

## Level 4 Early Intervention Practitioner Apprenticeship Standard Programme Outline

### Overview of the Programme

This programme is designed for apprentices who want to develop their skills, knowledge and behaviours for a job role involving providing person-centred, early intervention approaches and services to support individuals across all age ranges, from pre-birth to end of life.

Early Intervention Practitioners offer practical help and emotional support to individuals experiencing a range of problems to help them overcome concerns or barriers impacting their daily lives, such as alcohol, drug or gambling misuse, behavioural issues, mobility issues and learning difficulties. They provide impartial information, advice, support and guidance to individuals and others impacted by the individual's circumstances, such as their family and friends.

### What types of activities are covered as part of the Level 4 Early Intervention Practitioner Apprenticeship Standard?

The role of a Level 4 Early Intervention Practitioner The broad purpose of the occupation is to provide intervention services early in identified cases to help prevent a more complex, statutory-driven solution needed later. Early intervention work is a voluntary, consent-based service where individuals are encouraged to engage with the services and support offered, but can choose not to engage if they wish. However, many individuals do choose to engage with the services offered as they recognise how the support can benefit their lives and those impacted by their circumstances.

An Early Intervention Practitioner is responsible for identifying and sourcing the right intervention at the right time in an individual's life in order to achieve mutually agreed outcomes. They work in a number of different environments within the community depending on the types of individual they are supporting and may visit an individual in their home environment, or meet in a neutral location of the individual's choosing.

Early intervention work involves identifying risks, focusing on the voice of the individual and building relationships and trust with the individual and their wider network, in order to provide timely, flexible and effective support. They adopt a collaborative, evidence-based approach aimed at building on the capacity and resilience of individuals by supporting them to take responsibility and ownership for themselves, which may also involve input from the individual's, family, friends and other professionals.

Support provided could involve a single agency input, or require coordinating a multi-agency response. They are responsible for ensuring effective collaboration and appropriate information sharing between partner agencies to ensure the individual gets the right help at the right time, focusing on the emerging needs of individuals and managing the support required to help prevent escalation to social care or other statutory partner thresholds.

Early Intervention Practitioner roles offer a wide range of support to individuals across all age ranges. For example, a Lead Reablement Worker may focus on supporting and empowering adults to enhance their quality of life, maximise potential and continue to develop independence skills within their own homes.

They might do this by, for example, creating and implementing a support plan for older person to rebuild their confidence and regain lost skills after being injured in a fall, to

ensure they can remain independent in their own home rather than needing residential care. In a different setting, a Violence Prevention Worker may deliver behavioural change interventions with adults in a way that shows an understanding of domestic violence and its effect on the victim, prioritising the safety of the victim and their children.

In another setting, a Pastoral and School Inclusion Officer would be responsible for finding solutions to keep young people in school wherever possible, or if that's not possible, to ensure they get an education somewhere else.

They might do this by supporting pupils with identified behavioural issues to achieve their potential through targeted support and interventions, whilst working closely with parents and relevant professionals.

In their daily work, an employee in this occupation interacts with:

The individual, their family and wider network.

Colleagues within their own team, their line manager, and other professionals within a variety of service provisions. Provision may include working with representatives from education, health, care, therapeutic services, housing, financial assistance, youth justice, probation, social care and the police.

An employee in this occupation will be responsible for:

Identifying the early intervention need within cases through analysis and assessment

Working with their manager and colleagues to distribute cases amongst the team appropriately.

Working with partner agencies, including participating in multi-agency meetings where they may also be responsible for chairing the meeting.

Reflecting on, and reviewing outcomes and progress, in a timely and appropriate manner

Solving issues effectively to maintain relationships both with individuals/families and other professionals whilst considering organisational and legal requirements.

Ensuring all documentation is maintained and auditable for legal or agency requirements as well as quality inspections, e.g. the Care Quality Commission, OFSTED.

## What does the Level 4 Early Intervention Practitioner Apprenticeship Standard consist of?

### **Knowledge**

**K1:** relevant legislation, policies and procedures nationally and locally within their organisation, and own role. In relation to Children, Adults, Health and Safety, Equality and data protection.

**K2:** the principles and benefits of local and national multi-agency working.

**K3:** stages of development and transitions individuals may go through and the impact of these on the individual.

**K4:** the importance of safeguarding and protection of vulnerable people when managing early intervention cases. Including the legal requirements, procedures to follow when there are safeguarding concerns with clients, as well as and obligations of your own role. This may include Prevent, mental capacity and deprivation of liberties.

**K5:** when it is appropriate to escalate and deescalate individual cases because it is beyond their responsibility and jurisdiction despite any emotive commitments

**K6:** importance of health, well-being and resilience in relation to self and others

**K7:** limits of personal and professional boundaries within own role, i.e. with individuals, and other professionals

**K8:** relevant theories relating to early intervention work, including social justice, development, person and family centred approaches and evidence-based strategies.

**K9:** methods used to assess and analyse individuals and use professional judgements to inform future interventions.

**K10:** the importance of using the right communication method depending on the situation when building professional relationships including the use of digital technologies

**K11:** Theory of Change and the impact it has on themselves and others.

**K12:** The importance of safe lone working and mitigating risks to protect personal safety.

**K13:** Principles of mentoring and coaching to help support others.

**K14:** caseload management processes, and when to seek appropriate support or direction from others.

**K15:** organisational aims and values in own role, including equality, rights, and diversity.

**K16:** how to undertake risk assessment using organisationally approved processes.

**K17:** conflict resolution techniques to manage differences of opinion and difficult situations

### **Skills**

**S1:** Manage early intervention caseloads in line with organisational policies and procedures and relevant national and local priorities.

