



End-Point Assessment

SPECIFICATION AND GUIDANCE

NCFE Level 4

Children, Young People and Families Practitioner
Option 1: Practitioner in Children's Residential
Care

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Introduction to End-Point Assessment

What is End-Point Assessment?

End-point assessment (EPA) is a synoptic assessment at the end of the apprenticeship programme. EPA is carried out by an Independent End-Point Assessor (IEPA) who has not been part of the teaching and learning.

End-Point Assessment for Children, Young People and Families Practitioner

The assessment plan that accompanies the Children, Young People and Families Practitioner standard contains a combination of assessment methods designed to test the apprentice's knowledge, skills and behaviours (KSBs) in line with the requirements for synoptic testing under the apprenticeship reforms. The assessment plan can be found at:

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

NCFE's assessment of these standards has been developed to meet the requirements of this plan and we have produced a number of documents (including this one) that tell you everything you need to know about EPA with us.

Other guidance documents available on our online platform:

- Platform Guide.

NCFE's assessment is digital first and we have an online platform to manage every aspect of EPA from access to advice and guidance, to booking and sitting assessments. Face-to-face delivery is available at an extra cost.

The EPA for the Children, Young People and Families Practitioner consists of 2 assessments:

- Observation of Practice
- Competence Interview (informed by a Portfolio of Evidence).

Each EPA method covers distinct criteria from the standard.

The Learning and Assessment Journey

On-programme

NCFE recommends that in order to drive quality and consistency through on-programme learning, employers and Independent Training Providers (ITPs) should consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- Provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Carry out joint reviews of progress at regular intervals; involving apprentices, line managers and others with a direct relationship, e.g. mentors. They should agree how any issues or development requirements are to be resolved together.
- Oversees Portfolio of Evidence development and will advise the apprentice accordingly.
- Ensures that the apprentice completes the Level 3 Diploma for Residential Childcare qualification.
- Ensures that the apprentice completes an enhanced DBS check.

Roles and Responsibilities

The table below indicates the roles each individual is expected to undertake to assist the apprentice through the on-programme training and prepare them for EPA.

<p>Apprentice</p>	<ul style="list-style-type: none"> • participates fully in their training and development to improve their knowledge, skills and behaviours • actively contributes to their performance review • self-assesses against the standards to indicate they are ready for EPA and provides evidence that they have passed Level 2 English and maths, as well as the mandatory qualification • produces a Portfolio of Evidence that presents evidence from practice that is gathered during the apprenticeship – the Portfolio of Evidence must be fully completed by the time the apprentice enters Gateway, illustrating the application of KSBs.
<p>Employer</p>	<ul style="list-style-type: none"> • confirms the apprentice is consistently working at or above the full level of the standard • supports the apprentice throughout their training and development to achieve the KSBs outlined in the standard to the best of their ability • conducts reviews to monitor progress • identifies when the apprentice is ready to pass Gateway and undertake their EPA • notifies NCFE that the apprentice has passed Gateway.
<p>Independent Training Provider</p>	<ul style="list-style-type: none"> • provides on-going training for the apprentice • provides tools and processes to support the apprentice • carries out regular reviews with the apprentice and employer • works with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitors their progress during the on-programme period • advises the employer when the apprentice is ready to undertake the EPA.
<p>NCFE</p>	<ul style="list-style-type: none"> • devises and administers the EPA tools • sets standards for invigilation • recruits and trains IEPAs • ensures IEPAs are occupationally competent, are able to assess the performance of the apprentice in all components of the EPA and are able to determine the grade achieved • maintains robust quality assurance processes • actively participates in the quality assurance procedures described in this assessment plan.
<p>Independent End-Point Assessor</p>	<ul style="list-style-type: none"> • understands the standard and assessment plan • complies with the IQA requirements of NCFE • is independent of the apprentice, their employer and ITP • conducts the Observation of Practice • leads the Competence Interview • has at least 3 years' work experience in the sector and must be qualified to at least the level they are assessing • holds a formal assessor qualification at, or equivalent to, Regulated Qualification Framework Level 3 • determines the final apprentice grade • holds a current Enhanced DBS certificate.

Guide to Gateway

Judgement on whether the apprentice is ready for the EPA is taken by the employer, who should gather views from the ITP and the apprentice to inform this decision. Apprentices should not be put forward for the EPA before they are ready. At the point of Gateway, the employer must formally sign off that the apprentice has met the minimum requirements. This will happen during a meeting involving the apprentice and their line manager. The mandatory Gateway Declaration form can be found on the NCFE Resource Library and **must** be submitted in full to NCFE before the apprentice can be put forward for Gateway.

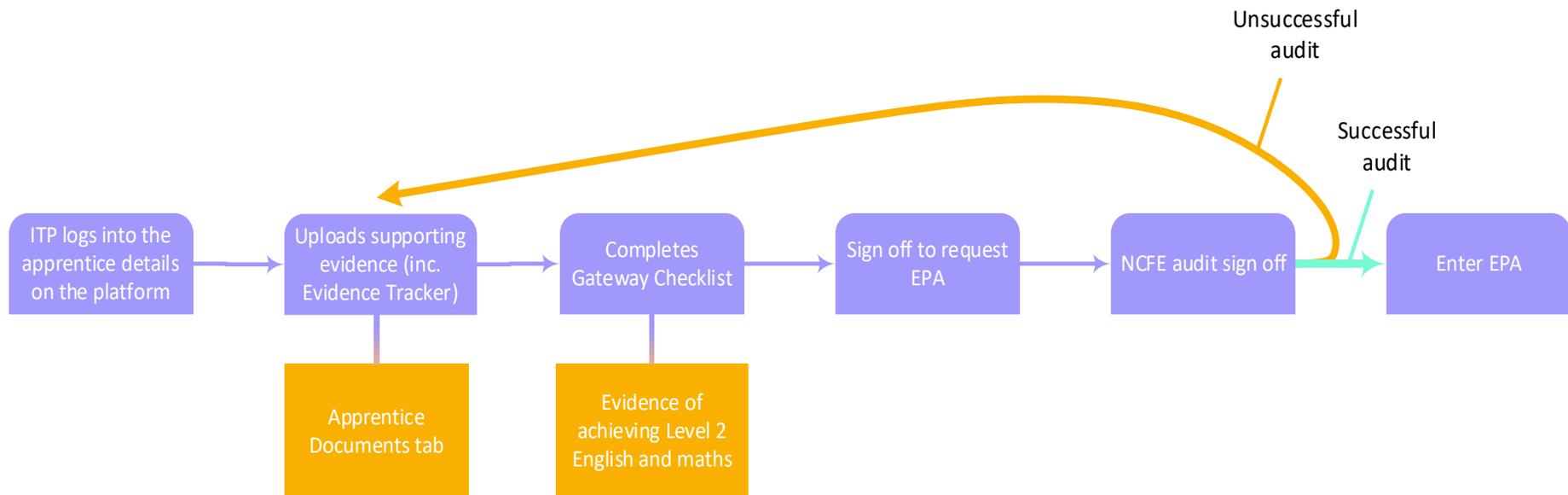
Minimum requirements:

