



QUEST
CHILDREN, YOUNG
PEOPLE & FAMILIES
PRACTITIONER
LEVEL 4 STANDARDS

Behaviours

The values and behaviours expected of a Children, Young People and Family Worker

Care: Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives.

Compassion: Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with.

Courage: Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential

Communication: Your work is based on building effective relationships, being perceptive and empathic and building good rapport.

Competence: The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice.

Commitment: Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient.

Core Requirements – knowledge and skills

These are based on the kind of statements we would typically expect children, young people and families to make about the work that the practitioner has undertaken with them.

'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'

Knowledge and understanding of:

- Communication that enables the voice of the child, young person or family members to be heard.
- Multiple factors that contribute to uncertainty in the lives of children, young people and families.
- Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working.

Skills

- Communicates in way that enables the voice of the child, young person or family members to be heard.
- Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered.
- Actively promotes respect, equality, diversity and inclusion.

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

Knowledge and understanding of:

- The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding.
- the safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent.

Skills

- Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves.
- Works with and supports other professionals to respond to safeguarding concerns.



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'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'

Knowledge and understanding of:

- Child, adolescent and adult development.
- The spectrum of needs and how they may be met.
- The principles of effective assessment and the importance of analysis and professional judgement.

Skills

- Identifies the influences on the individual and the family and supports them to make informed choices.
- Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness.
- Identifies and addresses barriers to accessing resources.

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

Knowledge and understanding of:

- Models for monitoring changes in a child, young person or family member's wellbeing.
- A range of evidence based interventions and their strengths and weaknesses.

Skills

- Identifies and manages evidence-based approaches and evaluates their effectiveness.
- Contributes to the development of a resilient, consistent and persistent approach to practice.

'You weren't afraid to make difficult decisions when you thought it was the right thing to do'

Knowledge and understanding of:

- The duties, responsibilities, boundaries and ethical nature of the role.
- Theories and guidelines underpinning sound practice.

Skills

- Models clarity of purpose, clear expectations and a professional approach to decision making.
- Appropriately challenges and/or offers alternative perspectives with the children, young person or family.
- Contributes to own professional development.

'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'

Knowledge and understanding of:

- Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding.

Skills

- Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families.

'You thought about things'

Knowledge and understanding of:

- The role of professional judgement and analysis in complex situations.
- The importance of considering ethics and values, challenging self and the systems in use.

Skills

- Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice.
- Takes an active part in continuous professional development.



'You included people who were important to me or could help me'

Knowledge and understanding of:

- Techniques for establishing shared goals and outcomes when building relationships with others.

Skills

- Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support.

Children, Young People and Family Practitioners will need to supplement the **CORE** standard programme with specialist skills and knowledge, by choosing **ONE** of the following options:

OPTION 1: 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

Knowledge and understanding of:	Skills
<ul style="list-style-type: none"> • The legislation and compliance requirements for residential care • The aspirations for a child in residential care • Group living and group dynamics • Legislation and the Code of Practice for Special Educational Needs and Disability 	<ul style="list-style-type: none"> • Assumes the role of professional parent • Contributes to creating and reviewing placement plans based on individual need • Is able to support traumatised children and young people to live together and make progress

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

Knowledge and understanding of:	Skills
<ul style="list-style-type: none"> • The ethos of the home and how to create and promote it • Team dynamics and collaborative approach in residential environment 	<ul style="list-style-type: none"> • Develops and promotes the ethos of the home • Models collaborative team working and the ability to support and appropriately challenge each other



QUEST

What are the new Apprenticeship Standards, Gateway and End Point Assessment?



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Children, Young People & Families Practitioner Level 4

What are the New Standards?

- The Standards describes the skills, knowledge and behaviours an individual needs and must demonstrate in order to effectively and consistently work to national standards and to be fully competent in an occupation.
- The learning for the Apprentice must last at least 24 continuous months, specific details are set out in the assessment plan for the standard. The Apprentice must demonstrate **20% off-the-job training, which must take place during the Apprentice's working hours.**
- The Apprenticeship consists of: YP & Families Standard, L3 Diploma in Residential Childcare, Functional Skills – Maths & English Level 2, Self Reflection and End Point Assessment which consists of an observation of practice and a competence interview underpinned by the portfolio of evidence prepared by the employer and Apprentice.

How will they be delivered and assessed?

- The on-programme part of the Apprenticeship standard is delivered by Quest Vocational Training who have been approved on the Register of Apprenticeship Training Providers (RoTAP). This **will** be achieved by monthly on-site visits, using a variety of teaching, learning and assessment methods.
- A minimum of 20% of the training must be off-the-job (not assessment), relevant to the Apprenticeship standard, which must take place during their **paid contracted employment hours** outside of the normal work environment. It can take place at their place of work but cannot be part of their normal working duties.
- Quest will work with the Employer to ensure that a mutual agreement is made on how the learning will take place.
- Reviews will take place every 10-12 weeks and will require employer, Apprentice and Apprenticeship-trainer involvement. For those Apprentices on learning support, funding monthly reviews will take place.

What is Gateway?

- The Gateways the point at which the employer and Quest determine that the Apprentice is ready to undertake the End Point Assessment.
- This will normally be agreed at the 21st month stage of delivery and will show that the Apprentice is making sufficient progress to take the End Point Assessment after the 18th month.
- The last 3 months of the 24 month programme is to revise, prepare for a professional discussion and Q/A to ensure the Apprentice is End Point Assessment ready.
- Once the Apprentice goes through the Gateway, they have 12 weeks in which to achieve their EPA, or it is automatically a fail. It is advised that the Apprentice does the EPA in the first month so that all the learning and knowledge they have acquired is fresh in their minds.

What is End Point Assessment & how does the Apprentice know they are ready?

- The End Point Assessment (EPA) is the final test of an Apprenticeship programme designed to measure the competence of the Apprentice against the Apprenticeship Standard.
- The **employer and Quest will have completed the training for the Apprentice** according to the requirements in the standards and there will be regular reviews along the way.
- Provided that the Apprentice has achieved a minimum of 367 days on programme and has completed the standards and Functional Skills and has been deemed to have sufficient knowledge against the standards, the employer (line manager of the Apprentice) and Quest agree that the Apprentice is ready and they can move through the 'Gateway'.
- Once this has been agreed the EPA request can be sent to the End Point Assessment Organisation (EPAO) for the Apprentice.
- The EPAO will then arrange with Quest for a Planning Meeting to take place to ensure that the date, time, location and job role and other special requirements are discussed at this point to prepare the Apprentice for EPA.
- The Apprentice must pass the EPA to achieve their Apprenticeship.
- The EPA will be assessed by an independent assessor from an End Point Assessment Organisation. The manager of the Apprentice will be present at the assessment to support the Apprentice if necessary.

How does the Apprentice achieve their Apprenticeship & get their certificate?

- The Apprentice will have successfully completed their on-programme training and their EPA according to the requirements of the Apprenticeship standard and the assessment plan.
- When the Apprentice has successfully completed their EPA, the End-Point Assessment Organisation (EPAO) will apply to the Education and Skills Funding Agency (ESFA) for the Apprenticeship certificate according to the grade achieved (pass, merit or distinction) on behalf of the Apprentice.
- The ESFA will send the certificate to the address of the Apprentice's employer for them to distribute to their Apprentice.
- If money in the employers levy pot or funding allocated remains available to finance the retake it could be used from this.
- For non-levy employers the employer would need to finance the retakes.

If an Apprentice fails End Point Assessment who will fund the resit?

