

Highfield Level 4 End-Point Assessment for ST0088 Children, Young People and Families Practitioner in Children’s Residential care

Mock Assessment Materials

Observation of practice

“You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together”					
		Observation of practice		Competence interview	
Ref	Pass criteria	Criteria met	Criteria not met	Criteria met	Criteria not met
OP1	Shows sound and coherent argument and sustained thinking in the construction of professional analysis where the child is at the centre of the work, and develops joint workable plans and strategies based on this. (S1.15)				
Ref	Distinction criteria	Criteria met	Criteria not met	Criteria met	Criteria not met
OP2	<i>Shows the ability to draw strands of information together into a coherent case for professional analysis and demonstrates a well formulated argument where the voice of the child is clearly at the centre of the work and negotiates jointly owned and co-created plans and strategies. (S1.15)</i>				

“You weren’t afraid to make difficult decisions when you thought it was the right thing to do”					
		Observation of practice		Competence interview	
Ref	Pass criteria	Criteria met	Criteria not met	Criteria met	Criteria not met
OP3	Demonstrates critical awareness of ethical issues and cultural diversity and is able to relate these to personal beliefs and values. (K1.15)				

OP4	Sound routine knowledge and understanding of the guidance, main concepts and key theories underpinning own practice. (K1.15)				
OP5	There is considerable evidence of independent thinking and critical reflection and the candidate demonstrates a coherent well-informed point of view, showing some originality in drawing on relevant research, the use of a wide range of information and in the critical judgements they support. (S1.16)				
Ref	Distinction criteria	Criteria met	Criteria not met	Criteria met	Criteria not met
OP6	<i>Demonstrates critical awareness of ethical issues, cultural diversity and the diversity of values in health and social care and can draw from both theoretical and lived experience. (K1.15)</i>				
OP7	<i>Detailed knowledge and understanding of the main concepts and theories underpinning own practice and has an awareness of the ambiguities and limitations of this knowledge. (K1.15)</i>				
OP8	<i>Logical, articulate analysis is a consistent feature of decision making. Arguments are well articulated and logically developed using a wide range of evidence drawn from relevant research. Perceptive and persuasive points made with strong conclusions. (S1.16)</i>				

“You knew what you were doing – you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better”

		Observation of practice	
Ref	Pass criteria	Criteria met	Criteria not met
OP9	Demonstrates evidence that professional practice is underpinned and guided by up to date key legislative requirements in terms of safeguarding, health, education, youth crime, disability parental responsibility, confidentiality, information sharing and data protection. (S1.17)		
Ref	Distinction criteria	Criteria met	Criteria not met
OP10	<i>Demonstrates evidence that professional practice is underpinned and guided by a sound knowledge of up to date key legislative requirements and an understanding of their tensions and conflicts, in terms of safeguarding, health, education, youth crime, disability, parental responsibility, confidentiality, information sharing and data protection. (S1.17)</i>		

“You included people who were important to me or could help me”			
		Observation of practice	
Ref	Pass criteria	Criteria met	Criteria not met
OP11	Knowledge and understanding of the basic theories underpinning the methods used to gain support from others and the advantages and difficulties of including children, young people, families and communities to contribute to decision making in own area of practice. (K1.16)		
Ref	Distinction criteria	Criteria met	Criteria not met
OP12	<i>Detailed knowledge and understanding of the theories underpinning effective co-working with children, young people and families, joint decision-making practice and co-creating plans to achieve desired outcomes. Offers good quality insights into the issues involved and relates this to their own practices of working with others. (K1.16)</i>		

Behaviours					
		Observation of practice		Competence interview	
Ref	Pass criteria	Criteria met	Criteria not met	Criteria met	Criteria not met
B1	Shows that their work with children, young people and families is underpinned by a principled and professional way of working guided by a specific set of principles and values and shows evidence of the following:				
	An active commitment to inclusion, equality of opportunity and valuing diversity.				
	Demonstrates that the children, young people and families' particular strengths, knowledge and experience are valued.				