- Level 2 English and maths
- Level 3 Diploma for Residential Childcare
- the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence
- a Portfolio of Evidence to inform the Competence Interview
- an Enhanced DBS certificate
- the Gateway Declaration form is fully complete by the ITP and submitted to NCFE before entering Gateway.

Once the Gateway audit has been completed and the apprentice has been put forward for Gateway, an IEPA will be allocated. The IEPA will contact the assigned apprentice on the platform to introduce themselves and discuss the next steps.

The following diagram shows the steps required for entrance into Gateway.

Applying for EPA



Assessment Guidance

Overview

The EPA is a collection of assessments that offers confirmation of occupational competence within a specific industry. The trailblazer group for Children, Young People and Families Practitioner have selected:

- Observation of Practice
- Competence Interview.

Apprentices will be provided the opportunity across all assessments to demonstrate the KSBs set out within the standard and associated assessment plan of the apprenticeship.

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

Observation of Practice

Structure	Live setting practical example, undertaken at the apprentice's normal place of work.
What will be covered	<p>Knowledge</p> <ul style="list-style-type: none"> • show thinking and problem-solving skills • showcase analysis within practice and judgements based on theoretical and practical knowledge within daily practice. <p>Skills</p> <ul style="list-style-type: none"> • link theory to practice and reflect on this practice • demonstrate use of practical, evidenced-based assessment tools • show how critical legislation is embedded into practice. <p>Behaviours</p> <ul style="list-style-type: none"> • demonstrate child-centred principles and the values which are needed of a child, young person and family practitioner • showcase ethical considerations when working with children, young people and families.
Duration	<ul style="list-style-type: none"> • 80 - 90 minutes which includes: <ul style="list-style-type: none"> ○ 10 minutes initial briefing ○ 55 - 60 minutes actual Observation period ○ 15 - 20 minutes Q&As.
Weighting	50%
Mode of delivery	Face-to-face delivery or via our online conference platform.
Supporting documents	<p>Appendix I</p> <ul style="list-style-type: none"> • Grading Descriptors.

Key Considerations and Information

The Observation of Practice scenario should be selected by the apprentice with the support of their employer. The situation must afford the apprentice the opportunity to work with or on behalf of a child or young person as an individual in their own right, and as a central part of a family/carer entity, as well as allowing them to demonstrate the application of their KSBs. It must be clear that the needs of the specific child or young person are at the heart of all work activity.

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

Activities that can be observed may include, but are not limited to:

- a family engagement meeting
- early help meeting
- parenting programme
- a visit to a home
- multi-agency meeting
- contact with children, young people and families.

Briefing session

The apprentice will know in advance the criteria that will be assessed. During the 10 minute initial briefing the apprentice will present the IEPA with a summary of the context of the piece of work they are about to undertake, as well as an outline of the aim and objectives of the session and how this relates to the outcomes for the child or young person (2000 words +/- 10%).

Observation period

Before the EPA starts, the IEPA should outline the purpose of their presence to the child, young person and/or family and the relevant confidentiality arrangements surrounding the information received during the Observation of Practice. During the Observation of Practice, the IEPA is not permitted to ask any questions.

Question and Answer session

There will be approximately a 20 minute break between the Observation of Practice and the Question and Answer session. During this session the IEPA will expand upon their Observations to gain a greater understanding of the choices made and the outcomes achieved during the Observation of the live setting practice example.

Grading for the Observation of Practice

Fail	The apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the Pass criteria.
Pass	In order to achieve a Pass, the apprentice must fulfil all the Pass criteria in all KSBs.
Distinction	In order to achieve a Distinction, the apprentice must fulfil the Distinction criteria in all KSBs.

The Pass and Distinction criteria can be found in Appendix I of this document or within the assessment plan associated with this standard. The Portfolio of Evidence is ungraded.

Competence Interview

Structure	The Competence Interview is a structured discussion between the apprentice and the IEPA focusing on the Portfolio of Evidence provided by the apprentice.
What will be covered	<p>Knowledge:</p> <ul style="list-style-type: none"> able to relate their practice and knowledge of theories, practice, research, legislation and the local, regional and national environment in which they work. <p>Skills:</p> <p>Evidence of their practice that includes:</p> <ul style="list-style-type: none"> thinking skills and problem-solving skills, assessment, analysis and use of professional judgement within a health and social care context. <p>Behaviours:</p> <ul style="list-style-type: none"> demonstration of the use of principles and values of a children, young people and family practitioner within their practice, in the context of the apprentice's own organisation's environment and ethics.
Duration	55 - 60 minutes.
Weighting	50%
Mode of delivery	Face-to-face delivery or via an online conferencing platform.
Supporting documents	<p>Appendix I</p> <ul style="list-style-type: none"> Grading Descriptors. <p>Available on our NCFE Resource Library*</p> <ul style="list-style-type: none"> Portfolio Evidence Tracker – submitted with the Portfolio of Evidence at Gateway Employer Statement Template Employer Observation Template Reflective Account Witness Testimony Template Children, Young People and Families Feedback Form.

Templates and exemplars can be found on the NCFE Resource Library. Templates provided are not mandatory for use but are provided as additional support, apart from the Evidence Tracker which **must be used.*

Key Considerations and Information

At the point of Gateway, apprentices will have submitted a Portfolio of Evidence that has been generated during their on-programme learning. This is not assessed by the IEPA but will be used to inform the questioning for a Competence Interview; therefore, it is essential that both the IEPA and the apprentice have access to the Portfolio of Evidence during the Competence Interview.

