Agreed Assessment Plan Temporary Dispensations

Children, Young People and Families Manager (ST0087/AP01)

Training Qualifications UK

This document outlines all the approved changes from the current Assessment Plan. The detail within this document will be applied to the information found within the Children, Young People and Families Manager Assessment Plan (ST0087/AP01).

Knowledge, Skill and Behaviour Mapping, Criteria and Delivery Alterations

Issue	Solution
Knowledge statement: **The commissioning cycle and its application.** Not currently mapped to any method, it will not be assessed which means that apprentices will fail the apprenticeship overall.	Mapped to the competence interview
Knowledge statement: **A healthy, safe and stimulating environment that fulfils health & safety legislation and requirements.** Currently mapped to the situational judgement test but the grading descriptor is in the competence interview	Mapped to the competence interview
Skill statement: **Develops and delivers good quality supervision practice and decision making.** On page 53 and page 54 of the plan there are 2 different grading descriptors.	Delete grading descriptors for this skill statement on page 53
Skill statement: M**onitors, evaluates and improves the working environment to ensure it is safe.** On page 55, the fail criteria includes wording from a different skill statement.	Delete sentence 'Information gathering and data collected is confused, critical analysis is incoherent and/or incomplete attempt to identify and resolve key problem areas'
Skill statement: **Manages the quality assurance of the service provided and proposes improvements.** Grading descriptor for this statement is missing.	No grading descriptor required as this can be assessed under knowledge statement: Approaches to developing and implementing improvement including use of data, which is essential
Skill statement: **Builds an ethos of learning and continuous improvement across partner organisations.** Currently mapped to both assessment methods	Mapped to the competence interview only
Skill statement: **Demonstrates the ability to consult and involve staff and other stakeholders in the process and plans for the improvement of outcomes.** Currently mapped to both assessment methods	Mapped to the competence interview only
Skill statement: **Proactively develops and sustains strategies for joint working, to improve outcomes.** Currently mapped to both assessment methods	Mapped to the competence interview only

Issue	Solution
Behaviour statements: Inconsistent information in the end-point assessment plan about where these will be assessed.	All behaviour statements will be assessed in the competence interview only
The Assessment Plan does not allow for the competence interview to take place remotely.	Remote assessment can take place with safeguards in place to verify the identity of the Apprentice and ensure they are not being assisted during the interview
The order of the assessment methods is not specified.	The assessments may be carried out in any order

Flexibilities Associated with the Situational Judgement Test (SJT)

1. Expand duration of the SJT from 45 minutes to two hours.
2. Distinction grading is removed for this assessment method.
3. The pass rate will reduce from 100% of the criteria to 50% and above. The Apprentice must achieve the pass criteria for all mandatory statements (see **Annex A** below).
4. The grading descriptors are used for marking the Apprentice.
5. Scenarios for the scenario-based questions can be high level, allowing Apprentices to draw on their experience.
6. Questions can give Apprentices a steer around what level of detail should be included in the answer to meet the requirements of the Pass criteria.
7. Questions will cover all the essential and mandatory knowledge statements (see **Annex A** below) which sit under each theme (seven core themes and two pathway specific)
8. In addition to the essential criteria, two additional non-essential criteria will be sampled per test paper, this may be from the core or the pathway element.
9. The SJT will remain closed book.

Annex A - Themes, Knowledge Statements and Pass Criteria

Theme	Knowledge Statement	Pass Criteria
'You provided direction and ensured we worked as a cohesive team'	Theories underpinning the learning, development and motivation of individuals and teams **(Essential)**	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.
	The role of the team and the internal and external environment in which it operates	
	Current research and development in the health and social care sector **(Non-Essential)**	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
'You implemented a working environment which supported dignity and human rights'	Values and ethics and the principles and practices of diversity, equality, rights and Inclusion **(Essential)**	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
	Approaches to dignity and respect **(Essential)**	Demonstrates a sound knowledge base upon which to explore and analyse the theories and related ethical issues around dignity and respect
You helped us work through the challenges that faced us and ensured we were safe'	The principles and practice of supervision with their staff **(Essential)**	Shows a good understanding of key theories and concepts of supervision and demonstrates good critical insight and ability to contrast alternative positions
	The theories and up-to-date research and best practice that underpin practice decision making **(Non-Essential)**	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

