

## **Lead Practitioner in Adult Care Apprenticeship**

**Level 4:**

### **End-point Assessment Plan**

## Introduction & Overview

This document sets out the requirements for end-point assessment (EPA) for the Lead Practitioner in Adult Care apprenticeship standard. It is written for End-Point Assessment Organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to apprentices, their employers and training providers.

Full-time apprentices will typically spend 18 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation.

As a gateway requirement, apprentices must complete the level 4 Diploma in Adult Care prior to taking their EPA. Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

The EPA must be completed over a maximum total assessment time of two days, within an EPA period lasting typically for three months after the apprentice has met the EPA gateway requirements.

EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End Point Assessment Organisations.

The EPA consists of two distinct assessment methods:

- Observation of Practice.
- Professional Discussion.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

| <b>Apprenticeship On-programme (typically 18 months)</b>   | <b>End Point Assessment Gateway</b>  | <b>End Point Assessment (maximum of two days). Takes place within three months of passing through end-point assessment gateway</b>  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• <b>On-the-job training and assessment throughout the programme.</b></li> <li>• <b>Minimum of 20% off-the-job training to acquire the required knowledge and skills.</b></li> <li>• <b>Undertaking Level 4 Diploma in Adult Care.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Employer confirms the apprentice is consistently working at or above the full level of the standard</li> <li>• Successful completion of Level 4 Diploma in Adult Care.</li> <li>• Apprentices without Level 2 English and maths will need to achieve this level prior to taking end-point assessment.</li> <li>• Submit a portfolio to underpin the professional discussion.</li> </ul> | <p>Complete:</p> <ul style="list-style-type: none"> <li>• Observation of Practice</li> <li>• Professional Discussion</li> <li>• Final decision and grade confirmed Fail, Pass, Distinction</li> </ul> |

---

### **Lead Practitioner in Adult Care standard**

---

Diagram 1. Typical Lead Practitioner in Adult Care Apprenticeship Summary

## End-point Assessment Gateway

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation. Employers may wish to take advice from their apprentice's training provider(s).

### Gateway requirements:

- Apprentices without Level 2 English and maths will need to achieve this level prior to taking end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.
- Successful completion of the Level 4 Diploma in Adult Care.
- The employer must be satisfied that the apprentice is consistently working at or above the level set out in the standard and is therefore ready for the EPA.
- Submission of a portfolio to underpin the professional discussion.

The portfolio should cover the KSBs associated with the Professional Discussion. The purpose is to supply the Independent Assessor with typically six pieces of evidence providing examples of how the apprentice met the relevant KSBs. The evidence will be holistic and will illustrate how they have applied the KSBs to their working practice. It must be submitted to the EPAO at the gateway. The employer must sign a declaration to the EPAO that the portfolio is authentic and the apprentice's own work.

Reflective accounts and self-evaluation cannot be included as evidence.

Any employer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions. The portfolio is not directly assessed. It underpins the Professional Discussion assessment method and therefore should not be assessed by the EPAO. EPAOs should review the portfolio in preparation for the Professional Discussion, but are not required to provide feedback after this review of the portfolio.

### End-point Assessment Methods, Timescales & Location

The end-point assessment consists of distinct assessment methods:

- Observation of Practice.
- Professional Discussion.

The end-point assessment must be completed over a maximum total assessment time of two days, within an EPA period lasting typically for three months after the apprentice has met the EPA gateway requirements.

The assessment methods can be taken in either order. The assessment methods can be completed either on the same day or on different days to best fit the needs of the

employer, the apprentice and the independent assessor. EPAOs may allow flexibility in scheduling and cost-effective allocation of resources.

EPAOs must ensure that the professional discussion and questioning elements of the Observation of Practice are conducted in a suitably controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment for each assessment method e.g. computer, PowerPoint facilities (if required by the apprentice). It is anticipated that EPAOs will use the apprentice employer's premises wherever possible to minimise costs. The assessment methods may be conducted face-to-face or via an online platform e.g. video-conferencing as appropriate. EPAOs must ensure appropriate methods to prevent misrepresentation are in place should an online option be used. For example, screen share and 360-degree camera function with an administrator/invigilator when carrying out the assessment of the professional discussion.