The Competence Interview cannot take place any sooner than **3 weeks** after the submission of the Portfolio of Evidence at Gateway.

The Competence Interview will look at both the work the apprentice has undertaken, the strengths demonstrated and will consider any gaps or weaknesses in the apprentice's KSBs. The IEPA will review the Portfolio of Evidence and target particular areas based on the evidence provided.

The discussion 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 Portfolio of Evidence

Within the Portfolio of Evidence, the apprentices, supported by their ITP and employer, should ensure that the evidence is sufficient in volume and breadth to support assessment of all required KSBs. NCFE believes in quality over quantity and we recommend that the Portfolio of Evidence should contain 18 pieces of evidence. However, this must not exceed 25 discrete pieces of evidence. Any audio recordings that are submitted as part of the Portfolio of Evidence **must** have a maximum duration of one hour in total. It is essential that confidentiality is considered when compiling the Portfolio of Evidence and all evidence submitted must be dated to ensure authenticity and validity.

It is recommended that examples of the apprentice's work include **3 or 4** specific cases the apprentice has dealt with that demonstrate evidence of assessment, planning, implementation, and review.

Apprentices **must** include minimum of **3** recorded Observations of Practice and a maximum of **5**.

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

Evidence of the values and behaviours that the apprentice has displayed whilst undertaking their activities, such as Witness Testimonies; feedback from children, young people and families and partner agency colleagues; manager observations; any continuing professional development undertaken during the apprenticeship period; and any of the documentation detailed below.

Employer Statements

An Employer Statement is a testimony from someone able to comment on the performance of the apprentice when undertaking CYPFP related tasks in the workplace. It should be completed by someone who has witnessed the apprentice demonstrating the KSBs assessed for the Competence Interview. The person completing the statement does not necessarily have to be the apprentice's line manager, but they should be in a position of authority.

Employer Observations

As with an Employer Statement, these should be completed by someone in a position of authority and are a record of what evidence was seen against the KSBs assessed by the Competence Interview.

Reflective Accounts

The Reflective Account is a personal record of the apprentices learning experience. It is a space where the apprentice can record and reflect upon their duties and responses to situations they have come across in their work.

Witness Testimonies

There are no specific expertise or formal qualifications required to be a witness, but all witnesses must have directly observed the apprentice conducting their duties. They could be completed by a colleague or a customer.

Feedback Forms

Feedback forms can be used by children, young people and families to provide feedback about the values, behaviours and skills that the apprentice has displayed toward meeting the standard.

Templates provided on the NCFE Resource Library are not mandatory for use but are provided as additional support.

All supporting evidence submitted at Gateway should be documented on the Evidence Tracker, which is available on the NCFE Resource Library.

Grading for the Competence Interview

Fail	The apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the Pass criteria.
Pass	In order to achieve a Pass, the apprentice must fulfil all the Pass criteria in all KSBs.
Distinction	In order to achieve a Distinction, the apprentice must fulfil the Distinction criteria in all KSBs.

The Pass and Distinction criteria can be found in Appendix I of this document or within the assessment plan associated with this standard. The Portfolio of Evidence is ungraded.

Awarding the Final Grade

Both the Observation of Practice and Competence Interview are graded Pass or Distinction. The overall grade will be a combination of the 2 EPA methods. The apprentice must achieve at least a Pass in both EPAs to pass the apprenticeship.

Grade Aggregation

Assessment Method	Grading				Weighting
Observation of Practice	Pass	Distinction	Pass	Distinction	50%
Competence Interview	Pass	Pass	Distinction	Distinction	50%
Overall Grade Awarded*	Pass	Pass	Pass	Distinction	

*If an apprentice fails any one of the assessment methods it will be an overall Fail.

Reasonable Adjustments

For instructions and support with reasonable adjustments, please refer to the *Reasonable Adjustments and Special Considerations Policy*, which can be downloaded from our NCFE Resource Library.