Theme	Knowledge Statement	Pass Criteria
'You enabled us to focus on and achieve improved outcomes for children and young people'	The principles and practice of statutory frameworks standards, guidance and Codes of Practice **(Essential)**	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
	The quality assurance of health and social care in line with OFSTED, CQC and other regulatory bodies **(Mandatory)**	Sound knowledge of relevant OFSTED framework. Issues identified and critically analysed within given areas. Ability to apply concepts and principles outside immediate context
	Approaches to developing and implementing improvement including use of data **(Essential)**	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
	The theories of intervention that meet the needs of children, young people and adults within the family **(Essential)**	Broad knowledge of relevant theories of intervention linked to context. Effectively evaluates information and the enquiry process including critique of techniques used
'You managed and made best use of the resources that we have'	The practice and principles of resource management **(Non-Essential)**	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
	How to create engagement and innovation in the development of practice **(Essential)**	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

Theme	Knowledge Statement	Pass Criteria
'You built the relationships with others that ensured effective communication and partnership work'	Inter-agency and multi-agency work and its role in ensuring positive outcomes **(Essential)**	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.
	Techniques to influence, persuade and negotiate with others	
'You ensured there was a culture of continuing professional development'	Principles of: reflective practice; how people learn; effective continuing professional development **(Essential)**	Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions.
	Academic research, evidence-based data, policy developments, practice developments **(Non-Essential)**	Evidence of independent reading from a wide range of appropriate sources that fulfil the requirements of a continuous professional development plan. Clear accurate application of material
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	The principles of long term care and support for children and young people **(Mandatory)**	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
	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 **(Mandatory)**	Sound knowledge base of relevant legislation and guidance on compliance requirements for running a children' residential care home Demonstrates good critical insight into the legislation, regulations and guidance which informs the appropriate approaches to working practices
	The theory and best practice in the use of restraint **(Non-Essential)**	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 into the associated issues and shows the ability to evaluate the approaches to the working practice of restraint

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Children, Young People and Families Manager

Theme	Knowledge Statement	Pass Criteria
1b. Leads and supports practice development in the care and support of children and young people in residential care	Theoretical and practical approaches to meeting the holistic needs of children and young people in care **(Essential)**	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
	Principles and practice of distributive leadership within the home **(Essential)**	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
**OPTION 2: Children, Young People and Families Manager within the Community**	
2a. Creates an environment that promotes partnership working within a specific working context (e.g. early years, youth, youth justice, family work, special educational needs and disability etc.) and builds consensus and support for improving outcomes together.	The national systems of social welfare **(Mandatory)**	Has broad knowledge and understanding of well-established national and local systems of social welfare relating to children, young people and families and recognises the areas where the knowledge base is most/least secure
	Theoretical approaches to the practice and principles of effective multi-agency working **(Mandatory)**	Broad knowledge and understanding of the theories, concepts and methodologies around developing effective working relationships with others. Shows ability to evaluate critically the appropriateness of different approaches to working with other agencies in the field.
	Local agencies and community groups **(Non-Essential)**	Broad knowledge and understanding of the local agencies and community groups that can influence and progress work with children, young people and families. Able to research, choose and evaluate local partnerships

Theme	Knowledge Statement	Pass Criteria
2b. Leads and supports practice development in the care and support of children young people and their families and carers, within contemporary society	Theoretical approaches to contemporary social issues that affect family life and the care of children and young people **(Essential)**	Has broad knowledge and understanding of well-established theories and concepts within a range of specific social issues that affect family life and the care of children and young people (within the context of the work, such as domestic abuse, poverty, mental health, substance misuse, disability) and recognises the areas where the knowledge base is most/least secure
	Ethical and professional approaches to practice in a partnership context **(Essential)**	Has sound knowledge base on which to explore and analyse ethical and professional approaches to practice in a partnership context within the discipline, with some detail and autonomy
	The priority practice areas in the specific context and their responsibilities within it **(Non-essential)**	Sound knowledge base of priority practice areas that are the focus of local strategic direction 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