



Pearson

Pearson Apprenticeship End-point Assessment for Lead Practitioner in Adult Care Level 4

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Issue 2



About Pearson

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This document is Issue 2. Key changes are summarised on the following page. We will inform centres of any changes to this issue. The latest issue can be found on our website.'

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Summary of changes to Pearson Apprenticeship End-point Assessment for Lead Practitioner in Adult Care Level 4

Summary of changes made between previous issue and this issue	Page number
<p>For <i>Component 1: Observation of Practice</i>, the apprentice was previously required to lead an activity involving both external and internal stakeholders. Following updated guidance from NSAR, this has been amended to read 'internal and/or external stakeholders'.</p>	8
<p>The guidance from NSAR in bold type on the Assessment Plan has been updated regarding <i>Assessment method 1 – Observation of practice</i>. The guidance previously required 'BOTH internal and external staff' to be involved in the observation. It has been updated to read as follows:</p> <p>'In line with the nature of the job role, good practice would gravitate towards the observation involving both internal and external staff. For example, this could be external dementia specialist, local authority social worker, or anyone working beyond the immediate care employer that has a reason to be at the meeting. However, this is not always possible or necessary and the 'external/internal stakeholders' phrase should be taken to mean internal and/or external stakeholders.'</p>	26

Earlier issue shows previous changes.

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 The Lead Practitioner in Adult Care Apprenticeship

What are Pearson End-point Assessments?

End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway, and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

The EPA in this specification relates to the Lead Practitioner in Adult Care apprenticeship.

Purpose

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as Lead Practitioner in Adult Care.

The Lead Practitioner in Adult Care will guide and inspire team members to make positive differences to someone's life when they are faced with physical, practical, social, emotional, psychological or intellectual challenges. They will have achieved a level of self-development to be recognised as a lead practitioner within the care team, contributing to, promoting and sustaining a values-based culture at an operational level. A Lead Practitioner has a greater depth of knowledge and expertise of particular conditions being experienced by the user of services. They will have specialist skills and knowledge in their area of responsibilities that will allow them to lead in areas such as care needs assessment, occupational therapy, physiotherapy, rehabilitation and enablement, telecare and assistive technology. They will be a coach and mentor to others and will have a role in assessing performance and quality of care delivery. Lead Practitioners in Adult Care may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings. As well as covering Lead Practitioners in Adult Care, this EPA also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

Examples of job roles include Dementia Lead, Reablement Worker, Physiotherapy Assistant, Occupational Therapy Assistant, Public Health Associate Worker, Keeping in Contact Worker, Community Care/Support Officer, Social Care Assessor, Care Assessment Officer, Social Services Officer, Brokerage Worker, Rehabilitation and Reablement Assistant, Independence Support Assistant, Reablement Support Workers/Officer, Telecare Assistant and Assistive Technology Coordinator/Officer.

Industry support and recognition

Pearson has worked in close collaboration with experts from training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

2 Summary of End-point Assessment

EPA Title	Pearson Apprenticeship End-point Assessment for Lead Practitioner in Adult Care Level 4
First Pearson assessment	01/09/2021
Components	<ul style="list-style-type: none"> • Component 1: Observation of Practice • Component 2: Professional Discussion underpinned by a portfolio <p><i>Refer to Section 5 for detailed information about each component.</i></p>
Grading	Pass/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The typical duration for this apprenticeship is 18 months but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	<ul style="list-style-type: none"> • Employer confident that the apprentice is ready • Level 4 Diploma in Adult Care completed • Maths and English at Level 2 (for those with an education, health and care plan or a legacy statement, the minimum requirement for maths and English is Entry Level 3; for those whose primary language is British Sign Language, qualifications in British Sign Language are an alternative to English qualifications) • Submission of a portfolio to underpin the Professional Discussion for Component 2.
Time period for completion of EPA	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.

EPA Title	Pearson Apprenticeship End-point Assessment for Lead Practitioner in Adult Care Level 4
Apprenticeship certification	The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the end-point assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.

3 EPA structure

Pearson Apprenticeship End-point Assessment for Lead Practitioner in Adult Care Level 4

The EPA for the Lead Practitioner in Adult Care apprenticeship consists of the following two assessment components:

- Component 1: Observation of Practice
- Component 2: Professional Discussion underpinned by a portfolio.