Re-sits and Re-takes

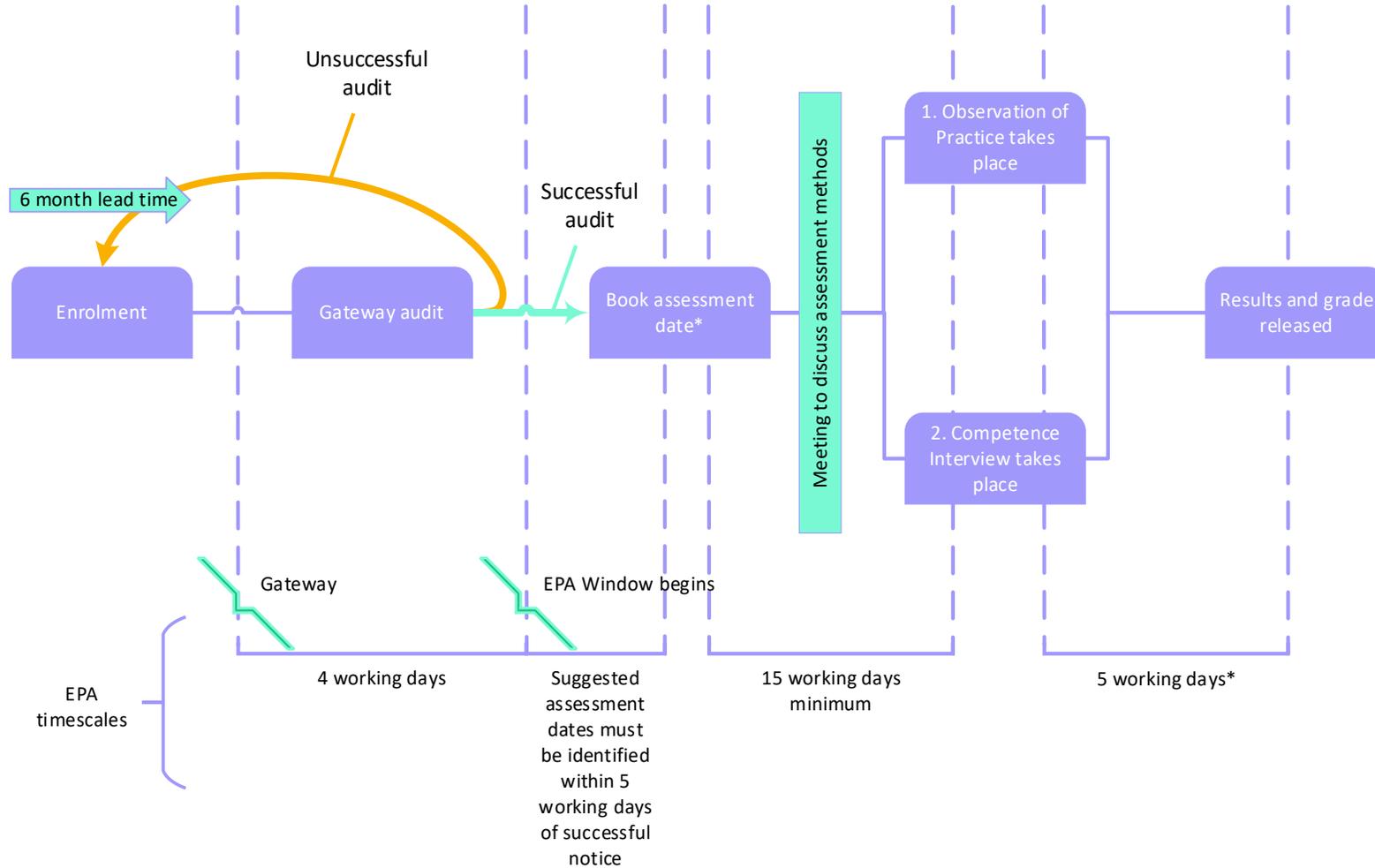
A re-sit is taken to mean a second attempt at an assessment method in EPA that an apprentice has previously sat, whereas a re-take is taken to mean a rescheduled assessment that has been interrupted, postponed or cancelled as a result of unforeseen technical or work-related reasons. In managing re-takes, it should be remembered that there is a 3 month window of opportunity within which all EPA related activity must occur.

Apprentices who fail one or more assessment methods will be offered the opportunity to take a re-sit, and this should typically take place within a 3 month period but results will be capped at Pass unless extenuating circumstance exist.

A re-take will be offered for apprentices who 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 NCFE within 7 days. Similarly, if there were other serious extenuating circumstances (i.e. an accident, serious family circumstances, or an 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 NCFE within 7 days. In both cases, if the evidence is accepted as valid, the apprentice will be able to take the EPA as if for the first time and the grade will not be capped. In this case, the EPA must take place at a time agreed with the employer and NCFE. However, if an apprentice does not turn up to the EPA, a Fail mark will be recorded.

If any part of the EPA is failed at the first attempt, the employer must determine whether any additional training for the apprentice is needed. Employers should be confident that the apprentice is ready to start EPA before putting them forward. It is anticipated that the apprentice will be well practised in the assessment methods. **Only 3 attempts** to complete the EPA can be made.

Timelines



**Employers must upload the EPA visit programme within 5 working days of successful audit notifications. Please note, this is a recommended timeline and assessments can be taken on different days.*

Additional Information

Result Enquiries

If a centre believes an apprentice's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with the *EPA Enquiries and Appeals Policy and Procedure*, which is available on the NCFE Resource Library.

Appeals

Appeals can be submitted following the *EPA Enquiries and Appeals Policy and Procedure*. The policy and procedure can be found on the NCFE Resource Library.

Complaints

Complaints can be submitted on the NCFE website by completing the Making a Complaint webform and following the *NCFE Complaints Procedure*.

Useful Links and Reading Materials

To help you prepare for the EPA, this list has been compiled to be used as additional study material.

Reading Materials:

- The Equality Act 2010
- The Children's Home (England) Regulations 2015
- The Children's Act 2004
- Families Act 2014 with related reading: support and aspiration: a new approach to SEND, Safeguarding disabled children
- Health and Safety at Work Act 1974
- Information sharing advice for safeguarding practitioners
- Mental Capacity Act 2005
- The protection of children in England: a progress report
- Working Together to Safeguard Children 2018: keeping children safe in education, child abuse concerns: guide for practitioners
- SEN Code of Practice 2015
- Un Convention on the Rights of the Children (UNCRC) -Unicef UK

Useful Websites:

- <https://www.legislation.gov.uk/>
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- www.hse.gov.uk
- <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- <https://www.gov.uk/government/collections/mental-capacity-act-making-decisions>
- <https://www.nhs.uk/conditions/social-care-and-support-guide/making-decisions-for-someone-else/mental-capacity-act/>
- <https://www.gov.uk/government/publications/childrens-homes-regulations-including-quality-standards-guide>
- <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Glossary of Terms

Term	Meaning
Boundaries	Define effective and appropriate interaction between professionals and the public they serve. Boundaries exist to protect both the professional and the individual.
Code of Practice	A set of written rules which explains how people working in a particular profession should behave.
Care Plans/Care Planning	Care plans should be person-centred and value the voice of the child/young person as appropriate, as well as being mindful of partnership collaboration.
Duty of Care and Candour	Your duty of care means that you must aim to provide high quality care to the best of your ability and say if there are any reasons why you may be unable to do so.
Distributive Leadership	Shared leadership, extending to roles and responsibilities within a team/organisation.
Ethics	Morals and principles governing actions and behaviour.
Legislation	The act or process of making or enacting laws.
Managing Risk	Supporting individuals to exercise their choices and rights, recognising the balance between managing risk and enabling independence, choice and control.
A Multidisciplinary Team	A group of health care workers who are members of different disciplines (professions such as Psychiatrists, Social Workers, etc.), each providing specific services to the individual.
Partnership Working	Partnerships can be formed between individuals, agencies or organisations with a shared interest.
Policies and Procedures	Documents put in place to explain how organisations will deal with issues when they arise and to show that they operate in a fair and consistent way towards all employees.
Person-Centred Care and support	Professionals work collaboratively with individuals who use services and support them to develop the knowledge, skills and confidence they need to manage and make informed decisions about their own lives more effectively.
Reflective Practice	A way of studying your own experiences to improve the way you work.
Restraint	High risk intervention.
Safeguarding	Protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect.