	Being able to hold a compassionate position on the circumstances in which children, young people and their families find themselves, whilst at the same time ensuring that the child is safe from harm.				
	Demonstrates a clear focus on achieving change, using a respectful, persistent, open and appropriately challenging manner to encourage and support the changes needed, and that this work is underpinned by evidence-based practice.				
	Demonstrates inclusive communication and behaviour with clients and partner agencies.				
	Shows evidence of monitoring and reviewing the relationships they make and reflect on how their principles, values and ways of working impact on their own beliefs and on their own practice.				
Ref	Distinction criteria	Criteria met	Criteria not met	Criteria met	Criteria not met
B2	<i>Works very effectively and with autonomy at developing and evaluating principled practice with children, young people and families. A defined set of principles and values is evidenced throughout their casework. Shows evidence of the following:</i>				
	<i>An active commitment to, and strong evidence across all case work, of the principles of inclusion, equality of opportunity and valuing diversity. Demonstrates an appreciation of the complexity of the range of issues involved.</i>				
	<i>Skilful help and support offered children, young people and families to recognise and build on their strengths, experience and knowledge.</i>				
	<i>Builds effective relationships with children, young people and families as an integral aspect of practice, which are both compassionate and purposeful.</i>				
	<i>Demonstrates skill in the use and evaluation of evidence based effective approaches which help children, young people and families effect change, Awareness of the limitations and ambiguities of the theoretical knowledge demonstrates effective and confident inclusive communication with clients and partners in a range of formats according to the context.</i>				
	<i>Able to show insight and autonomy in evaluating own strengths and weaknesses in professional practice.</i>				

Practitioner in children's residential care

1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care

Ref	Pass criteria	Observation of practice		Competence interview	
		Criteria met	Criteria not met	Criteria met	Criteria not met
RC7	Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and are jointly designed and planned and regularly reviewed to ensure they meet and continue to meet their individual needs. (S1.19, S1.20)				
RC8	Reflects on and evaluates methods of intervention. (S1.19, S1.20)				
Ref	Distinction criteria	Criteria met	Criteria not met	Criteria met	Criteria not met
RC9	<i>Shows evidence that the interventions and plans used with individuals and groups of children and young people are evidence-based and uses an exceptionally wide range of relevant research to critically inform the design, planning and interventions in individual plans. (S1.19, S1.20)</i>				
RC10	<i>Shows insight and autonomy in evaluating methods of intervention. (S1.19, S1.20)</i>				

Competence interview informed by a portfolio

“You listened to me, understood what has happened to me and how I feel about my life, and I am confident my voice is heard”			
Ref	Pass criteria	Criteria met	Criteria not met
CI1	Understands the basic theories underpinning the methods by which they might hear the voice of the child clearly when working with children, young people and families. (K1.1, K1.2, K1.3)		
CI2	Sound routine knowledge and understanding of the main concepts and key theories underpinning communication with children, young people and families. Recognises the barriers to communication and appreciates the complexity of the issues within a given context. (K1.1, K1.2, K1.3)		
CI3	Shows evidence of being able to evaluate own strengths and weaknesses in relation to personal and professional values. (K1.1, K1.2, K1.3)		
CI4	Can accurately apply methods that build relationships with children, young people and families, grounded in the principle of respectful collaborative working and recognition of individual needs. Shows evidence of the voice of the child within casework. (S1.2, S1.3)		
Ref	Distinction criteria	Criteria met	Criteria not met
CI5	<i>Has a detailed knowledge and understanding of the theoretical concepts underpinning the practice of keeping the child at the centre of practice. Can evaluate the difficulties in hearing the voice of the child when working with families and other agencies. (K1.1, K1.2, K1.3)</i>		
CI6	<i>Detailed knowledge and understanding of the concepts and theories that inform the different communication strategies they might use to take into account the individual needs of children, young people and families. (K1.1, K1.2, K1.3)</i>		
CI7	<i>Perceptive understanding of the barriers to communication within given contexts and explicit acknowledgement of different perspectives. (K1.1, K1.2, K1.3)</i>		
CI8	<i>Shows evidence of insight and autonomy in evaluating own strengths and weaknesses in relation to personal and professional values. (K1.1, K1.2, K1.3)</i>		
CI9	<i>Shows autonomy in building appropriate relationships with children, young people and families that helps them to develop their own resources and resilience and ensures that the voice of the child is heard as a narrative running through all casework, with evidence of taking into account the individual needs of children. (S1.2, S1.3)</i>		

