



# **Highfield Level 5 End-Point Assessment for ST0087 Children, Young People and Families Manager**

End-Point Assessment Kit



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**Pathway: Manager in Children's Residential Care**

# Highfield Level 5 End-Point Assessment for ST0087 Children, Young People and Families Manager

EPA-Kit

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### **Versions**

ST0087 / v1.0

CYPFMRC v1.7

# How to use this EPA kit

Welcome to the Highfield End-Point Assessment Kit for the Children, Young People and Families Manager apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 5 Children, Young People and Families Manager apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

## **In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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A Children, Young People and Families Manager ensures direction, alignment and commitment within their own practice, their team's, organisation and partnerships to help children, young people and families achieve sustainable change.

They will build teams, manage resources and lead new approaches to working practices that deliver improved outcomes. They will work as a manager in children's residential care, in a range of settings such as local authorities, health organisations, educational or early years settings or children's centres.

They may be solely responsible for the management of a team or service or be part of a management team. To deliver a wide range of outcomes, they will work on a multi-agency basis with professionals from different backgrounds, as well as team leaders and managers from their own organisation.

They will encourage children, young people and family practitioners to gain the skills, knowledge, attitudes and behaviours that will enable them to actively support each child, young person, young adult and family.

They will act on research and new developments to improve practice for ensuring the needs of children, young people and families are best met. They will challenge and support practitioners to make sure their practice is safe and inspire them to make a real difference to the lives of children, young people and families.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Children, Young People and Families Manager apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the interview and collation of the portfolio (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of a portfolio through which the apprentice gathers evidence of their progress.
- completion of Level 5 Diploma in Leadership and Management for Residential Childcare.
- study days and training courses.
- mentoring/buddy support.
- regular performance reviews undertaken by the employer.
- structured one-to-one reviews of their progress with their employer and/or training provider.

## Portfolio

While on-programme the apprentice **must** develop a portfolio that includes coverage of **all** knowledge, skills and behaviours that are assessed in the competence interview and will inform this assessment. The portfolio should include:

- **4 or 5** specific cases where the apprentice has managed complex situations where there are no precise procedures or guidelines and implications have been considered. This should include:
  - examples where the apprentice has delivered impact at operation level and shown leadership and management responsibility for setting and delivering objectives in the social care sector
  - evidence demonstrated of assessment of the situation, analysis, decision making, response and review
  - specific evidence could include notes, action plans, case notes, supervision records, reports or records produced as part of the work activity, reviews of cases and evidence of issues and resolution on the delivery of objectives
- evidence of the values and behaviours and skills that the apprentice has displayed to meet the requirements of the standards such as:
  - witness testimonies
  - feedback from children, young people and families
  - feedback from partner agency colleagues
  - manager observations
- **a minimum of 3 and a maximum of 5** recorded observations of practice
- any continuing professional development undertaken during the apprenticeship

The portfolio must be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed, including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio of evidence must be submitted to Highfield at gateway. It is not directly assessed but informs the competence interview.

## Use of Artificial Intelligence (AI) in the EPA

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Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

## Additional, relevant on-programme qualification

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There is **1** mandatory qualification apprentices need to achieve while on-programme, depending on the pathway they have chosen.

Apprentices on this pathway will need to achieve a qualification in Children's Residential Care Manager **Level 5** Diploma in Leadership and Management for Residential Childcare.

## Readiness for end-point assessment

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In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved Level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have achieved the relevant pathway qualification for this pathway of the apprenticeship.
- the apprentice must have a Disclosure and Barring Service (DBS) certificate.
- the apprentice must have gathered a portfolio that meets the requirements outlined previously. The portfolio **must** be submitted to Highfield at gateway, along with a completed portfolio matrix.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the **Gateway Readiness Report**.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Order of end-point assessments

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The end-point assessment methods for this standard can be taken in any order.

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# The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Specific considerations

All of the evidence criteria used within the end-point assessment are based on the Children, Young People and Families Manager apprenticeship standard and assessment plan. There is no carry-over of assessment criteria between assessment methods.

A dispensation has been applied to this standard for both assessment methods, which will be in place for the lifetime of this version of the assessment plan.

The situational judgement test has had the time increased from **45 minutes to 2 hours**, with a reduced **50% pass mark** needed and there is now a requirement in the test for at least **1 scenario per core theme** and **2 scenarios per pathway theme**. Our approach will consist of **1 scenario per question**. The exam will consist of **17 short answer questions**. The total marks available for this exam are **68 (4 per question)**, with a minimum score of **34 marks** needed to pass. There are mandatory knowledge criteria questions within the exam which the apprentice **needs** to achieve a pass mark of (2 out of 4) **50%** on, to pass overall.

The competence interview will assess all of the behaviours and this is the **only** assessment method in which these will be assessed.

Where knowledge and skill statements within the assessment plan are mapped to both assessment methods, they will **only** be assessed in the competence interview.

This includes the following knowledge statements:

- *Builds an ethos of learning and continuous improvement across partner organisations.*
- *Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes.*
- *Proactively develops and sustains strategies for joint working, to improve outcomes.*

The knowledge statement '*A healthy, safe and stimulating environment that fulfils health & safety legislation and requirements*' is now assessed in the competence interview.

The skill statement '*Develops and delivers good quality supervision practice and decision making*' has 2 grading descriptors mapped to it within the assessment plan across pages 53 and 54. Due to the dispensation this statement will now **only** be mapped to the grading descriptor CI11 '*Evaluates strengths and weaknesses of own and other's practice and the criteria by which judgements are made. Prepared to question received opinion, prejudices and values sets operating*'.



The skill statement *‘Manages the quality assurance of the service provided and proposes improvements’* will be assessed under the knowledge statement *‘Approaches to developing and implementing improvement including use of data, which is essential’*.

The competence interview can take place remotely as long as safeguards are in place to verify the identity of the apprentice and ensure they are not being assisted during the assessment.

The portfolio that accompanies the competence interview needs to be submitted at gateway, along with a completed portfolio matrix.

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# Gateway

## How to prepare for gateway

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After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- A current disclosure and barring service (DBS) certificate
- Achieved level 5 Diploma in Leadership and Management for Residential Childcare
- Submitted a portfolio of evidence for the competence interview

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

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The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all **3** parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

### Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

### ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the Police
- another photographic ID card, such as an employee ID card or travel card

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## The Children, Young People and Families Manager apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

'You provided direction and ensured we worked as a cohesive team'	
Situational judgement test	
Knowledge	
<b>K1</b> Current research and development in the health and social care sector. <b>K2 Theories</b> underpinning the learning, development and motivation of individuals and teams. <b>K3</b> The role of the team and the internal and external environment in which it operates.	
Pass criteria	
<b>SJT1</b> Has broad knowledge and understanding of well-established theories and concepts within health and social care and recognises the areas where the <b>knowledge base</b> is most/least secure. (K1) <b>SJT2</b> Has knowledge of the main methods of enquiry into <b>leadership styles</b> and leading teams, and demonstrates the ability to critically evaluate the appropriateness of <b>approaches to solving problems</b> in the field. (K2, K3)	
Competence interview	
Skills	
<b>S1</b> Maintains and develops a leadership style that sets the ethos, aims and approach to the work. <b>S2</b> Manages the application of professional judgement, standards and codes of practice. <b>S3</b> Creates a strong sense of team purpose.	

