria
	OPTION 1: Manager in Children's Residential Care			
<i>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</i>	Ensures each child receives care and that the continuity of care for each child is in place	Largely unstructured approach to the quality of care in the children's residential home and unclear or inconsistent articulation of opportunities to enhance and improve the experiences of children in care	Sets high expectations for the quality of care in the children's residential home, based on approved standards and works with the team to identify and articulate opportunities to enhance and improve the experiences of children in care	Encourages and supports others to analyse and continually improve quality care in the children's residential home in relation to a range of relevant standards. Encourages critical reflection across the team to consider effective solutions for the improvement of the experiences of children in care
	Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children	Demonstrates limited ability to work independently and shows limited self-awareness and/or ability to make reasoned comment on	Builds and leads on critical assessment of own and other's work using identified quality standards and encourages team members to review their approach to	Demonstrates judgement and discernment in modelling and developing a culture of individual and collective accountability in

		the work of others. No evidence of consistent, structured approach to quality standards of care.	the care of children and to learn from each other	the care and support of children
	Manages and monitors safe systems of physical restraint	Evidence indicates inadequate organisation and/or major gaps and flaws in the management and monitoring of safe systems of physical restraint	Demonstrates good critical insight into the systems of physical restraint and the associated issues and shows the ability to practice and evaluate the approaches to the working practice of restraint	Demonstrates well developed critical evaluation of the systems of physical restraint and the associated issues and the assumptions and /or data which inform the overall approach to the working practices involved in restraint
<i>Leads and supports practice development in the care and support of children and young people in residential care</i>	Manages staff performance and ensures each child receives the care and support to meet their needs	Limited evidence of attention to the detail of the management of staff performance, limited interpretation of own and other's practice and little consideration given to the needs of the individual children	Examines and monitors the performance of staff against set criteria 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	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. 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	Limited evidence of proactively working with others and failure to take into account the needs and views of others. Little evidence to show an effective contribution to the plans for the improvement of outcomes	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
Standards	Skills	Fail Criteria	Pass criteria	Distinction criteria
	OPTION 2: Children, Young People and Families Manager within the Community			
<i>Creates an environment that promotes partnership working within a specific working context (e.g. early years, youth, youth</i>	Proactively develops and sustains strategies for joint working, to improve outcomes	Limited evidence of proactively working with others and little evidence to show an effective contribution to the plans for the improvement of outcomes. No persuasive evidence of the critical evaluation of methods of collaboration	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

<i>justice, family work, special educational needs and disability etc.) and builds consensus and support for improving outcomes together</i>	Demonstrates good awareness of stakeholders	Little evidence of an organised approach to building and facilitating collaboration with a wide and diverse range of partners	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	No persuasive evidence of interacting effectively with others to seek out opportunities to acquire and maintain resources that will enhance the delivery of specified outcomes	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
<i>Leads and supports practice development in the care and support of children young</i>	Leads, implements and evaluates effective approaches to practice in specific contexts	Evidence indicates inadequate organisation and/or major gaps and flaws in the management and evaluation approaches to practice in a specific working context. Limited interpretation of own	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. Identifies the strengths and weaknesses of	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. Provides feedback to staff

<i>people and their families and carers, within contemporary society</i>		practice or the work of others, restricting further action	practice, indicating the possibilities for improvement	and partners, and offers clear insights into strategies for improvement
	Audits and measures performance effectively within a multi- agency context	Evidence indicates technical ability to examine and monitor the performance of multi-agency practice arrangements is weak. No persuasive evidence of the evaluation of methods of multi-agency collaboration	Examines and monitors the performance of multi-agency practice working arrangements against set criteria. Identifies the strengths and weaknesses of multi-agency practice, indicating the possibilities for improvement	Demonstrates judgement and discrimination in monitoring and evaluating the performance of multi-agency practice working arrangements. Provides feedback on performance and offers clear insights into strategies for improvement
	Effectively uses and shares information and data	Minimal teamwork, limited evidence of the use of information sharing and/or inaccurate or inappropriate data used	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	Largely unstructured approach to the quality of early intervention practice across the team and the partnership. Unclear or inconsistent articulation and provision of opportunities to enhance, improve and refresh practice including assessment and safeguarding practices	Sets high expectations for the quality of early intervention practice across the team and the partnership 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 early intervention practice across a range of different working contexts. Uses critical reflection to consider effective solutions and engage others in the evaluation of assessment, intervention and safeguarding practice.
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