

# End-point assessment plan for Youth Justice Practitioner apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0878	5	No

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## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Youth Justice Practitioner apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 25 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the Youth Justice Practitioner occupational standard

The qualifications required are:

- apprentices must have achieved English and mathematics at Level 2<sup>1</sup>

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 4 months.

This EPA consists of 2 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Project report and presentation with questioning

- fail
- pass
- distinction

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

- fail
- pass

- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- merit
- distinction

## EPA summary table

<b>On-programme</b> (typically 25 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics Level 2, if required.</p> <p>The workplace project – the subject, title and scope of the project will be agreed between the employer and the EPAO.</p> <p>Compiling a portfolio of evidence.</p>
<b>End-point assessment gateway</b>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>The EPAO will sign off the project's subject, title and scope.</p> <p>Apprentices must have achieved all qualifications mandated in the Youth Justice Practitioner occupational standard. The qualifications required are:</p> <ul style="list-style-type: none"> <li>• Apprentices must have achieved English and mathematics at Level 2.</li> </ul> <p>Apprentices must submit:</p> <ul style="list-style-type: none"> <li>• a portfolio of evidence</li> </ul>
<b>End-point assessment</b> (typically 4 months)	<p>End-point assessment method 1: Project report and presentation with questioning, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence, graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Overall EPA/apprenticeship graded:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul>

## Length of EPA period

The EPA will be completed within an EPA period lasting typically for 4 months, starting when the EPAO has confirmed that all gateway requirements have been met.

## Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the project report and presentation with questioning:

- the subject, title and scope of the project will be agreed between the employer and the EPAO

For the professional discussion underpinned by a portfolio of evidence, the apprentice will be required to submit:

- a portfolio of evidence

**Portfolio of evidence requirements:**

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 12 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
  - workplace documentation/records, for example workplace policies/procedures, records
  - witness statements
  - annotated photographs
  - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.
- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway.

The portfolio of evidence is not directly assessed. It underpins the professional discussion underpinned by a portfolio of evidence and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

## End-point assessment methods

### End-point assessment method 1: Project report and presentation with questioning

#### Overview

This assessment method has 2 components.

A project involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway.

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed by the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method includes two components:

- a completed project report
- a presentation with questioning informed by the project report

The rationale for this assessment method is:

- there is a strong emphasis on ensuring that decisions made in youth justice are evidence-based. This assessment method will require apprentices to engage with the research base and use this to inform their project and to support their findings
- staff in youth justice are routinely required to write reports (for court, for example), describing the approach they think would be effective (with evidence to back this up) and to make recommendations on the best course of action. The report writing aspect replicates aspects of this
- they also need to present reports in court and to present children's cases clearly in case conferences and other key meetings, some of which involve a number of people from different agencies. The presentation component replicates aspects of this. The evidence from the project report and responses to questions will be assessed holistically.

#### Component 1 – Project report

Apprentices will conduct a project in the form of paper based or electronic means.

Two of the key challenges in youth justice are ensuring practice is evidence-based and effectively supporting young people through the key transitions they face. Therefore, the project should be based on one of the following:



- development of new plans, processes and/or practices for the implementation of evidence-based practice in youth justice
- improvements to current plans, processes and/or practices designed to support young people in the youth justice system through key transitions, e.g., custody to community, school to further education or children to adult services

The EPAO should sign off the project's title and scope to confirm its suitability at the gateway.

The project starts after the apprentice has gone through the gateway. The typical duration of the project should be 8 weeks.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

## Delivery

The project outcome should be in the form of a written report.

As a minimum, the project report should contain the following:

- introduction
- background to the project and project aims
- review of relevant literature
- project methodology, analysis and outcomes
- conclusions and recommendations
- reflections on the implications of the project for their own practice
- appendices

The appendices can include graphs, charts and other appropriate illustrations and evidence.

The report has a maximum word limit of 5,000. A tolerance of plus or minus 10% is allowed. Appendices, references, diagrams etc. will not be included in this total. The report must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

The apprentice will conduct their report and submit it to the EPAO after a maximum of 8 weeks from the gateway.

The apprentice should complete their report unaided. When the report is submitted, the apprentice and their employer must verify that the submitted report is the apprentice's own work.