Pass criteria	Distinction criteria
<p><b>CI1</b> Works with the team and with partner organisations to identify and articulate a shared vision, values, aims, ethos and shared objectives in relation to the care and support of children, young people and their families. (S1)</p> <p><b>CI2</b> Sets clear standards and evaluates own practice and that of others using a number of <b>frames of reference</b> and identifies future actions. (S2)</p> <p><b>CI3</b> Provides opportunities for the team to plan and discuss priorities, give and receive ideas to achieve objectives and modifies responses where necessary. (S3)</p>	<p><b>CI4</b> Effectively models a range of negotiation and co-operation skills with own team and with partner organisations to develop relationships that reflect the aims, ethos and shared vision required to achieve the required objectives. (S1)</p> <p><b>CI5</b> Encourages and supports others to analyse their own practice and that of others in relation to relevant standards and frameworks. Uses critical reflection and considers potential alternatives and their implications for the future. (S2)</p> <p><b>CI6</b> Demonstrates a flexible approach to the building of collaborative relationships with the team to support the process of identifying priorities and evaluating progress of group objectives. Addresses conflict. (S3)</p>
Amplification	
<ul style="list-style-type: none"> <li>• <b>Theories</b> could include: <ul style="list-style-type: none"> <li>○ Maslow's Hierarchy of Needs</li> <li>○ Tuckman's Team Model</li> <li>○ Belbin's Team Roles</li> <li>○ Visual, Auditory, Reading and Kinaesthetic (VARK) learning styles</li> <li>○ Schutz's Group Development Theory</li> </ul> </li> <li>• <b>Knowledge base</b> could include: <ul style="list-style-type: none"> <li>○ Legislation such as: <ul style="list-style-type: none"> <li>▪ Children Act</li> <li>▪ Children's Home Regulations</li> <li>▪ Quality standards</li> <li>▪ Safeguarding legislation</li> <li>▪ United Nations Convention on the Rights of the Child (UNCRC)</li> </ul> </li> <li>○ Policies and procedures including teamwork practices, roles, and responsibilities</li> <li>○ Theories</li> </ul> </li> </ul>	

- Models
- Research such as:
  - Tuckman – Development model for 5 stages of development which are forming, storming, norming, performing and adjourning
  - Belbin – Team Role theory which identifies 9 different personality types
  - Gallup's 5 C's – for teamwork management which are common purpose, connection, communication, collaboration and celebration
- **Leadership styles** could include:
  - Transformational leadership
  - Authoritarian
  - Delegative
  - Transactional
  - Participative
  - Servant
  - Democratic
  - Coaching and mentoring
  - Laissez Faire
- **Approaches to solving problems** could include:
  - Intuitive
  - Analytical
  - Experimental
- **Frames of reference** could include:
  - Social Care Common Inspection Framework (SCCIF)
  - Home development plans
  - Best Alternative to a Negotiated Agreement (BATNA)
  - Positive Emotions, Engagement, Relationships, Meaning and Achievement (PERMA)

‘You implemented a working environment which supported dignity and human rights’	
Situational judgement test	
Knowledge	
<b>K4</b> Values and ethics and the principles and practices of diversity, equality, rights and inclusion. <b>K5 Approaches to dignity and respect.</b>	
Pass criteria	
<b>SJT3</b> Has sound knowledge base on which to explore and analyse the <b>theories and concepts of equalities, values, rights and ethical issues</b> within the discipline with some detail and autonomy. (K4) <b>SJT4</b> Demonstrates a sound knowledge base upon which to explore and analyse the <b>theories and related ethical issues around dignity and respect.</b> (K5)	
Competence interview	
Skills	
<b>S4</b> Models an ethos that actively promotes equality, resilience, dignity and respects diversity and inclusion. <b>S5</b> Actively seeks the views of others.	
Pass criteria	Distinction criteria
<b>CI7</b> Shows evidence of having taken a <b>rights-aware approach</b> to work by identifying the rights at issues, identifying the responsibilities of the organisation in terms of those rights and by determining the appropriate course(s) of action. (S4) <b>CI8</b> Takes responsibility for and engages actively in a range of ongoing team opportunities to build commitment to the dignity and respect of others. (S5)	<b>CI9</b> <i>Demonstrates judgement and discernment in modelling and developing a culture of mutual respect and accountability. (S4)</i> <b>CI10</b> <i>Builds constructive relationships that foster participation in the development of professional practice that upholds dignity and respect. (S5)</i>
Amplification	
<ul style="list-style-type: none"> <li>• <b>Approaches to dignity and respect</b> could include: <ul style="list-style-type: none"> <li>○ creating a safe and inclusive environment</li> <li>○ listening and communicating</li> </ul> </li> </ul>	



- privacy and confidentiality
- advocacy and support
- training and development
- reference to Care Quality Commission (CQC) standards, Ofsted regulations and Quality Care Standards

- **Theories and concepts of equalities, values, rights and ethical issues** could include:

- Equality legislation
- Human Rights Act
- United Nations Convention on the Rights of the Child (UNCRC)
- Principles of anti-discriminatory practice
- Self-awareness
- Stereotypical viewpoints
- Respecting confidentiality
- Being effective communicators
- Understanding what discrimination looks like
- A willingness to change views and actions that disadvantage others
- Advocacy and the role of an advocate
- UNICEF's Core Values of Care, Respect, Integrity, Trust and Accountability
- Children Act
- Corporate parenting principles

- **Theories and related ethical issues around dignity and respect** could include:

- Rights of the child
- Protected characteristics
- Unconscious bias
- Emotional intelligence
- Jeremy Bentham – Utilitarianism
- John Locke/Thomas Hobbes/David Hume Natural Theory
- John Austin Legal Theory

- Jeremy Bentham Social Welfare Theory
- Immanuel Kant Idealistic Theory
- **Rights-aware approach** could include:
  - PANEL (Participation, Accountability, Non-discrimination, Empowerment, Legality)
  - Human Rights Act
  - United Nations Convention on the Rights of the Child (UNCRC)
  - Policies and procedures for the setting, equality and diversity, and inclusion
  - Training undertaken on dignity and care, equality and diversity, inclusion, and rights
  - Own role and responsibilities for supporting with respect care and having autonomy and accountability
  - Role of an advocate

### ‘You helped us work through the challenges that faced us and ensured we were safe’

#### Situational judgement test

##### Knowledge

**K6** The principles and practice of supervision with their staff.

**K7** The **theories and up-to-date research** and best practice that underpin practice decision making.

##### Pass criteria

**SJT5** Shows a good understanding of **key theories and concepts of supervision** and demonstrates good critical insight and ability to contrast alternative positions. (K6)

**SJT6** Shows a good understanding of key theories and areas of **recent research in decision making** and demonstrates good critical insight and ability to contrast alternative positions. (K7)

#### Competence interview

##### Skills

**S6** Develops and delivers good quality supervision practice and decision making.

**S7** Demonstrates evidence-based practice and models the effective use of up to date research and theories.

<p><b>S8</b> Identifies and manages risk.</p> <p><b>S9</b> Monitors, evaluates and improves the working environment to ensure it is safe.</p>	
Pass criteria	Distinction criteria
<p><b>CI11</b> Evaluates strengths and weaknesses of own and other's practice and the criteria by which judgements are made. Prepared to question received opinion, prejudices and values sets operating. (S6)</p> <p><b>CI12</b> Accesses and uses a range of knowledge from <b>literature, research and policy sources</b> for to inform own and other's professional practice and decision making. (S7)</p> <p><b>CI13</b> Uses appropriate information from relevant <b>legal structures</b> including the law around safeguarding practice, information sharing and the rights of children to evaluate risk and make decisions. Actions taken clearly reflect the evaluation. (S8)</p> <p><b>CI14</b> Generally, technically and professionally competent in leading and promoting health and safety, fulfilling the organisation's legal obligations and in delivering effective arrangements. Can identify key areas of problems and choose appropriate methods for resolution. (S9)</p>	<p><b>CI16</b> <i>Confidently evaluates actions and situations identifying clearly articulated strengths and weaknesses of own and other's practice, questioning received opinion, prejudices and value sets operating. (S6)</i></p> <p><b>CI17</b> <i>Manages own learning using a wide range of resources and critically engages with an extremely wide knowledge base of <b>theories, concepts, policy sources</b> and the latest research to enhance own and other's professional practice and decision making. (S7)</i></p> <p><b>CI18</b> <i>Uses an extremely wide range of appropriate information from relevant legal structures including the law around safeguarding practice information sharing and the rights of children to evaluate risk and exercises autonomy and initiative when exploring options. Makes clear decisions which has taken into account the alternatives. (S8)</i></p> <p><b>CI19</b> <i>Technically and professionally competent in leading, delivering and promoting the health and safety obligations of the organisation and work shows evidence of rigour and/or creativity. Can identify key areas of problems confidently and choose appropriate methods for resolution with autonomy and effectiveness. (S9)</i></p>
Knowledge	
<p><b>K8</b> The working practices surrounding legislation, national and local solutions for safeguarding and risk management of children, young people and families.</p> <p><b>K9</b> A healthy, safe and stimulating environment that fulfils health &amp; safety legislation and requirements.</p> <p><b>K10</b> The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent.</p>	
Pass criteria	Distinction criteria
<p><b>CI15</b> Sound knowledge base of relevant legislation and guidance on safeguarding and health and safety issues, relating to the care and</p>	<p><b>CI20</b> <i>Broad knowledge base of relevant legislation and guidance on safeguarding and health and safety issues relating to work with children,</i></p>