Requirements for each assessment method are detailed below.

### **Assessment method 1 - Observation of Practice**

- Observation of Practice must include the ability to demonstrate their skills, behaviour and leadership to external/internal stakeholders. The apprentice must lead the observed activity and will have prepared for this after the gateway in agreement with the employer and EPAO. The apprentice should be given 4 weeks to prepare for this activity following the gateway. Apprentices must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. Any preparatory documentation/presentation should be mapped against the required KSBs and should be shared with the EPAO seven days before the observation.

Examples of observed activities could include:

- Preparing for a best interest meeting through consultation with the care staff team. This should include the rationale around the need to trigger the meeting, the roles and responsibilities of who should be involved and the potential implications for the service.
- Leading a meeting where they guide and support colleagues around how to implement the required care delivery within the service to support people that use the services regarding their identified care needs, goals and required outcomes.
- A response to regulatory and legislative requirements that specifically impact upon how the needs of people that use the services are being met. For example, this could be communicating the outcomes of working with external partners and stakeholders so as to deliver positive change to the people being supported by the service.
- Development of service provision so that it can improve service delivery to more effectively meet the needs and aspirations of the people that use the services.

For example, this may be in the form of presenting some information or analysing data in relation to evidence based practice to develop or improve the service provision.

The suitable workplace activity and its content should be agreed in advance at the gateway by the EPAO and with the appropriate notice by the employer, apprentice and EPAO as it is recognised that these activities may not occur on a daily or weekly basis. The EPAO needs to ensure that the proposed activity will provide scope for appropriate coverage of the KSBs mapped to this method. The selected activity must be based on real-life improvement to the apprentice's employer and the people who use their services.

Where the EPAO believes that the planned activity will not demonstrate appropriate coverage of the KSBs, then this must be communicated to the employer and apprentice in a prompt manner at the gateway. The EPAO must then guide the employer and apprentice so that a further activity can be proposed that should demonstrate appropriate coverage of the planned activity.

- The observation method should last a total of 75 minutes. This should typically be comprised of 60 minutes' direct observation of the agreed above activity, followed by 15 minutes of post-observation questioning. The independent assessor has the discretion to increase the total time of the observation and questioning by up to 10% to allow the apprentice to complete their last point.
- The Observation of Practice can be undertaken either directly (face-to-face) or remotely but this should be agreed by the employer, apprentice and EPAO first. The EPAO must ensure appropriate security measures are in place to avoid misrepresentation.
- The post-observation questioning session must take place on the same day and in a suitable and private location. The independent assessor should generate their own questions based on the leadership activity they observed to seek clarification on points which were not clear. The EPAO must ensure appropriate security measures are in place to avoid misrepresentation.
- The independent assessor must ask a minimum of 3 questions in the questioning session.
- The employer, apprentice and EPAO must comply with the requirements of the GDPR and all other safeguarding duties.

### **Assessment method 2 – Professional Discussion underpinned by a portfolio**

- The professional discussion is an in-depth, two-way discussion between the apprentice and the independent assessor.
- The professional discussion is for the independent assessor to ask the apprentice questions in relation to knowledge, skills and behaviours as set out in Annex A.

- The professional discussion must take 90 minutes + 10% at the discretion of the independent assessor to allow the apprentice to finish their last point. The room should be quiet and free from distraction.
- The independent assessor will ask questions to ensure all the relevant knowledge, skills and behaviours (see annex A) are covered.
- The independent assessor must ensure that a minimum of one question is asked for each of the knowledge, skills and behaviour groups that are mapped to this assessment method, as defined in the Occupational Standard (e.g. tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, and professional development).
- The independent assessor can ask follow up questions for clarity.
- The questions will be provided by the EPAO and the independent assessor will select from these based on their review of the apprentice's portfolio. Guidance must be provided to the independent assessor on how to conduct the professional discussion and retained for audit purposes by the EQAP.
- A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and be reviewed regularly (at least once a year) to ensure that it, and its content are fit for purpose.
- The responses to the questions must be recorded.