Command Words

Verb	Meaning
Assess	Evaluate or estimate the quality of a given topic.
Analyse	Separate information into component parts. Make logical, evidence-based connections between the components.
Calculate	Work out the value of something, showing relevant working.
Choose	Select from a range of alternatives (MCQ).
Compare	Identify similarities and/or differences.
Complete	Finish a task by adding to given information.
Consider	Review and respond to given information.
Define	Give a definition or specify meaning of an idea or concept.
Describe	Give an account of or set out characteristics or features.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea. There should be some element of balance, although not necessarily equal weighting.
Evaluate	Review information and bring it together to make judgements and conclusions from available evidence. Students may also use their own understanding to consider evidence for and against.
Explain	Set out purposes or reasons or make something clear in relation to a particular situation. An explanation requires understanding to be demonstrated.
Explain how	Give a detailed account of a process or way of doing something.
Give examples	Answers should include relevant examples in the context of the question.
Identify	Name or otherwise characterise.
Justify	Support a case or idea with evidence. This might reasonably involve discussing and discounting alternative views or actions.

Verb	Meaning
Label	Add names, indicating their correct position to an image or diagram.
List	Give a selection of answers, as many as the question indicates.
Name	Identify using a recognised technical term.
Outline	Set out main the characteristics or features.
Show	Provide structured evidence to reach a conclusion.
State	Express in clear, brief terms.
Summarise	Brief statement of the main points.
Suggest (what/why/how)	Present a possible cause or solution. Apply knowledge to a new situation to provide a reasoned explanation.
Work out	Perform one or a set of steps or calculation to arrive at an answer.

Appendix I – Grading Descriptors

Observation of Practice

In order to achieve a Pass, the apprentice must fulfil all the Pass criteria in all KSBs. In order to achieve a Distinction, the apprentice must fulfil the Distinction criteria in all KSBs.

Standards	Skill	Fail Criteria	Pass Criteria	Distinction Criteria
'You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'	S8. Identifies and addresses barriers to accessing resources.	Limited or ineffective attempt to draw together arguments in the construction of professional analysis, inadequate attempt to keep the child at the centre of the work and/or little evidence of effective working processes in developing joint strategies and plans.	Shows sound and coherent argument and sustained thinking in the construction of professional analysis where the child is at the centre of the work, and develops joint workable plans and strategies based on this.	Shows the ability to draw strands of information together into a coherent case for professional analysis and demonstrates a well formulated argument where the voice of the child is clearly at the centre of the work and negotiates jointly owned and co-created plans and strategies.

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
'You weren't afraid to make difficult decisions when you thought it was the right thing to do'	K11. The duties, responsibilities, boundaries and ethical nature of the role.	Shows a limited understanding of ethical issues and cultural diversity, limited evidence of the ability to relate these to personal beliefs and values.	Demonstrates critical awareness of ethical issues and cultural diversity and is able to relate these to personal beliefs and values.	Demonstrates critical awareness of ethical issues, cultural diversity and the diversity of values in health and social care and can draw from both theoretical and lived experience.

Standards	Skill	Fail Criteria	Pass Criteria	Distinction Criteria
'You weren't afraid to make difficult decisions when you thought it was the right thing to do'	S12. Appropriately challenges and/or offers alternative perspectives with the children, young person or family.	Demonstrates limited ability to work independently needing significant guidance. Rationale behind decision making is unclear or untenable. Makes some use of relevant research but also relies on unreliable and inappropriate resources and/or demonstrates limited ability to make reasoned judgments.	There is considerable evidence of independent thinking and critical reflection and the candidate demonstrates a coherent well-informed point of view, showing some originality in drawing on relevant research, the use of a wide range of information and in the critical judgements they support.	Logical, articulate analysis is a consistent feature of decision making. Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research. Perceptive and persuasive points made with strong conclusions.

Standards	Skill	Fail Criteria	Pass Criteria	Distinction Criteria
'You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better'	S14. Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families.	Limited evidence that professional practice is underpinned and guided by up to date key legislative requirements in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection.	Demonstrates evidence that professional practice is underpinned and guided by up to date key legislative requirements in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection.	Demonstrates evidence that professional practice is underpinned and guided by a sound knowledge of up to date key legislative requirements and an understanding of their tensions and conflicts, in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection.

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
'You included people who were important to me or could help me'	K16. Techniques for establishing shared goals and outcomes when building relationships with others.	Shows a limited grasp of the basic theories underpinning the methods used to gain support from others and the advantages and difficulties of including children, young people, families and communities and little evidence of being able to apply that knowledge to practice.	Knowledge and understanding of the basic theories underpinning the methods used to gain support from others and the advantages and difficulties of including children, young people, families and communities to contribute to decision making in own area of practice.	Detailed knowledge and understanding of the theories underpinning effective co-working with children, young people and families, joint decision-making practice and co-creating plans to achieve desired outcomes. Offers good quality insights into the issues involved and relates this to their own practices of working with others.

Practitioner in Children's Residential Care – Pathway Specific Criteria

Standards	Skill	Fail Criteria	Pass Criteria	Distinction Criteria
1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care	S19. Contributes to creating and reviewing placement plans based on individual need.	Limited evidence that the interventions and plans used with individuals and groups of children and young people are evidence based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs.	Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs.	Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and uses an exceptionally wide range of relevant research to critically inform the design, planning and interventions in individual plans.
	S20. Is able to support traumatised children and young people to live together and make progress.	Evaluation of methods of intervention and the information and data underpinning it are incomplete.	Reflects on and evaluates methods of intervention.	Shows insight and autonomy in evaluating methods of intervention.

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
1b. Work within a team to promote the ethos of the home	K21. The ethos of the home and how to create and promote it.	Shows evidence of an elementary grasp of the strategy and key principles that make the home child oriented, but without much understanding of application in practice.	Understands the strategy and key principles that make the home child oriented and understands own role in this.	Has detailed knowledge and understanding of the key principles, and concepts related to creating and promoting the ethos within the home and can critically reflect on their application in practice.
	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
	S22. Models collaborative team working and the ability to support and appropriately challenge each other.	Communication with others in the team is unstructured and unfocused and avoids working with others or does not contribute effectively to the team.	Demonstrates skills in establishing effective relationships, working co-operatively with others, managing conflict and liaising and negotiating both within the organisation and across professions.	Works exceptionally well with others, showing leadership where appropriate in establishing effective relationships. Shows appreciation of the complexity of the issues when working co-operatively with others, liaising and negotiating and managing conflict both within the organisation and across professions.