The independent assessor will review and assess the project report holistically together with the other components of this assessment method. The independent assessor will review and assess the project report in advance of the presentation with questioning and will grade the project report holistically alongside the presentation with questioning.

The independent assessor will make all grading decisions. Grading decisions will be made based on both components in the project report and presentation with questioning in line with the grading descriptors set out in the grading section.

## Component 2 – Presentation with questioning

The presentation component provides a simulation of a real work-related situation where the apprentice would be required to present the results of project work to colleagues and/or managers or other stakeholders as part of their job role. It provides an opportunity for the apprentice to demonstrate that they are able to clearly communicate relevant issues and project outcomes and recommendations to internal and external audiences.

### Delivery

The apprentice will prepare and deliver a presentation that appropriately covers the KSBs mapped to the project report.

The presentation will be based on the project report and will include:

- a summary of the context and key aspects of the project which include the executive summary, purpose, background, findings, conclusions and recommendations
- how the KSBs have been applied in delivering the project
- outcomes from the project
- recommendations, actions and next steps.

Questions must be asked. The purpose of the questioning is: -

- to verify that the project is the apprentice's own work
- to seek clarification on the project report or presentation
- to assess the depth and breadth of knowledge, skills and behaviours.

The independent assessor must ask a minimum of 10 questions.

They may ask follow-up questions where clarification is required.

Those KSBs that the apprentice did not have the opportunity to demonstrate during the project and report can instead be covered by questioning, although these should be kept to a minimum.

The evidence from the project report and responses to questions will be assessed holistically.

The presentation with questioning will last for 60 minutes. The presentation will typically last 20 minutes and the questioning 40 minutes. The independent assessor has the discretion to increase the duration by up to 10% to allow the apprentice to respond to a question.

The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will assess all components of this assessment method holistically.

The presentation must be submitted with the project report 8 weeks after sign-off of the project's subject, title and scope by the EPAO (which will happen at gateway). The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing. If using an online platform, EPAOs must ensure appropriate measures are in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Two weeks' notice of the presentation will be given to allow the independent assessor sufficient time to review the project report and presentation prior to the apprentice presenting. The apprentice needs to notify the EPAO at the submission of the project report and presentation of any technical requirements for the presentation component.

The apprentice may use any of the following for their presentation:

- powerpoint or similar software
- appropriate IT equipment
- interactive boards
- video
- notes, flip charts

## Assessment location

The project should take place in:

- the apprentice's workplace, or
- a suitable venue selected by the EPAO (for example a training provider)

Video conferencing can also be used to conduct the presentation with questioning, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

## Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs will produce specifications to outline in detail how the project report and presentation with questioning assessment will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place

measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specifications
- grading guidance
- question bank
- assessment recording documentation.

## End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

### Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- to bring out the KSBs that would be less likely to be demonstrated as part of the project report and presentation with questioning
- it also mirrors the workplace situation where complex issues are discussed with colleagues as part of the apprentice's job role
- to give the apprentice the opportunity to respond to questions and comments from the independent assessor using verbal exposition.

### Delivery

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. The purpose of the questions will be:

- to bring out the KSBs aligned to this method and which cut across a number of themes that would not be expected to be included in the project report

The independent assessor will conduct and assess the professional discussion.

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, the independent assessor must use questions taken from the EPAOs pre-prepared question bank and will add follow up questions which they generate themselves during the professional discussion. The KSBs covered in the professional discussion will be based on those mapped to the professional discussion underpinned by a portfolio of evidence.

The themes that must be covered are cross cutting and cover the following areas of the Youth Justice occupation:

- assessment of the individual's circumstances (including risk of harm)
- safeguarding
- multi-agency working.

The professional discussion will be conducted as follows:

It will be undertaken by an independent assessor. The independent assessor's role will be to manage, open and close the session, ask questions and make the final assessment decision based on their own assessment and following any EPAO guidance.

The professional discussion is underpinned by the portfolio submitted as a gateway requirement. Questioning should be used to assess KSBs mapped to this method and to explore the apprentice's ability to deal with KSBs in a variety of circumstances. Apprentices will be expected to refer to examples in their portfolio to support their answers.

Independent assessors will ask a minimum of 10 questions and may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately.

KSBs met and answers to questions, must be recorded by the independent assessor. The independent assessor will make all grading decisions.

### Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence. Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion can take place in any of the following:

- employer premises
- another suitable venue approved by the EPAO
- via video conferencing.

### Question and resource development

A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs. EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation and equipment.

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Performance in the EPA will determine the apprenticeship grade of fail, pass, merit or distinction.

Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA 'merit', an apprentice needs to achieve at least one distinction and one pass.

In order to achieve an overall EPA 'distinction', an apprentice needs to achieve 2 distinctions.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Project report and presentation with questioning	Professional discussion underpinned by a portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

## Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

Apprentices may not need to complete a different project where a re-sit/re-take is required but may need to either re-work their project report and/or presentation. Apprentices must be asked different questions in the case of a re-sit or re-take.

A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 1 month of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 2 months of the EPA outcome notification.

All assessment methods must be taken within a 4-month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.



## Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> <li>• participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months</li> <li>• undertake 20% off-the-job training as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• undertake the EPA including meeting all gateway requirements</li> </ul>
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> <li>• select the EPAO and training provider</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the occupational standard and so is ready for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• remain independent from the delivery of the EPA</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met</li> <li>• ensure the apprentice is well prepared for the EPA</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place</li> </ul>

	<ul style="list-style-type: none"> <li>• where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis</li> <li>• pass the certificate to the apprentice</li> </ul>
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO)</li> <li>• conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard</li> <li>• understand the occupational standard</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• appoint suitably qualified and competent independent assessors</li> <li>• appoint administrators (and invigilators where required) to administer the EPA as appropriate</li> <li>• provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA</li> <li>• arrange for the EPA to take place, in consultation with the employer</li> <li>• where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary</li> <li>• develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders</li> <li>• have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e., HEI), there must be no conflict of interest</li> </ul>

	<ul style="list-style-type: none"> <li>• have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes</li> <li>• deliver induction training for independent assessors, and for invigilators and/or markers (where used)</li> <li>• undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually)</li> <li>• manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy</li> <li>• verify the identity of the apprentice being assessed</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• provide details of the independent assessor's name and contact details to the employer</li> <li>• have and apply appropriately an EPA appeals process</li> <li>• request certification via the Apprenticeship Service upon successful achievement of the EPA</li> </ul>
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> <li>• have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan</li> <li>• understand the occupational standard and the requirements of this EPA</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter</li> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e., HEI)</li> <li>• attend induction training</li> <li>• attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard</li> </ul>

	<ul style="list-style-type: none"> <li>• assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily</li> <li>• assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily</li> <li>• make all grading decisions</li> <li>• record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner</li> <li>• use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard</li> <li>• mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures</li> </ul>
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard</li> <li>• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e., a HEI) there must be procedures in place to mitigate against any conflict of interest</li> </ul>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have recent relevant experience of the Youth Justice sector gained in the last 5 years and who are:
  - members of relevant professional bodies
  - appropriately qualified to at least one level above that of the apprenticeship
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
  - provide ongoing training for markers
  - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
  - before they conduct an EPA for the first time
  - if the EPA is updated
  - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

## Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- use of technology – for example video conferencing where applicable
- location – for example use of employer premises
- making maximum use of each typical 7.5 hour working day

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Project report and presentation with questioning

Knowledge
K2: Child and adolescent development and the full range of complex needs that can be detrimental to children's physical, emotional and mental health and wellbeing.
K4: The principles of professional judgement, including defensible decision making, how to guard against conscious or unconscious bias and how to maintain professional boundaries.
K5: The key components of relationship-based practice and the evidence-base for them.
K9: The emotional and practical needs of specialist groups of young people, e.g., Looked After Children, girls, LGBTQ+, BAME
K10: The practical, emotional and psychological impact of key types of life changes and transitions between services affecting children up to the age of 18.
K11: Barriers to children's effective engagement with youth justice interventions.
K14: The principles of effective programme design and implementation for reducing offending and reoffending
Skills
S1: Communicate effectively face to face and in writing (including digitally) with children who encounter the youth justice system
S3: Promote the physical, emotional and mental health and wellbeing of children in the youth justice system by recognising and building on strengths, identifying need and taking action to protect children where necessary.
S4: Use a range of engagement skills to promote trust, including clarification of role, purpose of intervention and boundaries of authority.
S5: Develop relationships that are collaborative, motivating and child-centred using a range of strategies to engage young people and families (e.g., motivational interviewing, solution focused methods, participatory practice, pro-social modelling and problem solving).
S8: Select interventions and approaches to working with young people based on the best available evidence about their effectiveness in promoting desistance from offending.
S13: Reflect on practice within evidence-based frameworks in order to continuously improve outcomes for children in the youth justice system.
S14: Identify any barriers to children's effective engagement with youth justice interventions and take steps to remove or mitigate these.
Behaviours
B1: Show consistency and fairness and be evidence-informed in making decisions.
B2: Model and reward pro-social behaviours, including respect for diversity and being inclusive, and discourage inappropriate language and behaviours.