## Apprenticeship Grading

Independent assessors must individually grade each assessment method. This will be fail and pass for the Observation of Practice and fail, pass and distinction for the Professional Discussion according to the requirements set out in this EPA plan. Restrictions on grading apply where the apprentice re-sits/re-takes an assessment method – see re-sit/re-take section below.

An independent assessor must combine the grades of both assessment methods to determine the EPA grade.

To achieve an EPA pass overall, the apprentice must achieve a pass in both assessment methods.

To achieve an EPA distinction overall, the apprentice must achieve a pass in the Observation of Practice method and a distinction in the Professional Discussion method. See grading combinations table below.

A pass is gained by achieving all the pass criteria for both assessment methods.

A distinction is gained by successfully achieving all the pass criteria for both assessment methods and through meeting at least 21 of the 27 distinction criteria within the professional discussion.

Independent assessors' decisions must be subject to moderation processes by the EPAO – see internal quality assurance section below.

| Observation of Practice | Professional Discussion | EPA grade |
|-------------------------|-------------------------|-----------|
| Fail                    | Fail                    | Fail      |

|      |             |             |
|------|-------------|-------------|
| Pass | Fail        | Fail        |
| Fail | Pass        | Fail        |
| Fail | Distinction | Fail        |
| Pass | Pass        | Pass        |
| Pass | Distinction | Distinction |

Diagram 2. Lead Practitioner in Adult Care Grading Combinations

### Re-sit and re-take information

Apprentices who fail one or more EPA method will be offered the opportunity to re-sit/re-take. A re-sit does not require further learning, whereas a re-take does.

Re-sits/re-takes must not be offered to apprentices wishing to move from pass to distinction. The maximum grade awarded to a re-sit or re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

An apprentice's employer decides how many attempts an apprentice may have to re-sit/re-take. Apprentices should have a supportive action plan to prepare for the re-sit or re-take.

An individual EPA method re-sit/re-take must be taken within a period of three months from the fail notification of the original assessment method, otherwise the entire EPA must be retaken.

EPAOs must ensure that apprentices complete a different Observation of Practice activity and have a Professional Discussion which includes different questions, when taking a re-sit/re-take.

### End-point Assessment Organisations

Employers must choose an independent EPAO approved to deliver the EPA for this apprenticeship from the Education & Skills Funding Agency's (ESFA) Register of End Point Assessment Organisations (RoEPAO).

### Requirements for Independent Assessors

- Have at least three years' work experience in the sector. This means they are capable of carrying out the full requirements within the competence they are assessing; possessing knowledge, understanding and experience relevant to the Apprenticeship Standard being assessed. This should be maintained annually through clearly demonstrable continuing learning and professional development.
- Qualified to at least the level of care they are assessing
- Hold a formal assessor qualification at, or equivalent to, RQF level 3
- Have the expertise to administer the assessment tools required.

### Internal Quality Assurance

End-Point Assessment organisations that deliver end point assessment for the Lead Practitioner in Adult Care apprenticeship must be approved by the Education and Skills Funding Agency on the Register of End Point Assessment Organisations.

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent, reliable, accurate and valid assessment decisions.

EPAOs for this apprenticeship standard must undertake the following:

- Appoint independent assessors that meet the requirements as detailed in this plan – see above.
- Produce assessment tools and supporting materials for the EPA that follow best assessment practice, including assessment outcome recording documentation.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this apprenticeship standard and before they deliver an updated assessment method for the first time and evidence they have occurred.
- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate regular standardisation events and ensure that all independent assessors attend a minimum of one standardisation event per year on this Apprenticeship Standard.
- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity and ensuring each independent assessors assessments moderated.
- Hold and operate a complaints and appeals process.

Those carrying out internal quality assurance functions within an End-Point Assessment Organisation must:

- Be occupationally knowledgeable in the area they are quality assuring. This means they possess knowledge and understanding relevant to the Apprenticeship Standard being assessed which is maintained annually through clearly demonstrable continuing learning and professional development.
- Have experience of working in the adult care sector at an appropriate level in an appropriate setting.
- Experience should be relevant to the assessment being quality assured and maintained annually through clearly demonstrable continuing learning and professional development.
- Hold a formal internal quality assurance qualification at, or equivalent to, RQF level 4.