The table below gives a summary of the structure of the end-point assessment.

End-point assessment components	Duration	Component grading
Component 1: Observation of Practice	75 minutes (can be increased by up to 10% if required)	Pass
Component 2: Professional Discussion underpinned by a portfolio	90 minutes (can be increased by up to 10% if required)	Pass/Distinction

The assessment methods can be taken in either order. The assessment methods can be completed either on the same day or on two different days (which do not have to be consecutive) to best fit the needs of the employer, the apprentice and the Independent End-point Assessor (IEA). The apprentice will need a minimum of two weeks and a maximum of four weeks following gateway to prepare for Component 1: Observation of Practice.

EPA Grading

The grading for this EPA is Pass/Distinction.

The IEA will combine the grades of both components to determine the EPA grade. The Component 1: Observation of Practice is graded Pass or Fail, and Component 2: Professional Discussion underpinned by a portfolio is graded Distinction, Pass or Fail. Only Component 2 carries the Distinction grade.

To achieve an EPA Pass overall, the apprentice must achieve a Pass in both components. To achieve an EPA Distinction overall, the apprentice must achieve a pass in Component 1: Observation of Practice and a Distinction in Component 2: Professional Discussion underpinned by a portfolio.

A Pass is gained by achieving all the Pass criteria for both components.

A Distinction is gained by successfully achieving all the Pass criteria for both components and through meeting at least 21 of the 27 Distinction criteria for Component 2: Professional Discussion underpinned by a portfolio.

Failure to achieve at least a Pass in each assessment method will result in a Fail.

The table below shows how the grade from each end-point assessment component is combined to determine the overall end-point assessment grade.

EPA Component 1	EPA Component 2	End-point assessment grade
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe B*.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

An apprentice taking the EPA may be assessed in British Sign Language for the purpose of reasonable adjustment.

Further information on the use of language in assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe B*.

Employers must complete a *Gateway Declaration Form* (see *Annexe A*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place.

Apprentices must be registered on ACE360 to enable gateway documents to be uploaded and confirmed. The apprentice must have had gateway confirmed to enable them to progress into EPA assessment.

5 End-point Assessment Components

Component 1: Observation of Practice

Structure

The Observation of Practice assesses apprentices' skills and behaviours from the Apprenticeship Standard, in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Observation	
Summary	The apprentice is observed leading a workplace activity that allows them to demonstrate their skills, behaviour and leadership to internal and/or external stakeholders. There is a question and answer session at the end, which assesses areas that were not covered in the observation.
Duration	<p>Observation: 60 minutes</p> <p>Question and answer session: 15 minutes</p> <p>The IEA may increase the total time of the observation and/or the question and answer session by up to 10%. This means up to 6 minutes extra to allow the apprentice to complete their workplace activity, and/or just under 2 minutes extra to allow the apprentice to complete a point being made in the question and answer session.</p> <p>60 minutes for the observation is considered to be sufficient to allow the apprentice to demonstrate the relevant skills and behaviours and to demonstrate their ability to meet the grading criteria.</p>
Grading	<p>Pass</p> <p>A Pass is gained by achieving all the Pass criteria.</p> <p>The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i>.</p>
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>The activity is agreed with the employer and Pearson, and must be based on real-life improvement to the apprentice's employer and the people who use their services.</p> <p>Examples of observed activities could include:</p>

Observation	
	<ul style="list-style-type: none"> • 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. <p>Apprentices will need a minimum of two weeks and a maximum of four 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 skills and behaviours and should be uploaded to ACE360 at least seven days before the observation.</p> <p>The details of how the observation will be operated will be agreed at the EPA planning meeting.</p>
Delivery and conduct	<p>The Observation of Practice will take place in the apprentice's normal working environment. Simulation is not permitted. It can be undertaken either directly (face-to-face) or remotely, and this should be agreed by the employer, apprentice and Pearson in advance. The IEA will take notes, and will intervene or stop the observation if they judge that the apprentice or others are at risk.</p>

Observation	
	<p>As many observed activities involve a level of participation by others, interruptions may take place and the apprentice is expected to be able to manage these in a way that meets the needs of the activity. The following skills and behaviours will be relevant in these circumstances: B4, S2 and in particular S12.</p> <p>The post-observation questioning session must take place on the same day and in a suitable and private location. The IEA will generate their own questions based on the leadership activity they observed, in order to seek clarification on any points that were not clear and to ensure appropriate coverage of the relevant skills and behaviours and/or sufficiency in meeting the grading criteria. The IEA will ask the apprentice a minimum of three questions.</p> <p>The employer and apprentice must comply with the requirements of relevant data protection regulations and all other safeguarding duties, in particular ensuring that the required consents and permissions are in place where recordings will be made.</p>
Assessment	The IEA observes and asks the apprentice questions and judges their performance against the grading criteria, published in the <i>EPA Resource Pack</i> .