**S2:** Assess, manage and respond to risk in their own area of responsibility.

**S3:** Provide individuals and professional partners with appropriate tools and information to help them make informed choices to access support relevant to their needs.

**S4:** Work collaboratively with individuals, their wider network and partner agencies, providing professional challenge when necessary.

**S5:** Use appropriate observation, questioning, problem solving and analysis techniques when undertaking assessments for early intervention.

**S6:** Apply organisational health, safety, equality and welfare procedures when managing caseloads to ensure the welfare of self, clients, their wider network and professional partners.

- S7:** Apply relevant theories and evidence-based strategies in own role.  
**S8:** Manage multiple cases within own role, to meet individual and or family's needs  
**S9:** Prioritise interventions based on presenting needs  
**S10:** Produce detailed and, accurate records that meet organisational and legislative requirements  
**S11:** Use appropriate techniques to build and maintain professional relationships that help to ensure needs of individual cases are met.  
**S12:** Use digital technologies where appropriate within own role.  
**S13:** Work independently as a practitioner within the wider team context, drawing on direction and support when needed.  
**S14:** Provide impartial information, advice and guidance in a format that meets the needs of the individual.  
**S15:** Use professional judgement to understand the complexities of a situation and make appropriate decisions.

### **Behaviours**

- B1:** Collaboration: engagement with individuals and their wider network, colleagues and partner agencies to collectively promote best outcomes.  
**B2:** Enquiring: having professional curiosity, exploring a range of approaches in practices.  
**B3:** Adaptability: flexibly and responsively adapt to situations as they arise or are foreseen.  
**B4:** Compassion: Reflective, self-caring, considerate of self and others. Able to draw upon and build support networks  
**B5:** reflective: learning from success and mistakes, to continuously review and adapt approach.  
**B6:** Equity: Value people as individuals recognising difference and diversity.

### **Functional Skills Units**

To achieve: -

Functional Skills in English Level 2                      credit value 5

Functional Skills in Maths Level 2                      credit value 5

## **Programme of Study**

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by apprentice as well as by the breadth of experience an employer can offer, but will be a minimum of 12 months, prior to the end-point assessment taking place.

**Planned Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:**

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 7 learning hours a week over the duration of the programme based on a 35 hour working week.

## Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
<b>Initial assessment</b> <ul style="list-style-type: none"> <li>• Target Skills</li> <li>• Learning Styles Questionnaire</li> <li>• Application/enrolment/ILR</li> <li>• Recognition of prior learning</li> <li>• ILP</li> </ul>	Via computer package Paper-based questionnaire  Checking GCSE/other qualifications gained	Workplace	2 hours per learner
<b>Induction</b> <ul style="list-style-type: none"> <li>• Quest Training Apprentice Handbook</li> <li>• Apprenticeship Programme</li> <li>• Skills Scan</li> <li>• Functional Skills</li> <li>• Health &amp; Safety</li> <li>• Health &amp; Wellbeing</li> <li>• Equality &amp; Diversity</li> <li>• Safeguarding</li> <li>• British Values</li> </ul>	Tutor input using a range of methods including: <ul style="list-style-type: none"> <li>• Theory input</li> <li>• Handouts</li> <li>• Workbooks</li> <li>• Presentations</li> <li>• Discussions</li> <li>• Question &amp; answer sessions</li> <li>• Practical activities</li> </ul>	Workplace	Flexible arrangements e.g.  1 day 2 half days 3 x 2 hour sessions
<b>Tutorials/teaching delivery</b> <ul style="list-style-type: none"> <li>• Skills, Knowledge &amp; Behaviours</li> <li>• Functional Skills</li> </ul>	One-to-one and/or group learning sessions with Tutor <ul style="list-style-type: none"> <li>• 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours</li> </ul> This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
<b>Milestone Progress reviews</b>	Every 8 weeks with the apprentice, tutor and employer to review progress towards “Gateway Readiness”	Workplace	30 minutes
<b>Mock End-Point Assessment</b>	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs

Activity	Delivery Method	Location	Duration
<b>Functional Skills Qualifications</b> <ul style="list-style-type: none"> <li>Practice</li> </ul>	One-to-one with tutor	Workplace and/or agreed venue	75 Minutes
	English reading English writing English speaking, listening & communicating Maths	Quest Training or employer venue	75 minutes 75 minutes 30 minutes 90 minutes

## End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

Level 4 Early Intervention Practitioner consists of:

Assessment Method	Weighting	Duration	To Achieve a Pass	To Achieve a Distinction
Professional discussion underpinned by a portfolio of evidence	50%	60 minutes	100%	You must meet all of the pass criteria <b>AND</b> the distinction criteria
Work-based case study followed by questioning	50%	30 minutes to present case study	100%	You must meet all of the pass criteria <b>AND</b> the distinction criteria

As part of your apprenticeship, you will be sent regular calendars with dates of teaching, assessment and learning sessions you can attend to support you in your studies.