B3: Be optimistic and hopeful; non-blaming; open and honest; empathetic; and patient and calm in all interactions, including situations that are stressful.

## Assessment method 2: Professional discussion underpinned by portfolio

Knowledge	
K1:	Legislation and corresponding guidance relevant to all aspects of work in youth justice, including sentencing, risk of harm, safeguarding, children's rights and equality and diversity.
K3:	The range of factors (e.g., substance misuse and adverse childhood experiences) that may lead to offending and anti-social behaviour and the methods for promoting desistance from these.
K6:	The range and purpose of assessment and planning tools relevant to working with children in the youth justice system.
K7:	The range and type of services available for children in the youth justice age group, including adult service providers and how these work in relation to young people who are in transition to them.
K8:	Protocol and process arrangements in working with multi-agencies, including the sharing and safeguarding of information in line with data protection law.
K12:	The contextual aspects of risk (risk of what, to whom and circumstances in which risk is likely to be higher or lower).
K13:	Their own safeguarding responsibilities and those of others within and outside of their organisation.
Skills	
S2:	Identify the factors that may lead to offending and anti-social behaviour and the methods for promoting desistance, and use these to plan individually tailored interventions.
S6:	Make effective use of assessment and planning tools designed for use in youth justice settings to inform decision making.
S7:	Develop, implement and monitor plans which reflect risks and needs, and build on positive human and social capital to promote desistance.
S9:	Broker access to sources of human and social capital appropriate to the needs of children in the youth justice system.
S10:	Be an effective social advocate for children and their families.
S11:	Share and safeguard information about children and their families in line with data protection law.
S12:	Identify, assess and meet the needs of children and young people where there are safeguarding concerns.
S15:	Actively protect the rights of children, challenge disproportionality and promote equality of opportunity.

S16: Keep accurate and timely records of all interactions relevant to the assessment, planning, implementation and review cycle.
<b>Behaviours</b>
B4: Operate in accordance with the legal, ethical and contractual requirements of youth justice work and maintain professional boundaries.
B5: Commit to team working and engage proactively with partner organisations and agencies to maximise the engagement of children in mainstream services and other positive activities.



## Grading descriptors

### End-point assessment method 1: Project report and presentation with questioning

KSBs	Pass – all pass criteria must be met	Distinction (in addition to the pass criteria, all distinction statements must also be met)
<b>Engagement and Communication</b> K5, K11, S1, S4, S5, S14, B2, B3	<p>Analyses the effectiveness of their approaches to communicating with children in the youth justice system face to face and in writing (including use of digital platforms and programmes) in ways that are non-blaming, optimistic, calming, patient, honest and empathetic. (S1, B3)</p> <p>Analyses how they have identified barriers to engagement (i.e., the positive participation and progression of the young person within a youth justice intervention) and the steps taken to remove or mitigate these. (K11, S14)</p> <p>Analyses the key components of relationship-based practice and the evidence that underpins it and demonstrates how they have used it and a range of engagement skills to develop relationships with diverse children and families that are trusting, inclusive, collaborative, motivating, pro-social and child centred, justifying the different strategies they have used when encountering challenges. (K5, S4, S5, B2)</p>	<p>Compares and contrasts the different approaches to building relationships with young people and their families and adapts practice based on their effectiveness. (S1, S4, S5, B2, B3)</p>