Standards Assessed

The observation assesses the following areas and skills and behaviours from the Apprenticeship Standard.

Apprenticeship Standard areas	Skills and behaviours
Behaviours	B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives
	B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect
	B4: Communication – good communication is central to successful caring relationships and effective team working
	B5: Competence – is applying knowledge and skills to provide high quality care and support
Tasks and responsibilities	S1: Apply professional judgement, standards and codes of practice relevant to the role
	S2: Develop and sustain professional relationships with others
	S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered
	S6: Contribute to the implementation of processes to implement and review support plans
	S7: Provide leadership and mentoring to others for whom they are responsible
Professional Development	S22: Value individuals to develop effective teams in order to achieve best outcomes
Dignity and human rights	S10: Implement a culture that actively promotes dignity and respects diversity and inclusion
	S11: Model high levels of empathy, understanding and compassion
Communication	S12: Model effective communication skills
	S14: Apply organisational processes to record, maintain, store and share information
Health and wellbeing	S18: Apply person-centred approaches to promote health and wellbeing

Component 2: Professional Discussion underpinned by a portfolio

Structure

The Professional Discussion underpinned by a portfolio assesses apprentices' knowledge, skills and behaviours (KSBs) from the Apprenticeship Standard, in line with the assessment plan requirements. It is assessed by a Pearson Independent End-point Assessor (IEA).

Professional Discussion	
Summary	The Professional Discussion is an in-depth, two-way discussion between the apprentice and the IEA, in which the IEA will ask the apprentice questions in relation to the KSBs as set out under the heading <i>Standards Assessed</i> on the next page.
Duration	90 minutes The IEA may increase the total time of the Professional Discussion by up to 10% (9 minutes) to allow the apprentice to complete their last point.
Portfolio	<p>Apprentices are required to provide work-based evidence in a portfolio to validate and support their responses in the Professional Discussion. The portfolio should cover the KSBs associated with the Professional Discussion, and should provide approximately six pieces of evidence showing 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.</p> <p>This portfolio is submitted to Pearson at gateway, with a declaration signed by the employer 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 only focus on direct observation of evidence (for example witness statements) rather than opinions. Where witness testimony is provided, this should indicate how the apprentice met the relevant KSBs. The portfolio is not directly assessed.</p>

Professional Discussion	
Grading	<p>Pass/Distinction</p> <p>A Pass is gained by achieving all the Pass criteria.</p> <p>A Distinction is gained by achieving at least 21 of the 27 Distinction criteria within the Professional Discussion.</p> <p>The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i>.</p>
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.
Delivery and conduct	<p>The Professional Discussion will be conducted face-to-face or remotely, and must take place in a quiet environment that is free from distraction.</p> <p>The IEA will ask the apprentice questions based on their review of the apprentice's portfolio, to ensure that all the relevant KSBs as set out under the heading <i>Standards Assessed</i> below are covered. The IEA will ask at least one question for each of the knowledge, skills and behaviour groups that are mapped to the Professional Discussion: tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, professional development. The IEA may ask follow-up questions for clarity.</p> <p>The IEA will take notes and the Professional Discussion will be audio or video recorded.</p>
Assessment	The IEA will review the apprentice's responses against the Pass and Distinction grade criteria with reference to the assessment guidance in the <i>EPA Resource Pack</i> .

Standards Assessed

The Professional Discussion assesses the following areas and KSBs from the Apprenticeship Standard.