“You helped me to identify risk, you made me aware when things were unsafe”

Ref	Pass criteria	Criteria met	Criteria not met
CI10	Can explain the impact that risk indicators of different forms of harm can have on children and young people and their families. Understands own role and the role that other professionals have in the identification and prevention of forms of harm. (K1.4, K1.5)		
CI11	Demonstrates the use of a sound approach to managing risk in safeguarding and protection work, based on local and national guidelines keeping the child and family at the centre of the process. (S1.4, S1.5)		
CI12	Demonstrates a joined-up approach with other professionals, to the management of risk and challenges ineffective practice. (S1.4, S1.5)		
Ref	Distinction criteria	Criteria met	Criteria not met
CI13	<i>Detailed knowledge and understanding of the main risk indicators of different forms of harm within early intervention and prevention practice and own role in this. Has awareness of ambiguities and limitations of knowledge. (K1.4, K1.5)</i>		
CI14	<i>Demonstrates a skilled approach to managing risk based on a critical analysis of the harm to children in specific contexts, and where it is safe to do so enables and supports families to cocreate their own solutions. (S1.4, S1.5)</i>		
CI15	<i>Can work effectively with other agencies to develop an effective multi agency network to manage risk, showing leadership skills where appropriate. Takes the initiative to evaluate the practice of the network. (S1.4, S1.5)</i>		

“You identified my/our strengths and difficulties and helped me learn about myself/ourselves. We prepared and made plans where we agreed the next steps together”

Ref	Pass criteria	Criteria met	Criteria not met
CI16	Demonstrates knowledge and understanding of a range of assessment skills and their associated theories in the context in which they are working. (K1.6, K1.7, K1.8)		
Ref	Distinction criteria	Criteria met	Criteria not met
CI17	<i>Can compare and contrast different assessment skills and their associated theories in the context of different health and social care settings. (K1.6, K1.7, K1.8)</i>		

“You supported me through the changes, stuck with me and checked how things were progressing and asked whether things were better for me”

Ref	Pass criteria	Criteria met	Criteria not met
CI18	Demonstrates knowledge and understanding of a range of interventions and their associated theories in the context in which they are working and has evaluated their use in practice. (K1.9, K1.10)		
CI19	Demonstrates tenacity, resilience and consistency in the development of plans and review for a specified range of methods of intervention. (S1.8, S1.9)		
CI20	Reflects on and evaluates methods of intervention. (S1.8, S1.9)		
Ref	Distinction criteria	Criteria met	Criteria not met
CI21	<i>Can compare and contrast different interventions and their associated theories in the context of different health and social care settings and has critically reflected on the evaluation of own use of specific interventions. (K1.9, K1.10)</i>		
CI22	<i>Analyses different interventions and their associated theories in the context of different health and social care settings and demonstrates creative thinking, tenacity, resilience and consistency in the development of plans and review for specific methods of intervention. (S1.8, S1.9)</i>		
CI23	<i>Reflects on and critically evaluates methods of intervention. (S1.8, S1.9)</i>		

“You knew what you were doing – you understood the law and knew where to find other information and helped me to form creative ideas about how to make things better”

Ref	Pass criteria	Criteria met	Criteria not met
CI24	Understands and is able to describe the key pieces of legislation and policy relevant to work in health and social care and the role of statutory codes and can apply to accurately address, and make a consistent response to, well defined complex problems. (K1.12)		
Ref	Distinction criteria	Criteria met	Criteria not met
CI25	<i>Detailed knowledge and understanding of the main key pieces of legislation and guidance and how this relates to their professional role, appreciating the complexity of the issues in the field. (K1.12)</i>		

“You thought about things”