## **Assessment tools and materials**

EPA organisations must produce assessment tools and supporting materials for the EPA that follow best assessment practice.

Crown copyright 2020 You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. Visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence)

## **Affordability**

The following factors should ensure the EPA is affordable:

- Employers' premises should be used for EPA venues where possible.
- Remote assessment is permissible for both assessment methods, reducing travel costs.

## Annex A – Knowledge, Skills and Behaviours to be assessed by each assessment method

| End Point Assessment activities   | Observation of Practice | Professional Discussion |
|---|-------------------------|-------------------------|
| <b>Behaviours</b>   |                         |                         |
| B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives   | X                       |                         |
| B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect  | X                       |                         |
| B3: Courage – is doing the right thing for people and speaking up if their care and support is at risk  |                         | X                       |
| B4: Communication – good communication is central to successful caring relationships and effective team working                                       | X                       |                         |
| B5: Competence – is applying knowledge and skills to provide high quality care and support  | X                       |                         |
| B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred  |                         | X                       |
| <i>Tasks and responsibilities</i>   |                         |                         |
| <b>Skills - Must be able to:</b>  |                         |                         |
| S1: Apply professional judgement, standards and codes of practice relevant to the role  | X                       |                         |
| S2: Develop and sustain professional relationships with others  | X                       |                         |
| S3: Identify and access specialist help required to carry out role  |                         | X                       |
| S4: Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments |                         | X                       |
| S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered                                 | X                       |                         |
| S6: Contribute to the implementation of processes to implement and review support plans   | X                       |                         |
| S7: Provide leadership and mentoring to others for whom they are responsible  | X                       |                         |
| S8: Apply risk management policies  |                         | X                       |
| S9: Contribute to the quality assurance of the service provided   |                         | X                       |
| <b>Knowledge - Must know and understand:</b>  |                         |                         |
| K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services              |                         | X                       |

| End Point Assessment activities  | Observation of Practice | Professional Discussion |
|--|-------------------------|-------------------------|
| K2: Theories underpinning own practice and competence relevant to the job role   |                         | X                       |
| K3: Principles of assessment and outcome-based practice  |                         | X                       |
| K4: Principles of risk management  |                         | X                       |
| <b><i>Dignity and human rights</i></b>   |                         |                         |
| <b>Skills - Must be able to:</b>   |                         |                         |
| S10: Implement a culture that actively promotes dignity and respects diversity and inclusion                               | X                       |                         |
| S11: Model high levels of empathy, understanding and compassion  | X                       |                         |
| <b>Knowledge - Must know and understand:</b>   |                         |                         |
| K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice                |                         | X                       |
| <b><i>Communication</i></b>  |                         |                         |
| <b>Skills - Must be able to:</b>   |                         |                         |
| S12: Model effective communication skills  | X                       |                         |
| S13: Identify and address barriers to communication using appropriate resources  |                         | X                       |
| S14: Apply organisational processes to record, maintain, store and share information                                       | X                       |                         |
| S15: Provide meaningful information to support people to make informed choices   |                         | X                       |
| <b>Knowledge - Must know and understand:</b>   |                         |                         |
| K6: Effective communication and solutions to overcoming barriers   |                         | X                       |
| K7: Legal and ethical frameworks in relation to confidentiality and sharing information                                    |                         | X                       |
| K8: Range of technologies to enhance communication   |                         | X                       |
| <b><i>Safeguarding</i></b>   |                         |                         |
| <b>Skills - Must be able to:</b>   |                         |                         |
| S16: Apply and support others to adhere to safeguarding procedures   |                         | X                       |
| S17: Work in partnership with external agencies to respond to safeguarding concerns  |                         | X                       |
| <b>Knowledge - Must know and understand:</b>   |                         |                         |
| K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements |                         | X                       |