Apprenticeship Standard areas	KSBs
Behaviours	B3: Courage – is doing the right thing for people and speaking up if the person they support is at risk
	B6: Commitment – to improving the experience of people who need care and support ensuring it is person-centred

Apprenticeship Standard areas	KSBs
Tasks and responsibilities	S3: Identify and access specialist help required to carry out role S4: Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments
	S8: Apply risk management policies
	S9: Contribute to the quality assurance of the service provided
	K1: Statutory frameworks, standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services
	K2: Theories underpinning own practice and competence relevant to the job role
	K3: Principles of assessment and outcome-based practice
	K4: Principles of risk management
Dignity and human rights	K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice
Communication	S13: Identify and address barriers to communication using appropriate resources
	S15: Provide meaningful information to support people to make informed choices
	K6: Effective communication and solutions to overcoming barriers
	K7: Legal and ethical frameworks in relation to confidentiality and sharing information
	K8: Range of technologies to enhance communication
Safeguarding	S16: Apply and support others to adhere to safeguarding procedures
	S17: Work in partnership with external agencies to respond to safeguarding concerns
	K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements

Apprenticeship Standard areas	KSBs
Health and wellbeing	S19: Collaborate with external partners to achieve best outcomes in health and wellbeing
	K10: 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
	K12: Importance of effective partnerships, inter-agency, joint and integrated working
Professional development	S20: Evaluate own practice and access identified development opportunities
	S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance
	S23: Contribute to the development of an effective learning culture
	S24: Lead robust, values-based recruitment and selection processes
	S25: Contribute to the induction process by developing the knowledge of individuals within their role
	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
	K13: Goals and aspirations that support own professional development and how to access available opportunities

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process.

The purpose of the EPA planning meeting is to share information with the IEA in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All components of the end-point assessment must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Reassessment, including both resit and retake, is permitted in agreement between Pearson and the employer. The timescale will be agreed on a case-by-case basis with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

When a re-sit or re-take is involved in one or more assessment methods, only a pass can be accessed as an overall grade, unless there are exceptional circumstances to explain the previous failing performance.

For additional EPA-specific requirements, refer to the assessment plan in *Appendix B*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *EPA enquiries and appeals process* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

- apprentices with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our assessments, disadvantaged in comparison to apprentices who do not share that characteristic
- all apprentices achieve the recognition they deserve from their EPA and that this achievement can be compared fairly to the achievement of their peers.

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please [visit www.legislation.gov.uk](http://www.legislation.gov.uk)

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment then this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

8 Further information

We have a dedicated account support team, across the UK, to give you more personalised support and advice. To contact your account specialist:

Email: wblcustomerservices@pearson.com
or use the self-help portal to find help or ask a question
qualifications.pearson.com/en/contact-us/wbl.html

Telephone: 0844 576 0045

Visit our 'Contact us' pages for details of other contacts:

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandcolleges.co.uk

Documents that further support the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

9 Glossary

Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Components	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four components that assess set parts of the overarching standard.
End-point Assessment	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training.
Retake	An apprentice requires further learning after failing a component before they can be re-entered for it.
Resit	An apprentice fails a component but is able to be re-entered immediately without any further learning.
Trailblazer group	A group of employers who have worked together to agree the Apprenticeship Standard and write the associated assessment plan.

Institute for
Apprenticeships and
Technical Education
(IfATE)

IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

Annexe A: Gateway Declaration Form

Apprentice name:		
On-programme start date:		
Gateway date:		
Evidence	Y/N	Comments (if applicable)
Level 4 Diploma in Adult Care completed		
Maths and English at Level 2 (for those with an education, health and care plan or a legacy statement, the minimum requirement for maths and English is Entry Level 3; for those whose primary language is British Sign Language, qualifications in British Sign Language are an alternative to English qualifications)		

<p>Employer declaration</p> <p>I confirm that the apprentice has:</p> <ul style="list-style-type: none"> • achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship • produced their portfolio to underpin the Professional Discussion to the specified criteria • achieved the prerequisites listed above and is ready for their end-point assessment. <p>Name: _____ Date: _____</p> <p>Signature: _____</p>
<p>Apprentice declaration</p> <p>I confirm the gateway evidence is my own and I agree to be put forward for my EPA.</p> <p>Signature: _____ Date: _____</p>

Annexe B: 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.

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

NB: The above three sentences have been supplemented by more recent guidance from NSAR, which states that:

There is no requirement to record the Observation within the assessment plan (whether face-to-face or using video conferencing) but using video conferencing as a method of observation offers the ability to do so. EPAOs may find this useful for training, moderation and/or appeals purposes. If this is to be recorded in this way, the relevant permissions will need to be secured.