Ref	Pass criteria	Criteria met	Criteria not met
CI26	Understands the role of evidence in decision making and the effective use of fact and opinion in complex situations and the importance of clear reasoning when making recommendations. (K1.13, K1.14)		
CI27	Is able to summarise the equalities requirements of own role and explain principles, values and ethical dilemmas within own area of practice. (K1.13, K1.14)		
CI28	Takes an active part in regular supervision sessions and discusses, reflects on and tests out ethical issues, conflicting information or professional disagreements and uses research, professional development and other’s expertise effectively. (S1.12, S1.13)		
Ref	Distinction criteria	Criteria met	Criteria not met
CI29	<i>Understands the importance of drawing strands of information together into a coherent case for professional analysis and the use of relevant research to support critical judgements. (K1.13, K1.14)</i>		
CI30	<i>Has knowledge and critical understanding of the equalities requirements and ethical issues within own role and the roles of other professionals with whom they work. (K1.13, K1.14)</i>		

CI31	<i>Critical engagement in regular supervision sessions and professional development. Is receptive to new ideas and shows evidence of knowledge of an exceptionally wide range of literature that balances discussion and critically informs argument and problem solving. (S1.12, S1.13)</i>		
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“You included people who were important to me or could help me”

Ref	Pass criteria	Criteria met	Criteria not met
CI32	Demonstrates that the child/young person is well supported through effective collaborative working with clients, their families, professionals from other health and disciplines and/or other agencies. (S1.14)		
Ref	Distinction criteria	Criteria met	Criteria not met
CI33	<i>Demonstrates that the child/young person is well supported through effective collaborative working with clients and their families and professionals from other health disciplines and/or agencies and there is evidence that these activities have been well planned, managed and organised. (S1.14)</i>		

Practitioner in children's residential care

1a. Working with families, carers and children to devise, deliver and evaluate the effectiveness of interventions for the care and support of individual children and young people in residential care

Ref	Pass criteria	Criteria met	Criteria not met
RC1	Understands and is able to describe the key pieces of legislation, statutory codes and guidance relevant to work in children's residential care and can apply to address well defined problems. (K1.17, K1.18, K1.19, K1.20)		
RC2	Understands theories of attachment, child development and the theories behind the interventions and key working used with individual and groups of children and young people including the theories of person-centred practice. (K1.17, K1.18, K1.19, K1.20)		
RC3	Understands the techniques of assessment, matching, planning and reviewing processes. (K1.17, K1.18, K1.19, K1.20)		
Ref	Distinction criteria	Criteria met	Criteria not met
RC4	<i>Detailed knowledge and understanding of the key principles, and concepts related to law and ethics of children's residential care and their application to their professional role, appreciating the complexity of a range of issues within children's residential care. (K1.17, K1.18, K1.19, K1.20)</i>		
RC5	<i>Can evaluate different theories of attachment, child development, theories of intervention and key working and has critically reflected on the evaluation of own use of specific interventions and person-centred practice with children and young people. (K1.17, K1.18, K1.19, K1.20)</i>		
RC6	<i>Has a detailed knowledge and understanding of the theoretical concepts that make for effective assessment, planning and reviewing and has an awareness of the ambiguities and limitations of the theories. (K1.17, K1.18, K1.19, K1.20)</i>		

1b. Work within a team to promote the ethos of the home

Ref	Pass criteria	Criteria met	Criteria not met
RC11	Understands the strategy and key principles that make the home child-oriented and understands own role in this. (K1.20, K1.21)		
RC12	Can identify the values, factors and processes that may hinder or facilitate collaboration and effective team activity. (K1.20, K1.21)		
RC13	Shows evidence of having contributed to the strategy, key principles and practices that make up the ethos of the home and meets own obligation to maintaining that ethos. (S1.21)		
Ref	Distinction criteria	Criteria met	Criteria not met
RC14	<i>Has detailed knowledge and understanding of the key principles, and concepts related to creating and promoting the ethos within the home and can critically reflect on their application in practice. (K1.20, K1.21)</i>		
RC15	<i>Has detailed knowledge and understanding of the concepts and key principles of the values, factors and processes that may hinder or facilitate collaboration and effective team activity, and can evaluate their application in practice. (K1.20, K1.21)</i>		
RC16	<i>Contributes and works well with others, showing autonomy where necessary to realise suggestions for realistic improvements to the strategy and key principles and practices that make up the ethos of the home. Negotiates and meets all obligations to others within the home. (S1.21)</i>		