Competence Interview

In order to achieve a Pass, the apprentice must fulfil all the Pass criteria in all KSBs. In order to achieve a Distinction, the apprentice must fulfil the Distinction criteria in all KSBs.

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
<p>'You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard'</p>	<p>K1. Communication that enables the voice of the child, young person or family members to be heard.</p>	<p>Little evidence of a knowledge base of the theories underpinning the concept of the voice of the child, young person or family.</p> <p>Little understanding of the underlying concepts and principles underpinning communication with children, young people and their families. Gaps in knowledge in relation to understanding the complexity of issues within own working context.</p>	<p>Understands the basic theories underpinning the methods by which they might hear the voice of the child clearly when working with children, young people and families.</p> <p>Sound routine knowledge and understanding of the main concepts and key theories underpinning communication with children, young people and families. Recognises the barriers to communication and appreciates the complexity of the issues within a given context.</p> <p>Shows evidence of being able to evaluate own strengths and weaknesses in relation to personal and professional values.</p>	<p>Has a detailed knowledge and understanding of the theoretical concepts underpinning the practice of keeping the child at the centre of practice. Can evaluate the difficulties in hearing the voice of the child when working with families and other agencies.</p> <p>Detailed knowledge and understanding of the concepts and theories that inform the different communication strategies they might use to take into account the individual needs of children, young people and families.</p> <p>Perceptive understanding of the barriers to communication within given contexts and explicit acknowledgement of different perspectives.</p> <p>Shows evidence of insight and autonomy in evaluating own strengths and weaknesses in relation to personal and professional values.</p>
	<p>K2. Multiple factors that contribute to uncertainty in the lives of children, young people and families.</p>	<p>Evaluation of own strengths and weakness in relation to personal and professional values may be illogical, irrelevant or contradictory.</p>		
	<p>K3. Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working.</p>			

Standards	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
<p>'You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard'</p>	<p>S1. Communicates in a way that enables the voice of the child, young person or family members to be heard.</p>	<p>Minimal application of methods that build relationships with children, young people and families, based on a limited understanding of the principle of respectful collaborative working and lack of recognition of individual needs.</p>	<p>Can accurately apply methods that build relationships with children, young people and families, grounded in the principle of respectful collaborative working and recognition of individual needs.</p>	<p>Shows autonomy in building appropriate relationships with children, young people and families that helps them to develop their own resources and resilience and ensures that the voice of the child is heard as a narrative running through all casework, with evidence of taking into account the individual needs of children.</p>
	<p>S2. Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered.</p>	<p>Lack of sufficient evidence of the voice of the child within casework.</p>	<p>Shows evidence of the voice of the child within casework.</p>	
	<p>S3. Actively promotes respect, equality, diversity and inclusion.</p>			

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
<p>'You helped me to identify risk, you made me aware when things were unsafe'</p>	<p>K4. The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding.</p>	<p>Gaps in knowledge and superficial understanding of the impact that risk indicators of different forms of harm can have on children and young people and their families. Gaps in understanding of own and other's role in the identification and prevention of different forms of harm.</p>	<p>Can explain the impact that risk indicators of different forms of harm can have on children and young people and their families. Understands own role and the role that other professionals have in the identification and prevention of forms of harm.</p>	<p>Detailed knowledge and understanding of the main risk indicators of different forms of harm within early intervention and prevention practice and own role in this.</p>
	<p>K5. The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent.</p>			<p>Has awareness of ambiguities and limitations of knowledge.</p>

Standards	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
<p>'You helped me to identify risk, you made me aware when things were unsafe'</p>	<p>S4. Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves.</p>	<p>Inadequate attempt to ascertain and keep central to the process, the needs of the child when managing risk in safeguarding and protection work and demonstrates limited use of local and national safeguarding guidelines.</p>	<p>Demonstrates the use of a sound approach to managing risk in safeguarding and protection work, based on local and national guidelines keeping the child and family at the centre of the process.</p>	<p>Demonstrates a skilled approach to managing risk based on a critical analysis of the harm to children in specific contexts, and where it is safe to do so enables and supports families to co-create their own solutions.</p>
	<p>S5. Works with and supports other professionals to respond to safeguarding concerns.</p>	<p>Does not contribute directly to working with others, and/or fails to take into account the needs and views of others, when managing risk. Demonstrates limited ability to evaluate the joined-up response to the safeguarding process.</p>	<p>Demonstrates a joined-up approach with other professionals, to the management of risk and challenges ineffective practice.</p>	<p>Can work effectively with other agencies to develop an effective multi agency network to manage risk, showing leadership skills where appropriate. Takes the initiative to evaluate the practice of the network.</p>

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria	
<p>'You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together'</p>	<p>K6. Child, adolescent and adult development.</p>	<p>Limited evidence of knowledge and understanding and/or gaps in knowledge in the range of assessment skills and their associated theories.</p>	<p>Demonstrates knowledge and understanding of a range of assessment skills and their associated theories in the context in which they are working.</p>	<p>Can compare and contrast different assessment skills and their associated theories in the context of different health and social care settings.</p>	
	<p>K7. The spectrum of needs and how they may be met.</p>				
	<p>K8. The principles of effective assessment and the importance of analysis and professional judgement.</p>				
		Skills	Fail Criteria	Pass Criteria	Distinction Criteria
	<p>S6. Identifies the influences on the individual and the family and supports them to make informed choices.</p>	<p>Limited or ineffective attempt to draw together arguments in the construction of professional analysis, inadequate attempt to keep the child at the centre of the work and/or little evidence of effective working processes in developing joint strategies and plans.</p>	<p>Shows sound and coherent argument and sustained thinking in the construction of professional analysis where the child is at the centre of the work, and develops joint workable plans and strategies based on this.</p>	<p>Shows the ability to draw strands of information together into a coherent case for professional analysis and demonstrates a well formulated argument where the voice of the child is clearly at the centre of the work and negotiates jointly owned and co-created plans and strategies.</p>	
<p>S7. Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness.</p>					