Most video-conferencing packages should prove suitable and the EPAO may have to work with the local system being used by the apprentice, with the assessor invited to attend. How best this might work is at the discretion of the EPAO, in discussion with the employer.

EPAOs need to make sure there are appropriate arrangements in place to move between the on-line observation (group participation) and the subsequent on-line questioning interventions which are one-to-one engagements.

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.

NB: The above sentence has been superseded by more recent guidance from NSAR, which states that:

In line with the nature of the job role, good practice would gravitate towards the observation involving both internal and external staff. For example, this could be external dementia specialist, local authority social worker, or anyone working beyond the immediate care employer that has a reason to be at the meeting. However, this is not always possible or necessary and the 'external/internal stakeholders' phrase should be taken to mean internal and/or external stakeholders.'

This will mean that the employer, apprentice and EPAO will need to plan for what will constitute an appropriate lead practitioner activity might be to ensure this requirement is met.

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.

NB: The above sentence has been superseded by more recent guidance from NSAR, which states that:

The apprentice should be given a minimum of 2 weeks and a maximum of 4 weeks to prepare for this activity following 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 resit/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 resit/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.

NB: The above paragraph has been superseded by more recent guidance from NSAR, which states that:

There should only be *one further attempt* at an EPA assessment permitted, after the initial failed attempt.

There should only be one further opportunity to take any one assessment again. In these circumstances the assessment instruments used for re-sits/re-takes must have:

- A different focus for the Observation of Leadership
- Different discussion points used in the Professional Discussion

A passing grade is the only available grade in re-sit/re-take situations, unless there have been exceptional circumstances that account for the previous failing performance.

Only the failed assessment component needs to be re-sat/re-taken.

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.

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
Behaviours		
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>		
Skills – Must be able to:		
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	

End Point Assessment activities	Observation of Practice	Professional Discussion
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
Knowledge – Must know and understand:		
K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services		X
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
<i>Dignity and human rights</i>		
Skills – Must be able to:		
S10: Implement a culture that actively promotes dignity and respects diversity and inclusion	X	
S11: Model high levels of empathy, understanding and compassion	X	
Knowledge – Must know and understand:		
K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice		X
<i>Communication</i>		
Skills – Must be able to:		
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

End Point Assessment activities	Observation of Practice	Professional Discussion
Knowledge – Must know and understand:		
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
<i>Safeguarding</i>		
Skills – Must be able to:		
S16: Apply and support others to adhere to safeguarding procedures		X
S17: Work in partnership with external agencies to respond to safeguarding concerns		X
Knowledge – Must know and understand:		
K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements		X
<i>Health and wellbeing</i>		
Skills – Must be able to:		
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
Knowledge – Must know and understand:		
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

End Point Assessment activities	Observation of Practice	Professional Discussion
<i>Professional development</i>		
Skills – Must be able to:		
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
Knowledge – Must know and understand:		
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: 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.
	S2: Develop and sustain professional relationships with others	Demonstrates they can build and maintain positive relationships with key stakeholders.

Area of standard	KSBs	Pass criteria: the apprentice must display all of the following
	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

Area of standard	KSBs	Pass criteria: the apprentice must display all of the following
	S14: Apply organisational processes to record, maintain, store and share information	<p>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.</p> <p>Adapts information to ensure accessibility which enables people to make informed choices</p>
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: The apprentice must meet all of the following:	Distinction criteria: 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

Area of Standard	KSBs	Pass criteria: The apprentice must meet all of the following:	Distinction criteria: In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria
			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.
	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.

Area of Standard	KSBS	Pass criteria: The apprentice must meet all of the following:	Distinction criteria: In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria
	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.
	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.
	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.

Area of Standard	KSBs	Pass criteria: The apprentice must meet all of the following:	Distinction criteria: In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria
	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: The apprentice must meet all of the following:	Distinction criteria: 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.

Area of Standard	KSBs	Pass criteria: The apprentice must meet all of the following:	Distinction criteria: In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria
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.
	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.

Area of Standard	KSBs	Pass criteria: The apprentice must meet all of the following:	Distinction criteria: In addition to the pass criteria, the apprentice must meet at least 21 of the following distinction criteria
	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.
	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.

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