| End Point Assessment activities   | Observation of Practice | Professional Discussion |
|---|-------------------------|-------------------------|
| <i>Health and wellbeing</i>   |                         |                         |
| <b>Skills - Must be able to:</b>  |                         |                         |
| S18: Apply person-centred approaches to promote health and wellbeing  | X                       |                         |
| S19: Collaborate with external partners to achieve best outcomes in health and wellbeing  |                         | X                       |
| <b>Knowledge - Must know and understand:</b>  |                         |                         |
| K10: Models of monitoring, reporting and responding to changes in health and wellbeing  |                         | X                       |
| K11: Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches   |                         | X                       |
| K12: Importance of effective partnerships, inter-agency, joint and integrated working   |                         | X                       |
| <i>Professional development</i>   |                         |                         |
| <b>Skills - Must be able to:</b>  |                         |                         |
| S20: Evaluate own practice and access identified development opportunities  |                         | X                       |
| S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance   |                         | X                       |
| S22: Value individuals to develop effective teams in order to achieve best outcomes   | X                       |                         |
| S23: Contribute to the development of an effective learning culture   |                         | X                       |
| S24: Lead robust, values-based recruitment and selection processes  |                         | X                       |
| S25: Contribute to the induction process by developing the knowledge of individuals within their role   |                         | X                       |
| S26: Lead and support others in professional development through personal development plans, supervision, reflective practice, research, evidence based practice and access to learning and development opportunities |                         | X                       |
| <b>Knowledge - Must know and understand:</b>  |                         |                         |
| K13: Goals and aspirations that support own professional development and how to access available opportunities  |                         | X                       |

## Annex B – Observation of Practice Grading Criteria

In all cases, Fail means that the Pass criteria has not been met.

| Area of standard           | KSBs  | Pass criteria:<br>the apprentice must display all of the following   |
|----------------------------|---|--|
| Behaviours                 | B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives     | Demonstrates a caring attitude towards others, assessing how they are making a positive difference to the lives of others and considering ways they could make further improvements. |
|                            | B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect      | Demonstrates a compassionate attitude when encouraging others to consider ways they could contribute to further improvements.  |
|                            | B4: Communication – good communication is central to successful caring relationships and effective team working | Demonstrates appropriate communication skills in communicating effectively in caring and team work roles.  |
|                            | B5: Competence – is applying knowledge and skills to provide high quality care and support                      | Applies knowledge and skills to the delivery of high quality care.   |
| Tasks and responsibilities | S1: Apply professional judgement, standards and codes of practice relevant to the role                          | Applies professional judgement, accessing relevant standards and codes of practice relevant to their role when needed.   |

| Area of standard         | KSBs  | Pass criteria:<br>the apprentice must display all of the following   |
|--------------------------|---|--|
|                          | S2: Develop and sustain professional relationships with others  | Demonstrates they can build and maintain positive relationships with key stakeholders.   |
|                          | S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered | Demonstrates they can provide effective mentoring support.   |
|                          | S6: Contribute to the implementation of processes to implement and review support plans                               | Demonstrates how they have used processes to develop and review support plans.   |
|                          | S7: Provide leadership and mentoring to others for whom they are responsible  | Provides leadership and mentoring to others for whom they are responsible with a focus on making improvement to practice for those accessing services.   |
| Professional Development | S22: Value individuals to develop effective teams in order to achieve best outcomes                                   | Demonstrates how they value individuals' contributions to the team to achieve the best outcomes for the service.   |
| Dignity and human rights | S10: Implement a culture that actively promotes dignity and respects diversity and inclusion                          | Demonstrates how their actions contribute to a culture which actively supports promotion of diversity, dignity and inclusion.  |
|                          | S11: Model high levels of empathy, understanding and compassion   | Demonstrates how they model empathy, understanding and compassion.   |
| Communication            | S12: Model effective communication skills   | Demonstrates their ability to communicate effectively, providing information in a way that is accessible, meaningful and complete.   |
|                          | S14: Apply organisational processes to record, maintain, store and share information                                  | Identifies legal and ethical frameworks regarding confidentiality and information sharing and demonstrates working practices in line with organisational processes. Applies ethical frameworks regarding confidentiality and information sharing in line with organisational requirements. |

| Area of standard     | KSBs   | Pass criteria:<br>the apprentice must display all of the following  |
|----------------------|--|---|
|                      |  | Adapts information to ensure accessibility which enables people to make informed choices.   |
| Health and wellbeing | S18: Apply person-centred approaches to promote health and wellbeing | Demonstrates the impact of their approach in supporting those accessing care and support, identifying holistic solutions that support different people, and is able to assess how their approach improves health and wellbeing. |