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria	
<p>'You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me '</p>	<p>K9. Models for monitoring changes in a child, young person or family member's wellbeing.</p>	<p>Demonstrates limited knowledge and understanding of the theories underpinning the interventions that are in use in their working context and shows scant evidence of the evaluation of their use in practice.</p>	<p>Demonstrates knowledge and understanding of a range of interventions and their associated theories in the context in which they are working and has evaluated their use in practice.</p>	<p>Can compare and contrast different interventions and their associated theories in the context of different health and social care settings and has critically reflected on the evaluation of own use of specific interventions.</p>	
	<p>K10. A range of evidence-based interventions and their strengths and weaknesses.</p>				
		Skills	Fail Criteria	Pass Criteria	Distinction Criteria
	<p>S9. Identifies and manages evidence-based approaches and evaluates their effectiveness.</p>	<p>Limited evidence of the development of plans and review and displaying little evidence use of a range of methods of intervention.</p>	<p>Demonstrates tenacity, resilience and consistency in the development of plans and review for a specified range of methods of intervention.</p>	<p>Analyses different interventions and their associated theories in the context of different health and social care settings and demonstrates creative thinking, tenacity, resilience and consistency in the development of plans and review for specific methods of intervention.</p>	
	<p>S10. Contributes to the development of a resilient, consistent and persistent approach to practice.</p>	<p>Demonstrates lack of consistency and limited evidence of tenacity and resilience in approach to practice.</p>	<p>Reflects on and evaluates methods of intervention.</p>	<p>Reflects on and critically evaluates methods of intervention.</p>	

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
<p>'You weren't afraid to make difficult decisions when you thought it was the right thing to do'</p>	<p>K12. Theories and guidelines underpinning sound practice.</p>	<p>Shows a limited understanding of ethical issues and cultural diversity, limited evidence of the ability to relate these to personal beliefs and values.</p> <p>Limited evidence of the knowledge and understanding of the main concepts and key theories underpinning own practice.</p>	<p>Demonstrates critical awareness of ethical issues and cultural diversity and is able to relate these to personal beliefs and values.</p> <p>Sound routine knowledge and understanding of the guidance, main concepts and key theories underpinning own practice.</p>	<p>Demonstrates critical awareness of ethical issues, cultural diversity and the diversity of values in health and social care and can draw from both theoretical and lived experience.</p> <p>Detailed knowledge and understanding of the main concepts and theories underpinning own practice and has an awareness of the ambiguities and limitations of this knowledge.</p>
	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
	<p>S11. Models clarity of purpose, clear expectations and a professional approach to decision making.</p>	<p>Demonstrates limited ability to work independently needing significant guidance. Rationale behind decision making is unclear or untenable. Makes some use of relevant research but also relies on unreliable and inappropriate resources and/or demonstrates limited ability to make reasoned judgments.</p>	<p>There is considerable evidence of independent thinking and critical reflection and the candidate demonstrates a coherent well-informed point of view, showing some originality in drawing on relevant research, the use of a wide range of information and in the critical judgements they support.</p>	<p>Logical, articulate analysis is a consistent feature of decision making. Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research. Perceptive and persuasive points made with strong conclusions.</p>
<p>S13. Contributes to own professional development.</p>				

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
'You knew what you were doing - you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better'	K13. Systems and policy frameworks for work with children, young people and families, e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding.	Heavy reliance on small range of sources and deficient in quality, with little evidence of interpretation or analysis in applying this knowledge to address well defined complex problems.	Understands and is able to describe the key pieces of legislation and policy relevant to work in health and social care and the role of statutory codes and can apply to accurately address, and make a consistent response to, well defined complex problems.	Detailed knowledge and understanding of the main key pieces of legislation and guidance and how this relates to their professional role, appreciating the complexity of the issues in the field.

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
'You thought about things'	K14. The role of professional judgement and analysis in complex situations.	Views and findings are sometimes illogical or contradictory. Statements are made with scant evidence.	Understands the role of evidence in decision making and the effective use of fact and opinion in complex situations and the importance of clear reasoning when making recommendations.	Understands the importance of drawing strands of information together into a coherent case for professional analysis and the use of relevant research to support critical judgements.
	K15. The importance of considering ethics and values, challenging self and the systems in use.	Some grasp of the equalities requirements of own role but little evidence of being able to explain principles, values and ethical dilemmas within own area of practice.	Is able to summarise the equalities requirements of own role and explain principles, values and ethical dilemmas within own area of practice.	Has knowledge and critical understanding of the equalities requirements and ethical issues within own role and the roles of other professionals with whom they work.

Standards	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
'You thought about things'	S15. Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice.	Attends supervision sessions and shows limited interpretation of own practice and that of others. Limited or ineffective attempt to draw together arguments and undertake problem solving, attempts at analysis are uninformed by research.	Takes an active part in regular supervision sessions and discusses, reflects on and tests out ethical issues, conflicting information or professional disagreements and uses research, professional development and other's expertise effectively.	Critical engagement in regular supervision sessions and professional development. Is receptive to new ideas and shows evidence of knowledge of an exceptionally wide range of literature that balances discussion and critically informs argument and problem solving.
	S16. Takes an active part in continuous professional development.			

Standards	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
'You included people who were important to me or could help me'	S17. Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support.	Limited evidence that the child/young person is well supported through effective collaborative working with clients, their families, professionals from other health disciplines and/or other agencies.	Demonstrates that the child/young person is well supported through effective collaborative working with clients, their families, professionals from other health disciplines and/or other agencies.	Demonstrates that the child/young person is well supported through effective collaborative working with clients and their families and professionals from other health disciplines and or agencies and there is evidence that these activities have been well planned, managed and organised.