support of children, young people and families. Demonstrates good critical insight into the national and local safeguarding legislation and guidance and shows the ability to evaluate the approaches to safeguarding working practices. (K8, K9, K10)	<i>young people and families. Well-developed critical evaluation of the legislation and guidance and the assumptions and/or data which inform the overall approach to safeguarding and health and safety. (K8, K9, K10)</i>
Amplification	
<ul style="list-style-type: none"> <li>• <b>Theories and up-to-date research</b> could include: <ul style="list-style-type: none"> <li>○ Consequentialist perspective</li> <li>○ Notion of bounded rationality</li> </ul> </li> <li>• <b>Key theories and concepts of supervision</b> could include: <ul style="list-style-type: none"> <li>○ Models of clinical supervision</li> <li>○ McGregor's X Y theory</li> <li>○ Traditional</li> <li>○ Cognitive behavioural</li> <li>○ Humanistic</li> <li>○ Psychodynamic</li> <li>○ Scaffolding</li> <li>○ Integrative models</li> <li>○ Orientation specific</li> <li>○ Solution focussed</li> <li>○ PERMA model</li> <li>○ BATNA</li> <li>○ VARK learning styles</li> </ul> </li> <li>• <b>Recent research in decision making</b> could include: <ul style="list-style-type: none"> <li>○ Consequentialist perspective</li> <li>○ Notion of bounded rationality</li> </ul> </li> <li>• <b>Literature, research and policy sources</b> could include:</li> </ul>	

- Serious case reviews
- **Legal structures** could include:
  - The Children Act
  - Children's Home Regulations
  - Working together to safeguard children
  - Keeping children safe in education
  - Children and Families Act
  - Equality legislation
  - United Nations Convention on the Rights of the Child (UNCRC)
  - Education Act
  - Supervision plans and procedures
  - Professional development plans/continuous professional development (CPD) and training plans
  - Health and safety procedures and policies
  - Risk assessments
- **Theories, concepts, policy sources** could include:
  - Erik Erikson's Psychosocial Development
  - Jean Piaget's Cognitive Development
  - John Bowlby's Attachment Theory
  - United Nations Convention on the Rights of the Child (UNCRC)
  - Safeguarding policies
  - Child-centred practice:
    - focusing on the child and their individual needs and preferences when making decisions about their care
  - Strengths-based approach
- **The safeguarding requirements contained within mandatory local safeguarding training** includes comprehensive requirements, which could include:
  - understanding key legislation such as:

- the Children Act
- the Safeguarding Vulnerable Groups Act
- the Children and Social Work Act
- recognising abuse and neglect
- reporting and responding to concerns by using referral processes
- safe recruitment practices such as the Disclosure and Barring Service (DBS)

**‘You enabled us to focus on and achieve improved outcomes for children and young people’**

### **Situational judgement test**

#### **Knowledge**

- K11** The principles and practice of **statutory frameworks**, standards, guidance and Codes of Practice.  
**K12** The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies.  
**K13 Approaches** to developing and implementing improvement, including use of data.  
**K14** The theories of **intervention** that meet the needs of children, young people and adults within the family.

#### **Skills**

- S10** Manages the quality assurance of the service provided and proposes improvements.

#### **Pass criteria**

- SJT7** Sound knowledge base of **statutory frameworks** relating to children, young people and families. Demonstrates good critical insight into the **associated issues** and can use knowledge and understanding to evaluate **working practices**. (K11)  
**SJT8** Sound knowledge of relevant OFSTED framework. Issues identified and critically analysed within given areas. Ability to apply concepts and principles outside immediate context. (K12)  
**SJT9** Sound understanding of **theories and concepts relating to developing and implementing improvement** and demonstrates the ability to use evidence to support argument. Ability to apply concepts and principles outside immediate context. (K13, S10)  
**SJT10** Broad knowledge of **relevant theories of intervention** linked to context. Effectively evaluates information and the enquiry process including critique of techniques used. (K14)

Competence interview	
Skills	
<p><b>S11</b> Sets clear, measurable objectives.</p> <p><b>S12</b> Uses data to evaluate the effectiveness of outcomes.</p> <p><b>S13</b> Develops, facilitates and leads changes in working practices that deliver improved outcomes.</p> <p><b>S14 Actively encourages the participation of children, young people and families in service improvement.</b></p>	
Pass criteria	Distinction criteria
<p><b>CI21</b> Works with the team and with partner organisations to identify and articulate clear and shared objectives which are defined in a shared plan that gives focus to the work. (S11)</p> <p><b>CI22</b> Some evidence of ability to collect and interpret data/information to inform both strategy and practice. (S12)</p> <p><b>CI23</b> Sets high expectations for the quality of professional practice across the team and provides systemic opportunities to enhance and refresh practice including assessment and safeguarding practices. (S13)</p> <p><b>CI24</b> Provides regular opportunities for children, young people and families to give and receive ideas to achieve service improvement and ensures appropriate information is shared to inform decision making. (S14)</p>	<p><b>CI25</b> Effectively models a range of negotiation skills with own team and with partner organisations to develop relationships that build shared objectives and defines and addresses them fully and with some creativity in shared plans. (S11)</p> <p><b>CI26</b> Evidence of exceptional success and a degree of autonomy shown in undertaking a range of <b>research-type tasks</b> that have informed strategy and practice. (S12)</p> <p><b>CI27</b> Encourages and supports others to analyse and continually improve the quality of their practice in relation to a range of relevant standards. Uses critical reflection to consider effective solutions for the improvement of professional practice. (S13)</p> <p><b>CI28</b> Demonstrates a flexible and original approach to the building of collaborative relationships with children, young children and families to support the process of achieving service improvement, and evaluates progress of agreed objectives. (S14)</p>
Amplification	
<ul style="list-style-type: none"> <li>• <b>Statutory frameworks</b> could include: <ul style="list-style-type: none"> <li>○ Children Act</li> <li>○ Human Rights Act</li> <li>○ Health and Safety Act</li> <li>○ Children's Home Regulations</li> </ul> </li> </ul>	



- Working together to safeguard children
- Keeping children safe in education
- Children and Families Act
- Equality legislation
- United Nations Convention on the Rights of the Child (UNCRC)
- Education Act
- Ofsted Requirements
  
- **Approaches** could include:
  - reflection
  - regulation visits
  
- **Intervention** could include:
  - Early intervention
  - Parenting intervention
  - Medical intervention
  - SEN intervention
  
- **Associated issues** could include:
  - changes to legislation
  - lack of flexibility
  - dated
  
- **Working practices** could include:
  - policies, procedures, and guidelines relating to the legislation as relevant
  
- **Theories and concepts relating to developing and implementing improvement** could include:
  - theories of change – Bridges, Kubler-Ross
  - growth
  - progress

- positive change
- **Relevant theories of intervention** could include:
  - Physical intervention techniques
  - Social Pedagogy
  - CARE model (Children and Residential Experiences)
  - Sanctuary Model
  - PACE (Playfulness, Acceptance, Curiosity and Empathy)
  - Attachment theories
  - Lundy model
- **Actively encourages the participation of children, young people and families in service improvement** through a variety of strategies that prioritise their voices and experiences. This could include:
  - creating a culture of participation by empowering service users to provide their feedback
  - using effective communication such as face-to-face meetings and surveys
  - creating panels where parents and/or carers can share suggestions
  - implementing changes based off feedback from children, young people and families
- **Research-type tasks** could include:
  - planning evidence of change and outcomes
  - change management
  - self-improvement plans
  - children's voice and feedback plans and protocols
  - self-reflection (Gibbs, Kolb, theories and cycles)
  - staff meetings and reviews