## Annex C – Professional Discussion grading criteria

In all cases, Fail means that the pass grade has not been reached.

| Area of Standard           | KSBs  | Pass criteria:<br>The apprentice must meet all of the following:   | Distinction criteria:<br>In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria   |
|----------------------------|---|--|---|
| Behaviours                 | B3: Courage – is doing the right thing for people and speaking up if the person they support is at risk   | Describes how they ensured the rights of others were promoted and advocated for a person they support where they were at risk. |   |
|                            | B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred  | Analyses how person-centred care is provided to improve the experience of people accessing care and support.                   |   |
| Tasks and responsibilities | S3: Identify and access specialist help required to carry out role  | Describes how they have accessed specialist help when support was needed to carry out their role.                              | Analyses the impact of the specialist support provided and explains how they implement continuous improvement processes based on best practice.   |
|                            | S4: Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments | Explains how they have performed the lead role in the specialist assessment of an individual's care and support needs.         | Explains how they have implemented findings of the assessment within their lead role, identifying recommendations which have led to continuous improvements and ensuring positive outcomes. |
|                            | S8: Apply risk management policies  | Explains how they have applied relevant risk management policies to the setting.   | Evaluates the impact of the relevant risk management policies implemented within the setting.   |

| Area of Standard         | KSBs   | Pass criteria:<br>The apprentice must meet all of the following:  | Distinction criteria:<br>In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria                                   |
|--------------------------|--|---|---|
|                          | S9: Contribute to the quality assurance of the service provided  | Explains how their work has contributed to their service's improved quality assurance processes.                                |   |
|                          | K1: Statutory frameworks, standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services | Explains how the safe delivery of services is underpinned by statutory frameworks, standards, guidance and codes of practice.   | Explains how they identify, use and measure the impact of statutory frameworks, standards, guidance and codes of practice in relation to the safe delivery of services. |
|                          | K2: Theories underpinning own practice and competence relevant to the job role   | Identifies relevant theories that underpin their own practice and competence.   | Explains how the relevant theories have impacted upon their job role and the service provided.  |
|                          | K3: Principles of assessment and outcome-based practice  | Describes the principles of assessment and outcome-based practice.  | Explains the impact made through implementing assessment and outcome-based practices.   |
|                          | K4: Principles of risk management  | Describes the principles of risk management.  | Describes the impact made through improved risk assessment and management processes on service provision.   |
| Dignity and human rights | K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice                              | Explains how they promote and maintain a culture of dignity.  | Analyses the impact of their behaviours on maintaining a culture of dignity.  |
| Communication            | S13: Identify and address barriers to communication using appropriate resources  | Explains how they have identified and addressed barriers to communication through using appropriate resources to overcome them. | Analyses how resources used in the setting have been implemented to overcome barriers to communication.   |

| Area of Standard | KSBs  | Pass criteria:<br>The apprentice must meet all of the following:   | Distinction criteria:<br>In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria   |
|------------------|---|--|---|
|                  | S15: Provide meaningful information to support people to make informed choices          | Explains how information is adapted to ensure accessibility to enable informed choices to be made.   | Implements adaptations to ensure informed choices have been made and are understood. That individual choices have been supported by providing meaningful information and evaluate its impact.               |
| Communication    | K6: Effective communication and solutions to overcoming barriers                        | Identifies communication barriers and approaches used to overcome them.  | Analyses approaches used to agree solutions which overcame communication barriers.  |
|                  | K7: Legal and ethical frameworks in relation to confidentiality and sharing information | Identifies legal and ethical frameworks regarding confidentiality and information sharing relevant to the setting.                           | Analyses how the legal and ethical frameworks relating to confidentiality and information sharing have been applied.  |
|                  | K8: Range of technologies to enhance communication                                      | Identifies technologies available to enhance communication in your setting.  | Evaluates how the technologies used have enhanced communication.  |
| Safeguarding     | S16: Apply and support others to adhere to safeguarding procedures                      | Explains with examples how they apply and ensure compliance with safeguarding procedures in their setting.                                   | Demonstrates how they have improved practices as a result of monitoring compliance with safeguarding procedures.  |
|                  | S17: Work in partnership with external agencies to respond to safeguarding concerns     | Discusses how they have applied strategies and processes for partnership working with external agencies to respond to safeguarding concerns. | Evaluates how strategies and processes led to positive outcomes for individuals within the care setting from the partnership approaches and the improvements that have been made on safeguarding processes. |