Practitioner in Children's Residential Care – Pathway Specific Criteria

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care	K17. The legislation and compliance requirements for residential care.	Evidence of limited knowledge of the key pieces of legislation, statutory codes and guidance relevant to work in children's residential care and little evidence of the application of knowledge.	Understands and is able to describe the key pieces of legislation, statutory codes and guidance relevant to work in children's residential care and can apply to address well defined problems.	Detailed knowledge and understanding of the key principles, and concepts related to law and ethics of children's residential care and their application to their professional role, appreciating the complexity of a range of issues within children's residential care.
	K18. The aspirations for a child in residential care.	Shows a limited grasp of the theories of attachment, child development, person-centred practice, the theories behind the interventions and key working used with individual and groups of children and young people.	Understands theories of attachment, child development and the theories behind the interventions and key working used with individual and groups of children and young people including the theories of person-centred practice.	Can evaluate different theories of attachment, child development, theories of intervention and key working and has critically reflected on the evaluation of own use of specific interventions and person-centred practice with children and young people.
	K19. Group living and group dynamics.	Gaps in knowledge and superficial understanding of the techniques of assessment, matching, planning and reviewing processes.	Understands the techniques of assessment, matching, planning and reviewing processes.	Has a detailed knowledge and understanding of the theoretical concepts that make for effective assessment, planning and reviewing and has an awareness of the ambiguities and limitations of the theories.
	K20. Legislation and the Code of Practice for Special Educational Needs and Disability.			

Practitioner in Children's Residential Care – Pathway Specific Criteria

Standards	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care	S18. Assumes the role of professional parent.	<p>Limited evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs.</p> <p>Evaluation of methods of intervention and the information and data underpinning it are incomplete.</p>	<p>Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs.</p> <p>Reflects on and evaluates methods of intervention</p>	<p>Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and uses an exceptionally wide range of relevant research to critically inform the design, planning and interventions in individual plans.</p> <p>Shows insight and autonomy in evaluating methods of intervention.</p>

Practitioner in Children's Residential Care – Pathway Specific Criteria

Standards	Knowledge and Understanding	Fail Criteria	Pass Criteria	Distinction Criteria
1b. Work within a team to promote the ethos of the home	<p>K22. Team dynamics and collaborative approach in residential environment.</p>	<p>Gaps in knowledge and superficial understanding of the values, factors and processes that may hinder or facilitate collaboration and effective team activity.</p>	<p>Can identify the values, factors and processes that may hinder or facilitate collaboration and effective team activity.</p>	<p>Has detailed knowledge and understanding of the concepts and key principles of the values, factors and processes that may hinder or facilitate collaboration and effective team activity, and can evaluate their application in practice.</p>
	Skills	Fail Criteria	Pass Criteria	Distinction Criteria
	<p>S21. Develops and promotes the ethos of the home.</p>	<p>Shows little evidence of having contributed to the strategy, key principles and practices that make up the ethos of the home and/or does not contribute effectively to maintaining that ethos.</p>	<p>Shows evidence of having contributed to the strategy, key principles and practices that make up the ethos of the home and meets own obligation to maintaining that ethos.</p>	<p>Contributes and works well with others, showing autonomy where necessary to realise suggestions for realistic improvements to the strategy and key principles and practices that make up the ethos of the home. Negotiates and meets all obligations to others within the home.</p>

Behaviours

Care, Competence and Commitment will be assessed in the **Observation of Practice**.

Compassion, Courage, Communication, Competence and Commitment will be assessed in the **Competence Interview**.

Behaviours	Fail Criteria	Pass Criteria	Distinction Criteria
<p>B1. Care: Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives.</p>	<p>Demonstrates limited ability to work independently with children, young people and families in a principled way needing significant guidance on the specific principles and values and shows evidence of the following:</p> <ul style="list-style-type: none"> • inadequate evidence of being able to ascertain the principles of inclusion, equality of opportunity and valuing diversity • limited understanding of the prescribed professional values in relation to working with the clientele and not able to develop an adequate workable brief that demonstrates valuing clients • inadequate attempt to ascertain the needs of children, young people and understand the families' particular strengths, knowledge and experience • no clear focus on achievement of change, poor understanding of the changes needed and limited ability to make reasoned comment on relevant evidence- based practice. 	<p>Shows that their work with children, young people and families is underpinned by a principled and professional way of working guided by a specific set of principles and values and shows evidence of the following:</p> <ul style="list-style-type: none"> • an active commitment to inclusion, equality of opportunity and valuing diversity • demonstrates that the children, young people and families' particular strengths, knowledge and experience are valued • being able to hold a compassionate position on the circumstances in which children, young people and their families find themselves, whilst at the same time ensuring that the child is safe from harm • demonstrates a clear focus on achieving change, using a respectful, persistent open and appropriately challenging manner to encourage and support the changes needed, and that this work is underpinned by evidence-based practice. 	<p>Works very effectively and with autonomy at developing and evaluating principled practice with children, young people and families. A defined set of principles and values is evidenced throughout their casework. Shows evidence of the following:</p> <ul style="list-style-type: none"> • an active commitment to, and strong evidence across all case work, of the principles of inclusion, equality of opportunity and valuing diversity. demonstrates an appreciation of the complexity of the range of issues involved • skilful help and support offered children, young people and families to recognise and build on their strengths, experience and knowledge • builds effective relationships with children, young people and families as an integral aspect of practice, which are both compassionate and purposeful.
<p>B2. Compassion: Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with.</p>			
<p>B3. Courage: Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential.</p>			

Behaviours	Fail Criteria	Pass Criteria	Distinction Criteria
<p>B4. Communication: Your work is based on building effective relationships, being perceptive and empathic and building good rapport.</p>	<ul style="list-style-type: none"> • limited evidence of monitoring and reviewing the relationships they make and demonstrates limited ability to reflect on how their principles, values and ways of working impact on their own beliefs and on their own practice. 	<ul style="list-style-type: none"> • demonstrates inclusive communication and behaviour with clients and partner agencies. • shows evidence of monitoring and reviewing the relationships they make and reflect on how their principles, values and ways of working impact on their own beliefs and on their own practice. 	<ul style="list-style-type: none"> • demonstrates skill in the use and evaluation of evidence based effective approaches which help children, young people and families effect change, Awareness of the limitations and ambiguities of the theoretical knowledge • demonstrates effective and confident inclusive communication with clients and partners in a range of formats according to the context • able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice.
<p>B5. Competence: The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice.</p>			
<p>B6. Commitment: Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient.</p>			



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Version 1 September 2021

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