‘You managed and made best use of the resources that we have’	
Situational judgement test	
Knowledge	
<b>K15</b> The practice and principles of <b>resource management</b> . <b>K16</b> How to create engagement and innovation in the development of practice.	
Pass criteria	
<b>SJT11</b> Sound knowledge base of practice and principles of <b>resource management</b> within the context of work with children, young people and families. Demonstrates good critical insight into the associated issues and shows the ability to evaluate the approaches to the working practice of resource management. (K15) <b>SJT12</b> Good knowledge base of the <b>theories of change and the development of practice</b> in health and social care and explores and analyses engagement and innovation. Uses theories to review the effect of innovation and change within an organisation and/or with its <b>partners</b> . (K16)	
Competence interview	
Skills	
<b>S15</b> Manages and deploys total resource (e.g. people, finance, IT property) to maximise outcomes. <b>S16 Mobilises collective action across service boundaries</b> and within the community to manage resources. <b>S17 Commissions and contract manages external providers.</b>	
Pass criteria	Distinction criteria
<b>CI29</b> Acquires and maintains resources and plans and manages processes that will deliver specified outcomes and establishes systems for staff to carry out their work. Provides clarity on how resources will be used and reports on results. (S15) <b>CI30</b> Interacts effectively with others to seek out opportunities for and improve and deliver appropriate resourcing decisions. Uses data and evaluations to inform future resourcing decisions. (S16)	<b>CI33</b> <i>Meets all obligations to organisation to manage resources and uses management and planning strategies effectively to enhance and maximise the delivery of effective outcomes. (S15)</i> <b>CI34</b> <i>Demonstrates a flexible approach to the development of relationships with stakeholders to foster collective responsibility for fair and effective use and management of resources. Shows awareness of strategic and operational priorities to ensure continuous improvement. (S16)</i>

<b>CI31</b> Demonstrates management of the effective and efficient use of commissioning processes to make best use of resources to support the delivery of specified outcomes. (S17)	<b>CI35</b> <i>Demonstrates a high degree of autonomy and exploration in commissioning decisions that ensures best value and appropriate devolved accountability to support the delivery of effective outcomes. (S17)</i>
<b>Knowledge</b>	
<b>K17</b> The <b>commissioning cycle</b> and its application.	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>CI32</b> Good knowledge and understanding of commissioning cycle, explores and analyses the field and its theory and ethical issues. (K17)	<b>CI36</b> <i>Sound knowledge base exploring and analysing the commissioning cycle and its theory and ethical issues, with clear autonomy and originality. (K17)</i>
<b>Amplification</b>	
<ul style="list-style-type: none"> <li>• <b>Resource management</b> could include: <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Staffing</li> <li>○ Budget</li> <li>○ Physical resource</li> <li>○ Legislation</li> </ul> </li> <li>• <b>Theories of change and the development of practice</b> could include: <ul style="list-style-type: none"> <li>○ Kubler-Ross – 5 stages of grief model and action research model</li> <li>○ Kurt Lewin – Field theory or behaviour</li> <li>○ Bridges transition model which helps individuals and organisations effectively manage human change</li> <li>○ Kotter’s 8-step change model</li> <li>○ Positive model</li> </ul> </li> <li>• <b>Mobilises collective action across service boundaries</b> means encouraging collaboration between different organisations such as health, education and social services.</li> </ul>	

- **Commissions and contract manages external providers** to deliver specialised services that support the wellbeing and development of children, young people and families. Some of the external providers could include:
  - General practitioners (GP)
  - Paediatricians
  - Special educational needs (SEN) support services
  - Foster care agencies
  - Counsellors
  - Young Men's Christian Association (YMCA)
  - Charities
- **Partners** could include:
  - Local authorities
  - Placing authorities
  - Employees
  - Therapy provision
  - Schools
  - Police
  - Health care agencies
  - Organisations, agencies and charities
- **Commissioning cycle** – process of planning, analysing, monitoring (plan – do- review). Budget control and review.

‘You built the relationships with others that ensured effective communication and partnership work’	
Situational judgement test	
Knowledge	
<b>K18 Inter-agency and multi-agency work</b> and its role in ensuring positive outcomes. <b>K19</b> Techniques to influence, persuade and negotiate with others.	
Pass criteria	
<b>SJT13</b> Broad knowledge and understanding of the <b>theories, concepts and methodologies</b> around influencing, persuading and negotiating with others. Evidence of research informed literature integrated into work with own and other <b>agencies</b> . (K18, K19)	
Competence interview	
Skills	
<b>S18</b> Collaborates with partner agencies and resolves complex issues to achieve best outcomes. <b>S19</b> Builds an ethos of learning and continuous improvement across <b>partner organisations</b> .	
Pass criteria	Distinction criteria
<b>CI37</b> Recognises and encourages a wide range of partners that contribute to the delivery of positive outcomes for children, young people and families. Able to choose and evaluate <b>methods of collaboration</b> appropriate to the task, from a range of prescribed methods. (S18) <b>CI38</b> Builds and leads constructive team and partner relationships that foster professional learning communities. (S19)	<b>CI39</b> <i>Actively engages building and facilitating collaboration with a wide and diverse range of partners. Choice of methods of collaboration and partnership are sound and self-determined are evaluated using appropriate information and data. (S18)</i> <b>CI40</b> <i>Promotes and builds an environment of critical reflection and collaborative learning to support and enhance high quality practice in work with children, young people and families. (S19)</i>
Amplification	
<ul style="list-style-type: none"> <li>• <b>Inter-agency and multi-agency work</b> involves different organisations, agencies and professionals’ collaborative efforts to provide support for children and families. These could include:               <ul style="list-style-type: none"> <li>○ Team around the child (TAC)</li> <li>○ Common assessment framework (CAF)</li> </ul> </li> </ul>	

- Multi agency safeguarding hub (MASH)
- **Theories, concepts and methodologies** could include:
  - Decision analysis
  - Behavioural decision making
  - Game theory
  - Negotiation analysis
  - Voss' theory
  - Negotiating types – distributive, integrative, team and multiparty
  - BATNA
  - Zone of possibility (ZOPA)
- **Agencies** could include:
  - Local authorities
  - Placing authorities
  - Employees
  - Therapy provision
  - Schools
  - Police
  - Health care agencies
  - Joint working, sharing information and aims
- **Partner organisations** – the partners roles and responsibilities/organisations and teams
  - Collaborative working – principles (communication, collaborative working, critical thinking and creativity)
  - Training opportunities and continuous professional development (CPD)
  - Coaching/mentoring/shadowing
  - Multi-agency working
  - Workplace goals, vision, aims and ethos



- **Methods of collaboration** could include:
  - Looked after child (LAC) meetings
  - Intervention plan/review meetings
  - Sharing records
  - Chronologies
  - Email/telephone updates
  - Handovers between staff

### **'You ensured there was a culture of continuing professional development'**

#### **Situational judgement test**

##### **Knowledge**

**K20** Principles of: reflective practice; how people learn; effective continuing professional development.

**K21** Academic research, evidence-based data, policy developments, practice developments.

##### **Pass criteria**

**SJT14** Able to evaluate own practice and that of others using a number of **frames of reference**. Considers future actions. (K20)

**SJT15** Evidence of independent reading from a wide range of **appropriate sources** that fulfil the requirements of **continuous professional development** plan. Clear accurate application of material. (K21)