KSBs	Pass – all pass criteria must be met	Distinction (in addition to the pass criteria, all distinction statements must also be met)
<b>Effective Practice</b> K4, K14, S8, S13, B1	<p>Selects evidence-based interventions that promote desistance with reference to programme design, relevant theory and research and principles of professional judgement. (K14, S8)</p> <p>Appraises how they have demonstrated professional judgement in making defensible decisions and how they guard against conscious or unconscious bias. (K4, B1)</p> <p>Appraises their own practice using evidence-based frameworks to improve outcomes for children in the youth justice system. (S13)</p>	<p>Appraises how they effectively apply their professional judgement, fairly and without bias, to design and implement programmes of intervention that promote desistance and are informed by their evaluation and application of relevant theories and research. (K4, K14, S8, B1)</p> <p>Analyses how using evidence-based frameworks have been effective to improving outcomes for children in the youth justice system. (S13)</p>
<b>Child and adolescent development (including transitions)</b> K2, K9, K10, S3	<p>Identifies theory and research relating to child and adolescent development and recognises complex emotional and practical needs, including factors specific to specialist groups. (K2, K9)</p> <p>Promotes the physical, emotional and mental health, and wellbeing of children in the youth justice system, including through life changes and transitions, building on strengths, identifying need and ensuring their protection. (K10, S3)</p>	<p>Analyses the physical, emotional, psychological, cognitive and social development of children with complex needs and their impact on key life changes when moving between services; develops and implements interventions that respond to those needs. (K2, K10, S3)</p>

A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.

## End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

KSBs	Pass – all pass criteria must be met	Distinction (in addition to the pass criteria, all distinction statements must also be met)
<b>Assessment (including risk of harm)</b> K3, K6, K12, S2, S6, S7, S16	<p>Analyses and explains how they have used assessment and planning tools and processes relevant to the youth justice context (for example, risk management tools) to support effective decision making. (K6, S6)</p> <p>Justifies how they have developed, implemented and monitored plans (including keeping accurate and timely records of interactions) that reflect needs, individual and contextual risks and which build on positive human and social capital, including how they have adapted plans on the basis of changing circumstances, factors that may lead to further offending or in light of new evidence to promote desistance. (K3, K12, S2, S7, S16)</p>	<p>Compares the assessment and planning tools and processes used when working in the youth justice system and their effectiveness in supporting decision making. (K6, S6)</p> <p>Evaluates the quality of intervention plans in terms of how effective they are at engaging young people and their impact on reducing reoffending (desistance) and suggests improvements based on this. (S2, S7)</p>
<b>Safeguarding</b> K1, K13, S12, S15, B4	<p>Appraises their own safeguarding responsibilities and those of others within and outside of their organisation and gives examples of when they have taken appropriate action to protect the safety and wellbeing of children. (K13, S12)</p> <p>Appraises how they protect children's rights, promotes equality of opportunity and reduce disproportionality in their practice. (S15)</p>	<p>Compares and contrasts their approaches and those of others to safeguarding children and their effectiveness in meeting children's needs. (K13, S12)</p> <p>Analyses ways in which they have promoted children's rights, while maintaining professional boundaries</p>

	Appraises ways in which they perform their role in accordance with the legal, ethical and contractual requirements of their workplace and all aspects of their work in youth justice system. Maintaining professional boundaries when carrying out their duties. (K1, B4)	in accordance with the legal, ethical and contractual requirements of youth justice work, reduced disproportionality and promoted equality and can make recommendations to others based on this. (K1, S15, B4)
<b>Multi-agency working</b> K7, K8, S9, S10, S11, B5	<p>Appraises how they have worked proactively with colleagues and other organisations to maximise the engagement of children in mainstream services and other activities, including adult services for those transitioning to them. (K7, B5)</p> <p>Appraises how they have brokered access to services for children in the youth justice system to promote positive human and social capital including how they have advocated for children and their families. (S9, S10)</p> <p>Appraises how they have collaborated and shared information with other agencies, showing awareness of the protocol and process arrangements for multi-agency working, including the sharing and safeguarding of information in line with data protection law. (K8, S11)</p>	<p>Analyses protocols and process arrangements and how they have utilised skills of persuasion/negotiation to broker access to partnerships or resources. Justifies how they have maximised the level of engagement of children accessing services and evaluates the impact this had on their role and organisation. (K8, S9, B5)</p> <p>Analyses their approaches to sharing and safeguarding information when advocating for children and their families and evaluates the effectiveness of their approaches to prevent any breach in the data protection law. (S10, S11)</p>

A fail grade will be awarded if the apprentice does not satisfy all the pass criteria.