| Area of Standard         | KSBs   | Pass criteria:<br>The apprentice must meet all of the following:  | Distinction criteria:<br>In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria                          |
|--------------------------|--|---|--|
|                          | K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements | Identifies legislation and national and local solutions for the safeguarding of adults and children including reporting requirements. | Explains how they have interpreted and applied safeguarding procedures, legislation, local and national solutions and reporting requirements in their setting. |
| Health and wellbeing     | S19: Collaborate with external partners to achieve best outcomes in health and wellbeing                                   | Demonstrates, with examples, how partnership approaches have been used to improve health and wellbeing outcomes.                      | Provides evidence of how they have influenced their employer to embed collaborative working to improve health and wellbeing of all users of services.          |
|                          | K10: Models of monitoring, reporting and responding to changes in health and wellbeing                                     | Identifies models of monitoring, reporting and responding to changes in health and wellbeing.   | Evaluates relevant models of monitoring, reporting and responding to changes in health and wellbeing.  |
|                          | K11: Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches              | Describes a range of holistic solutions using person centred approaches used to promote and maintain health and wellbeing.            | Analyses the impact of holistic solutions on the health and wellbeing of people accessing services.  |
|                          | K12: Importance of effective partnerships, inter-agency, joint and integrated working                                      | Identifies relevant partnerships developed with other agencies.   | Analyses the impact collaboration with partner agencies has had on outcomes for people accessing services.   |
| Professional development | S20: Evaluate own practice and access identified development opportunities   | Describes and evaluates how a review of own practice resulted in a development opportunity.   | Critically analyses the opportunities available and explains the impact of their choice on development activities undertaken.                                  |

| Area of Standard | KSBs   | Pass criteria:<br>The apprentice must meet all of the following:   | Distinction criteria:<br>In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria   |
|------------------|--|--|---|
|                  | S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance  | Evaluates the effectiveness of their leadership, mentoring and supervision skills and discuss the actions they have taken to address their own development.      | Critically analyses the impact that development activities have had on own practice as a lead practitioner.   |
|                  | S23: Contribute to the development of an effective learning culture  | Describes how they contribute to ensuring an ongoing effective learning culture by identifying and valuing the team's abilities.                                 | Explains the rationale that identified their target/s defined as needing development to make it more effective, how they determined success measures of meeting effective targets and how many success measures were met. |
|                  | S24: Lead robust, values-based recruitment and selection processes   | Explains how they have led the values based recruitment and selection processes within the care setting.   | Evaluates the impact of using values based approaches and implementing best practise strategies for recruitment and selection within care setting.  |
|                  | S25: Contribute to the induction process by developing the knowledge of individuals within their role  | Explains how they have applied the induction process and how all relevant workers have completed a full induction into the sector, the organisation and service. | Analyses how the induction process has positively impacted and supported the development of new staff within their roles.   |
|                  | S26: Lead and support others in professional development through personal development plans, supervision, reflective practices, research, evidence based practice and access to learning and development opportunities | Demonstrates how they have effectively led and supported others in their personal development.   | Explains how they have measured the distance travelled between the existing and required skills and knowledge of their staff as a result of their intervention.   |

| Area of Standard | KSBs   | Pass criteria:<br>The apprentice must meet all of the following:                                      | Distinction criteria:<br>In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria |
|------------------|--|---|---|
|                  | K13: Goals and aspirations that support own professional development and how to access available opportunities | Explains how professional development opportunities have been planned and accessed in their own role. | Evaluates the impact professional development opportunities have had on their knowledge and practice.                                 |