#### **Competence interview**

##### **Skills**

**S20** Evaluates practice of team members.

**S21** Assesses learning styles of self and team members and identifies development opportunities.

**S22** Listens to, challenges and supports practitioners.

**S23** Engages in reflective practice and develops a learning culture across the team.

Pass criteria	Distinction criteria
<p><b>CI41</b> Examines the work of others and identifies the strengths and weaknesses using existing criteria indicating possibilities for improvement, based on individual need. (S20, S21, S22)</p> <p><b>CI42</b> Evaluates own practice and that of others using a specific frame of reference and supports the development of plans of action. (S23)</p>	<p><b>CI43</b> <i>Demonstrates judgement and discrimination in evaluating the work of others and provides difference sources of feedback and offers clear insights into strategies for improvement. (S20, S21, S22)</i></p> <p><b>CI44</b> <i>Analyses practice by critically reflecting on own and other's practice and the rationale behind it. Uses imaginative thinking about potential alternative possibilities and the implications for future practice. (S23)</i></p>
Amplification	
<ul style="list-style-type: none"> <li>• <b>Frames of reference</b> provide a structured way of viewing and interpreting human behaviour, social problems and the impact of interventions</li> <li>• <b>Appropriate sources</b> could include: <ul style="list-style-type: none"> <li>○ Principles of reflective practice – 5 R's (Reporting, Responding, Relating, Reasoning and Reconstructing)</li> <li>○ Reflective models – Gibbs – the reflective cycle (description, feelings, evaluation, analysis, conclusion and action plan)</li> <li>○ Kolb – the reflective model (concrete experience, reflective observation, abstract conceptualism and active experimentation)</li> <li>○ Schon – short, practiced and present reflections</li> <li>○ Rolfe – experiences, feelings, actions and developing practice</li> <li>○ 4 Cs of reflection – continuous, connected, challenging and contextualised</li> </ul> </li> <li>• <b>Continuous professional development</b> – CPD cycle (planning, learning, documenting and reflecting) <ul style="list-style-type: none"> <li>○ Training sources</li> <li>○ Regulated training</li> <li>○ Ofsted and regulatory qualifications</li> <li>○ Coaching and mentoring practices / peer mentoring</li> <li>○ Supervision</li> <li>○ Team meetings</li> </ul> </li> </ul>	

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

**1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.**

#### Situational judgement test

##### Knowledge

**K22** The **principles of long-term care and support** for children and young people.

**K23** The legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people.

**K24** The theory and best practice in the **use of restraint**.

##### Pass criteria

**SJT16** Has sound knowledge base on which to explore and analyse the theories and concepts of long-term care and support for children and young people, with some detail and autonomy. (K22)

**SJT17** Sound knowledge base of relevant **legislation and guidance on compliance requirements** for running a children's residential care home. Demonstrates good critical insight into the legislation, regulations and guidance which informs the appropriate approaches to working practices. (K23)

**SJT18** Sound knowledge base of practice and principles of the **use of restraint** within the context of work with children's residential care. Demonstrates good critical insight and shows the ability to evaluate the approaches to the working practice of restraint. (K24)

#### Competence interview

##### Skills

**S24** Ensures each child receives care and that the continuity of care for each child is in place.

**S25** Models the behaviour expected from staff and communicates a clear message about the responsibilities required in the care and support of children.

**S26** Manages and monitors safe systems of physical restraint.

Pass criteria	Distinction criteria
<p><b>RC45</b> Sets high expectations for the quality of care in the children's residential home, based on <b>approved standards</b> and works with the team to identify and articulate opportunities to enhance and improve the experiences of children in care. (S24)</p> <p><b>RC46</b> Builds and leads on critical assessment of own and other's work using identified quality standards and encourages team members to review their approach to the care of children and to learn from each other. (S25)</p> <p><b>RC47</b> Demonstrates good critical insight into the systems of physical restraint and the <b>associated issues</b> and shows the ability to practice and evaluate the approaches to the working practice of restraint. (S26)</p>	<p><b>RC48</b> <i>Encourages and supports others to analyse and continually improve quality care in the children's residential home in relation to a range of relevant standards. Encourages critical reflection across the team to consider effective solutions for the improvement of the experiences of children in care. (S24)</i></p> <p><b>RC49</b> <i>Demonstrates judgement and discernment in modelling and developing a culture of individual and collective accountability in the care and support of children. (S25)</i></p> <p><b>RC50</b> <i>Demonstrates well developed critical evaluation of the systems of physical restraint and the associated issues and the assumptions and/or data which inform the overall approach to the working practices involved in restraint. (S26)</i></p>
Amplification	

- **Principles of long-term care and support** could include:
  - PACE (Playfulness, Acceptance, Curiosity and Empathy)
  - Therapeutic care
  - Attachment, regulation and competency (ARC) framework
  - Care Plans
  - Care standards 5 principles:
    - dignity and respect
    - compassion
    - be included
    - responsive care
    - support and wellbeing
  
- **Use of restraint** could include:
  - Professional judgement
  - Behaviour management plans
    - Positive behaviour management
  - Risk assessments
  - Last resort
  - Individually planned
  - Ethos of the home
  - Therapeutic Crisis Intervention (TCI) and practice procedures
  
- **Legislation and guidance on compliance requirements** could include:
  - Children's Home Regulations
  - Quality standards
  - Ofsted regulations
  - Children Act
  - Mental Capacity Act
  - Human Rights Act

- Working together to safeguard children
- **Approved standards** could include:
  - Children Act
  - Care standards 5 principles: dignity and respect, compassion, inclusion, responsive care, support and wellbeing
  - The 6 Cs: care, compassion, courage, communication, commitment and competence
  - Regulation 44
  - Health and Safety at Work etc Act
  - Care Quality Commission (CQC) regulations
  - Continuous professional development (CPD) and training
  - Therapeutic Crisis Intervention (TCI) training on restraint
  - 5 restrictive principles – chemical, environmental, mechanical, physical and seclusion
  - Equality and Human Rights Act and Commission
- **Associated issues** could include:
  - Training for staff
  - Knowledge of techniques available
  - Understanding which is appropriate according to young person
  - Harm to staff or young person
  - Dignity of the young person
  - Legal

## 1b. Leads and supports practice development in the care and support of children and young people in residential care.

### Situational judgement test

#### Knowledge

**K25** Theoretical and practical approaches to meeting the **holistic needs** of children and young people in care.

**K26** Principles and practice of **distributive leadership** within the home.

#### Pass criteria

**SJT19** Broad knowledge of relevant theories and practices of meeting the **holistic needs** of children and young people in care. Effectively evaluates information and the enquiry process including critique of techniques used. (K25)

**SJT20** Sound knowledge base of practice and principles of **distributive leadership** within the context of work with children's residential care. Demonstrates good critical insight into the associated issues and shows the ability to reflect on and evaluate own approaches to the practice of distributive leadership. (K26)

### Competence interview

#### Skills

**S27** Manages staff performance and ensures each child receives the care and support to meet their needs.

**S28** Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes.

#### Pass criteria

**RC51** Examines and monitors the performance of staff against set criteria and ensuring the child's individual needs are at the centre of their work. Identifies the **strengths and weaknesses of practice**, indicating the possibilities for improvement. (S27)

**RC52** Takes responsibility for and engages actively in providing regular opportunities for staff and stakeholders including children, young people and families to give and receive ideas to achieve service improvement. (S28)

#### Distinction criteria

**RC53** *Demonstrates judgement and discrimination in monitoring and evaluating the performance of staff and ensuring the child's individual needs are at the centre of their work. Provides feedback to staff and offers clear insights into strategies for improvement. (S27)*

**RC54** *Demonstrates a flexible and original approach to the building of collaborative relationships that foster participation with children, young people and families to support the process of achieving service improvement. (S28)*



### Amplification

- **Holistic needs** could include:
  - Physical
  - Psychological
  - Spiritual
  - Social
  - Holistic theory – Maslow’s hierarchy of needs
  - Child Development theories – Piaget, Vygotsky
  - Child-centred practice
- **Distributive leadership** - shared management, decision making moves from one individual to a collective group, shared perspectives insights and knowledge can be beneficial.
- **Strengths and weaknesses of practice** could include:
  - Supervision policies
  - Performance management systems
  - 5 components of performance – planning, monitoring, developing, rating and rewarding
  - SMART targets
    - Specific
    - Measurable
    - Achievable
    - Realistic
    - Timely
  - Staff training, continuous professional development (CPD) plans and professional development plans (PDPs)
  - Quality improvement plans
  - Ofsted
  - Legislation updates

Competence interview	
Demonstrate the following behaviours	
<p><b>B1</b> Care: respecting and valuing practitioners, encouraging and enabling them to deliver excellent practice.</p> <p><b>B2</b> Compassion: consideration and concern, combined with robust challenge and support.</p> <p><b>B3</b> Courage: having honest conversations and encouraging practitioners to offer their own solutions to improving practice.</p> <p><b>B4</b> Communication: building relationships with practitioners, peers and partner organisations.</p> <p><b>B5</b> Competence: knowing the business, knowing what good practice looks like in others and having a relentless focus on delivering improved outcomes.</p> <p><b>B6</b> Commitment: demonstrating a strong moral purpose, modelling the ethos and building the skills of others and retaining and maintaining own practice skills through effective CPD.</p>	
Pass criteria	Distinction criteria
<p><b>CIB1</b> Shows a sound understanding of their leadership role within a demanding children and family, health and social care context. Their work is underpinned by a principled and professional demonstration of the practice of leadership. (B1, B2, B3, B4, B5, B6)</p>	<p><b>CIB2</b> <i>Detailed and in-depth knowledge and understanding of leadership role within a demanding children and family health and social care context. A defined set of principles and professional practice as a leader is evidenced throughout their work. (B1, B2, B3, B4, B5, B6)</i></p>

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## Assessment summary

The end-point assessment for the Children, Young People and Families Manager apprenticeship standard is made up of **2** components:

1. A **2-hour** situational judgement test consisting of **17 work-based scenario questions**
2. A **55–65-minute** competence interview informed by a portfolio

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit. The grade will be determined using the combined grades from each of the equally weighted assessment components.

### Situational judgement test

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The situational judgement test is weighted at **50%** of the end-point assessment. Total marks available are **68**, with a minimum of **34 marks** needed to pass. The exam consists of **17, 4-mark short answer questions**.

- To achieve a **pass**, apprentices will score at least **34 out of 68**. **All** mandatory criteria questions must achieve a mark of at least **2 out of 4**.
- **Unsuccessful** apprentices will have scored **33** or below.

The test may be delivered online or be paper-based and should be in a ‘controlled’ environment.

### Competence interview informed by a portfolio

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The competence interview is weighted at **50%** of the end-point assessment.

- To achieve a **pass**, apprentices need to meet **all** of the pass criteria.
- To achieve a **distinction**, apprentices need to meet **all** of the pass and distinction criteria.
- **Unsuccessful** apprentices will **not** have achieved **all** of the pass criteria.

The competence interview informed by a portfolio may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method. The overall grade for the apprentice is determined using the matrix below.

<b>Situational Judgement test</b>	<b>Competence interview</b>	<b>Overall grade</b>
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

## Retake and resit information

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If an apprentice fails an end-point assessment method, it is the apprentice's employer who will need to agree whether the apprentice will attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

The decision on how much time is required is based on a discussion between the apprentice's employer and Highfield. Apprentices must resit the end-point assessment typically within **3 months** of the EPA outcome notification.

The timescale for a retake is dependent on how much retraining is required. Apprentices must retake the end-point assessment typically within **6 months** of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade **cannot** resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of a pass, unless there are exceptional circumstances requiring a resit or retake, as determined by Highfield.

If an apprentice fails to turn up for their assessments a fail grade will be recorded unless there are extenuating circumstances. Then the relevant Highfield policies on extenuating circumstances will be followed.

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## Assessing the situational judgement test

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The following knowledge areas of the Children, Young People and Families Manager apprenticeship standard will be assessed by a **2-hour** situational judgement test consisting of **17 short-answer questions**, across **7 core** and **2 pathway** themes, all worth **4 marks**. These questions assess **15 essential knowledge areas** and any of the **2 non-essential knowledge areas** (in italics). The exam has a pass mark of **50% (34 out of 68)**. At least **2 out of 4 marks** must also be achieved on all mandatory knowledge area questions (in bold) in order to pass the test overall.

The topics covered within the test are listed below. The mandatory criteria that need to be achieved to pass the test overall is in bold.

### Core themes

- Theme: 'You provided direction and ensured we worked as a cohesive team'

#### *Knowledge areas:*

- *Current research and development in the health and social care sector*
- Theories underpinning the learning, development and motivation of individuals and teams
- *The role of the team and the internal and external environment in which it operates*

- Theme: 'You implemented a working environment which supported dignity and human rights'

#### *Knowledge areas:*

- Values and ethics and the principles and practices of diversity, equality, rights and inclusion
- Approaches to dignity and respect

- Theme: 'You helped us work through the challenges that faced us and ensured we were safe'

#### *Knowledge areas:*

- The principles and practice of supervision with their staff
- *The theories and up-to-date research and best practice that underpin practice decision making*

- Theme: 'You enabled us to focus on and achieve improved outcomes for children and young people'

*Knowledge areas:*

- The principles and practice of statutory frameworks, standards, guidance and Codes of Practice
  - **The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies**
  - Approaches to developing and implementing improvement, including use of data
  - The theories of intervention that meet the needs of children, young people and adults within the family
- Theme: 'You managed and made best use of the resources that we have'

*Knowledge areas:*

- *The practice and principles of resource management*
  - How to create engagement and innovation in the development of practice
- Theme: 'You built the relationships with others that ensured effective communication and partnership work'

*Knowledge areas:*

- Inter-agency and multi-agency work and its role in ensuring positive outcomes
  - *Techniques to influence, persuade and negotiate with others*
- Theme: 'You ensured there was a culture of continuing professional development'

*Knowledge areas:*

- Principles of: reflective practice; how people learn; effective continuing professional development
- *Academic research, evidence-based data, policy developments, practice developments*

## Pathway: Manager in Children's Residential Care

- Theme: 1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.

### *Knowledge areas:*

- The principles of long-term care and support for children and young people
  - The legislation, the theoretical approaches and the compliance requirements for running a residential care home for the care and support of children and young people
  - The theory and best practice in the use of restraint
- Theme: 1b. Leads and supports practice development in the care and support of children and young people in residential care.

### *Knowledge areas:*

- Theoretical and practical approaches to meeting the holistic needs of children and young people in care
- Principles and practice of distributive leadership within the home

In each paper, questions will cover each of the **15 essential areas** above and **any 2 of the non-essential criteria**, however, not every aspect of every area will be covered in every test. There are **3 mandatory criteria** within the situational judgement test that the apprentice needs to achieve in order to pass the test overall.

## Grading the situational judgement test

Apprentices will be marked against the criteria included in the tables on the following pages (under 'Situational judgment test criteria').

- To achieve a **pass**, apprentices must achieve **34-68 marks**, including a **minimum of 2 out of 4 marks** on the **mandatory criteria questions**.
- **Unsuccessful** apprentices will have **not** achieved **34 marks**

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the situational judgement test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test and mark it according to the mark scheme. A test is available to download



from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

## Situational judgement test criteria

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### **'You provided direction and ensured we worked as a cohesive team'**

To pass, the following must be evidenced

- SJT1** Has broad knowledge and understanding of well-established theories and concepts within health and social care and recognises the areas where the knowledge base is most/least secure. (K1)
- SJT2** Has knowledge of the main methods of enquiry into leadership styles and leading teams, and demonstrates the ability to critically evaluate the appropriateness of approaches to solving problems in the field. (K2, K3)

### **'You implemented a working environment which supported dignity and human rights'**

To pass, the following must be evidenced

- SJT3** Has sound knowledge base on which to explore and analyse the theories and concepts of equalities, values, rights and ethical issues within the discipline with some detail and autonomy. (K4)
- SJT4** Demonstrates a sound knowledge base upon which to explore and analyse the theories and related ethical issues around dignity and respect. (K5)

### **'You helped us work through the challenges that faced us and ensured we were safe'**

To pass, the following must be evidenced

- SJT5** Shows a good understanding of key theories and concepts of supervision and demonstrates good critical insight and ability to contrast alternative positions. (K6)
- SJT6** Shows a good understanding of key theories and areas of recent research in decision making and demonstrates good critical insight and ability to contrast alternative positions. (K7)

### **'You enabled us to focus on and achieve improved outcomes for children and young people'**

To pass, the following must be evidenced

- SJT7** Sound knowledge base of statutory frameworks relating to children, young people and families. Demonstrates good critical insight into the associated issues and can use knowledge and understanding to evaluate working practices. (K11)
- SJT8** Sound knowledge of relevant OFSTED framework. Issues identified and critically analysed within given areas. Ability to apply concepts and principles outside immediate context. (K12)
- SJT9** Sound understanding of theories and concepts relating to developing and implementing improvement and demonstrates the ability to use evidence to support argument. Ability to apply concepts and principles outside immediate context. (K13, S10)
- SJT10** Broad knowledge of relevant theories of intervention linked to context. Effectively evaluates information and the enquiry process including critique of techniques used. (K14)

**‘You managed and made best use of the resources that we have’**

To pass, the following must be evidenced

**SJT11** Sound knowledge base of practice and principles of resource management within the context of work with children, young people and families. Demonstrates good critical insight into the associated issues and shows the ability to evaluate the approaches to the working practice of resource management. (K15)

**SJT12** Good knowledge base of the theories of change and the development of practice in health and social care and explores and analyses engagement and innovation. Uses theories to review the effect of innovation and change within an organisation and/or with its partners. (K16)

**‘You built the relationships with others that ensured effective communication and partnership work’**

To pass, the following must be evidenced

**SJT13** Broad knowledge and understanding of the theories, concepts and methodologies around influencing, persuading and negotiating with others. Evidence of research informed literature integrated into work with own and other agencies. (K18, K19)

**‘You ensured there was a culture of continuing professional development’**

To pass, the following must be evidenced

**SJT14** Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions. (K20)

**SJT15** Evidence of independent reading from a wide range of appropriate sources that fulfil the requirements of continuous professional development plan. Clear accurate application of material. (K21)

**Option 1: Manager in Children’s Residential Care**

**1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.**

To pass, the following must be evidenced

**SJT16** Has sound knowledge base on which to explore and analyse the theories and concepts of long-term care and support for children and young people, with some detail and autonomy. (K22)

**SJT17** Sound knowledge base of relevant legislation and guidance on compliance requirements for running a children’s residential care home. Demonstrates good critical insight into the legislation, regulations and guidance which informs the appropriate approaches to working practices. (K23)

**SJT18** Sound knowledge base of practice and principles of the use of restraint within the context of work with children’s residential care. Demonstrates good critical insight and shows the ability to evaluate the approaches to the working practice of restraint. (K24)

**1b. Leads and supports practice development in the care and support of children and young people in residential care.**

To pass, the following must be evidenced

**SJT19** Broad knowledge of relevant theories and practices of meeting the holistic needs of children and young people in care. Effectively evaluates information and the enquiry process including critique of techniques used. (K25)

**SJT20** Sound knowledge base of practice and principles of distributive leadership within the context of work with children's residential care. Demonstrates good critical insight into the associated issues and shows the ability to reflect on and evaluate own approaches to the practice of distributive leadership. (K26)

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## Assessing the competence interview

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The competence interview is a structured discussion between the apprentice and the end-point assessor which will be focused on the work produced in the portfolio. The portfolio will be scheduled for review by the end-point assessor at least **3 weeks** after gateway.

Apprentices should give examples and specific explanations from their portfolio of how they have used their knowledge and skills in a relevant real-life situation and base their answers on prior experience. They will be awarded a grade based on their coverage of the relevant assessment criteria covered in the pages below.

The end-point assessor will look at the work the apprentice has undertaken, the strengths they have demonstrated, and ask probing questions to cover any gaps or weaknesses in the apprentice's knowledge, skills or behaviours.

The total assessment time for the competence interview is **55-65 minutes**.

The portfolio is **not** assessed but will be used to inform the questioning in the interview. The apprentice and the end-point assessor should both have access to the portfolio during the interview.

Highfield would encourage the employer/training provider and the apprentice to plan for the interview by familiarising themselves with the skills criteria that will be assessed and reflect on their experience in a Children, Young People and Families manager role.

Employers can be present during the assessment, however, this is **not** compulsory. They will **not** be allowed to assist the apprentice in any way during the assessment.

## Grading the competence interview

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Competence interview criteria').

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- To achieve a **distinction** apprentices need to meet **all** of the pass and distinction criteria
- **Unsuccessful** apprentices will have **not** achieved **all** of the **pass** criteria

### Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which children, young people and families manager criteria will be assessed (outlined on the following pages)

- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## Competence interview mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock competence interview in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock interview should take place in a suitable location.
- a **55-65-minute** time slot should be available for the interview, if it is intended to be a complete mock interview covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock interview and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock interview with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
  - explain how you have effectively used negotiation skills with a partner organisation in order to develop relationships with a shared vision of how to achieve objectives.
  - describe how you built a constructive relationship that promotes participation in the development of dignity and respect within professional practice.
  - explain how you have maintained your own learning and the resources you used to enhance your own and others' professional practice.

- explain an original approach you used to build collaborative relationships with children, young people and families to support the process of achieving service improvement.
- describe a time when you interacted effectively with others to seek out opportunities to improve appropriate resourcing decisions.
- describe how you have actively engaged in building and facilitating collaboration with a wide and diverse range of partners.
- explain how you have provided difference sources of feedback and offered clear insights into strategies for improvement to others' work.
- explain how you encourage critical reflection across the team to consider effective solutions to improve the experiences of children in care.
- describe a flexible and original approach you have used to build collaborative relationships that promotes participation with children, young people and families to support the process of achieving service improvement.

## Competence interview criteria

<b>'You provided direction and ensured we worked as a cohesive team'</b>	
<b>Skills</b>	
To pass, the following must be evidenced	To gain a distinction
<p><b>CI1</b> Works with the team and with partner organisations to identify and articulate a shared vision, values, aims, ethos and shared objectives in relation to the care and support of children, young people and their families. (S1)</p> <p><b>CI2</b> Sets clear standards and evaluates own practice and that of others using a number of frames of reference and identifies future actions. (S2)</p> <p><b>CI3</b> Provides opportunities for the team to plan and discuss priorities, give and receive ideas to achieve objectives and modifies responses where necessary. (S3)</p>	<p><b>CI4</b> <i>Effectively models a range of negotiation and co-operation skills with own team and with partner organisations to develop relationships that reflect the aims, ethos and shared vision required to achieve the required objectives. (S1)</i></p> <p><b>CI5</b> <i>Encourages and supports others to analyse their own practice and that of others in relation to relevant standards and frameworks. Uses critical reflection and considers potential alternatives and their implications for the future. (S2)</i></p> <p><b>CI6</b> <i>Demonstrates a flexible approach to the building of collaborative relationships with the team to support the process of identifying priorities and evaluating progress of group objectives. Addresses conflict. (S3)</i></p>

<b>'You implemented a working environment which supported dignity and human rights'</b>	
<b>Skills</b>	
To pass, the following must be evidenced	To gain a distinction
<p><b>CI7</b> Shows evidence of having taken a rights-aware approach to work by identifying the rights at issues, identifying the responsibilities of the organisation in terms of those rights and by determining the appropriate course(s) of action. (S4)</p> <p><b>CI8</b> Takes responsibility for and engages actively in a range of ongoing team opportunities to build commitment to the dignity and respect of others. (S5)</p>	<p><b>CI9</b> <i>Demonstrates judgement and discernment in modelling and developing a culture of mutual respect and accountability. (S4)</i></p> <p><b>CI10</b> <i>Builds constructive relationships that foster participation in the development of professional practice that upholds dignity and respect. (S5)</i></p>

**'You helped us work through the challenges that faced us and ensured we were safe'**

### **Skills**

To pass, the following must be evidenced

To gain a distinction

**CI11** Evaluates strengths and weaknesses of own and other's practice and the criteria by which judgements are made. Prepared to question received opinion, prejudices and values sets operating. (S6)

**CI12** Accesses and uses a range of knowledge from literature, research and policy sources for to inform own and other's professional practice and decision making. (S7)

**CI13** Uses appropriate information from relevant legal structures including the law around safeguarding practice, information sharing and the rights of children to evaluate risk and make decisions. Actions taken clearly reflect the evaluation. (S8)

**CI14** Generally, technically and professionally competent in leading and promoting health and safety, fulfilling the organisation's legal obligations and in delivering effective arrangements. Can identify key areas of problems and choose appropriate methods for resolution. (S9)

**CI16** *Confidently evaluates actions and situations identifying clearly articulated strengths and weaknesses of own and other's practice, questioning received opinion, prejudices and value sets operating. (S6)*

**CI17** *Manages own learning using a wide range of resources and critically engages with an extremely wide knowledge base of theories, concepts, policy sources and the latest research to enhance own and other's professional practice and decision making. (S7)*

**CI18** *Uses an extremely wide range of appropriate information from relevant legal structures including the law around safeguarding practice information sharing and the rights of children to evaluate risk and exercises autonomy and initiative when exploring options. Makes clear decisions which has taken into account the alternatives. (S8)*

**CI19** *Technically and professionally competent in leading, delivering and promoting the health and safety obligations of the organisation and work shows evidence of rigour and/or creativity. Can identify key areas of problems confidently and choose appropriate methods for resolution with autonomy and effectiveness. (S9)*

### **Knowledge**

To pass, the following must be evidenced

To gain a distinction

**K15** Sound knowledge base of relevant legislation and guidance on safeguarding and health and safety issues, relating to the care and support of children, young people and families. Demonstrates good critical insight into the national and local safeguarding legislation and guidance and shows the ability to evaluate the approaches to safeguarding working practices. (K8, K9, K10)

**K120** *Broad knowledge base of relevant legislation and guidance on safeguarding and health and safety issues relating to work with children, young people and families. Well-developed critical evaluation of the legislation and guidance and the assumptions and/or data which inform the overall approach to safeguarding and health and safety. (K8, K9, K10)*



**‘You enabled us to focus on and achieve improved outcomes for children and young people’**

**Skills**

To pass, the following must be evidenced

To gain a distinction

**CI21** Works with the team and with partner organisations to identify and articulate clear and shared objectives which are defined in a shared plan that gives focus to the work. (S11)

**CI22** Some evidence of ability to collect and interpret data/information to inform both strategy and practice. (S12)

**CI23** Sets high expectations for the quality of professional practice across the team and provides systemic opportunities to enhance and refresh practice including assessment and safeguarding practices. (S13)

**CI24** Provides regular opportunities for children, young people and families to give and receive ideas to achieve service improvement and ensures appropriate information is shared to inform decision making. (S14)

**CI25** Effectively models a range of negotiation skills with own team and with partner organisations to develop relationships that build shared objectives and defines and addresses them fully and with some creativity in shared plans. (S11)

**CI26** Evidence of exceptional success and a degree of autonomy shown in undertaking a range of research-type tasks that have informed strategy and practice. (S12)

**CI27** Encourages and supports others to analyse and continually improve the quality of their practice in relation to a range of relevant standards. Uses critical reflection to consider effective solutions for the improvement of professional practice. (S13)

**CI28** Demonstrates a flexible and original approach to the building of collaborative relationships with children, young children and families to support the process of achieving service improvement, and evaluates progress of agreed objectives. (S14)

**‘You managed and made best use of the resources that we have’**

**Skills**

To pass, the following must be evidenced

To gain a distinction

**CI29** Acquires and maintains resources and plans and manages processes that will deliver specified outcomes and establishes systems for staff to carry out their work. Provides clarity on how resources will be used and reports on results. (S15)

**CI30** Interacts effectively with others to seek out opportunities for and improve and deliver appropriate resourcing decisions. Uses data and evaluations to inform future resourcing decisions. (S16)

**CI31** Demonstrates management of the effective and efficient use of

**CI33** Meets all obligations to organisation to manage resources and uses management and planning strategies effectively to enhance and maximise the delivery of effective outcomes. (S15)

**CI34** Demonstrates a flexible approach to the development of relationships with stakeholders to foster collective responsibility for fair and effective use and management of resources. Shows awareness of strategic and operational priorities to ensure continuous improvement. (S16)

**‘You managed and made best use of the resources that we have’**

**Skills**

To pass, the following must be evidenced

To gain a distinction

commissioning processes to make best use of resources to support the delivery of specified outcomes. (S17)

**CI35** *Demonstrates a high degree of autonomy and exploration in commissioning decisions that ensures best value and appropriate devolved accountability to support the delivery of effective outcomes. (S17)*

**Knowledge**

**CI32** Good knowledge and understanding of commissioning cycle, explores and analyses the field and its theory and ethical issues. (K17)

**CI36** *Sound knowledge base exploring and analysing the commissioning cycle and its theory and ethical issues, with clear autonomy and originality. (K17)*

**‘You built the relationships with others that ensured effective communication and partnership work’**

**Skills**

To pass, the following must be evidenced

To gain a distinction

**CI37** Recognises and encourages a wide range of partners that contribute to the delivery of positive outcomes for children, young people and families. Able to choose and evaluate methods of collaboration appropriate to the task, from a range of prescribed methods. (S18)

**CI38** Builds and leads constructive team and partner relationships that foster professional learning communities. (S19)

**CI39** *Actively engages building and facilitating collaboration with a wide and diverse range of partners. Choice of methods of collaboration and partnership are sound and self-determined are evaluated using appropriate information and data. (S18)*

**CI40** *Promotes and builds an environment of critical reflection and collaborative learning to support and enhance high quality practice in work with children, young people and families. (S19)*

**‘You ensured there was a culture of continuing professional development’**

**Skills**

To pass, the following must be evidenced

To gain a distinction

**CI41** Examines the work of others and identifies the strengths and weaknesses using existing criteria indicating possibilities

**CI43** *Demonstrates judgement and discrimination in evaluating the work of others and provides difference sources of*

for improvement, based on individual need. (S20, S21, S22) <b>CI42</b> Evaluates own practice and that of others using a specific frame of reference and supports the development of plans of action. (S23)	<i>feedback and offers clear insights into strategies for improvement. (S20, S21, S22)</i> <b>CI44</b> <i>Analyses practice by critically reflecting on own and other's practice and the rationale behind it. Uses imaginative thinking about potential alternative possibilities and the implications for future practice. (S23)</i>
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### Option 1: Manager in Children's Residential Care

**1a. Plays a leading role in developing the ethos of the home and creates a sense of purpose and clarity for the long-term care and support of children and young people in residential care.**

#### Skills

To pass, the following must be evidenced

To gain a distinction

**RC45** Sets high expectations for the quality of care in the children's residential home, based on approved standards and works with the team to identify and articulate opportunities to enhance and improve the experiences of children in care. (S24)  
**RC46** Builds and leads on critical assessment of own and other's work using identified quality standards and encourages team members to review their approach to the care of children and to learn from each other. (S25)  
**RC47** Demonstrates good critical insight into the systems of physical restraint and the associated issues and shows the ability to practice and evaluate the approaches to the working practice of restraint. (S26)

**RC48** *Encourages and supports others to analyse and continually improve quality care in the children's residential home in relation to a range of relevant standards. Encourages critical reflection across the team to consider effective solutions for the improvement of the experiences of children in care. (S24)*  
**RC49** *Demonstrates judgement and discernment in modelling and developing a culture of individual and collective accountability in the care and support of children. (S25)*  
**RC50** *Demonstrates well developed critical evaluation of the systems of physical restraint and the associated issues and the assumptions and/or data which inform the overall approach to the working practices involved in restraint. (S26)*

## 1b. Leads and supports practice development in the care and support of children and young people in residential care.

### Skills

To pass, the following must be evidenced	To gain a distinction
<p><b>RC51</b> Examines and monitors the performance of staff against set criteria and ensuring the child's individual needs are at the centre of their work. Identifies the strengths and weaknesses of practice, indicating the possibilities for improvement. (S27)</p> <p><b>RC52</b> Takes responsibility for and engages actively in providing regular opportunities for staff and stakeholders including children, young people and families to give and receive ideas to achieve service improvement. (S28)</p>	<p><b>RC53</b> <i>Demonstrates judgement and discrimination in monitoring and evaluating the performance of staff and ensuring the child's individual needs are at the centre of their work. Provides feedback to staff and offers clear insights into strategies for improvement. (S27)</i></p> <p><b>RC54</b> <i>Demonstrates a flexible and original approach to the building of collaborative relationships that foster participation with children, young people and families to support the process of achieving service improvement. (S28)</i></p>

### Behaviours

To pass, the following must be evidenced	To gain a distinction
<p><b>CIB1</b> Shows a sound understanding of their leadership role within a demanding children and family, health and social care context. Their work is underpinned by a principled and professional demonstration of the practice of leadership. (B1, B2, B3, B4, B5, B6)</p>	<p><b>CIB2</b> <i>Detailed and in-depth knowledge and understanding of leadership role within a demanding children and family health and social care context. A defined set of principles and professional practice as a leader is evidenced throughout their work. (B1, B2, B3, B4, B5, B6)</i></p>

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