



Pearson

Pearson Level 5 End-point Assessment for Leader in Adult Care

Specification date: July 2022

First assessment date: January 2022

Issue 3



About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

This specification is Issue 3. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

References to third party materials made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Materials may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 978 1 446 96780 5

All the material in this publication is copyright
© Pearson Education Limited 2022

Summary of changes to Pearson Level 5 End-point Assessment for Leader in Adult Care Issue 3

Summary of changes made between previous issue and this issue	Page number
For Component 1: Observation of Leadership, the first sentence of the Summary has been replaced with the following: The apprentice is observed working in their normal working environment carrying out an activity that has been agreed in advance with the IEA and with appropriate organisational staff present. The activity may be outside the scope of regular, daily or weekly tasks.	5

Earlier issues show 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.

Contents

1	The Pearson Level 5 End-point Assessment for Leader in Adult Care	1
	What are Pearson End-point Assessments?	1
	Purpose	1
	Industry support and recognition	1
2	Summary of End-point Assessment	2
3	EPA structure	3
	Pearson Level 5 End-point Assessment for Leader in Adult Care	3
	EPA Grading	3
4	Assessment	4
	Assessment plan	4
	Language of assessment	4
	Gateway	4
5	End-point Assessment Components	5
	Component 1: Observation of Leadership	5
	Component 2: Professional Discussion	8
6	Delivery of End-point Assessment	12
	End-point assessment planning and scheduling	12
	Reassessment	12
	Booking reassessment	12
	Appeals	12
7	Access to assessment	13
	Access to assessment for apprentices with disabilities or specific needs	13
	Reasonable adjustments	13
8	Further information	14
9	Glossary	15
	Annexe A: Gateway Declaration Form	17
	Annexe B: Assessment Plan	18

1 The Pearson Level 5 End-point Assessment for Leader in Adult Care

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 learned throughout the apprenticeship programme.

The EPA in this specification relates to the Apprenticeship End-point Assessment for Leader in Adult Care (Level 5).

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 a Leader in Adult Care. A Leader in Adult Care will face and effectively deal with many physical, psychological and social challenges and this EPA will assess their readiness to fulfil this role. Throughout this EPA the apprentice will be required to showcase their knowledge, skills and behaviours to effectively guide and inspire their team to make a positive difference to someone's life.

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and 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.

Employers, assessment organisations, professional bodies and further education providers that have worked with us include:

- Access Skills
- Care First Training.

2 Summary of End-point Assessment

EPA Title	Pearson Level 5 End-Point Assessment for Leader in Adult Care
First Pearson assessment	01/01/2022
Components	<ul style="list-style-type: none"> • Component 1: Observation of Leadership • Component 2: Professional Discussion <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 confirms the apprentice is consistently working at or above the full level of the standard. • Apprentice has passed Level 5 Diploma in Leadership and Management for Adult Care. • Apprentice has passed Level 2 English and maths.
Time period for completion of EPA	<ul style="list-style-type: none"> • End-point Assessment (maximum assessment time of two days). • Takes place within three months of passing through End-point Assessment gateway.
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 Level 5 End-point Assessment for Leader in Adult Care

The EPA for the Pearson Level 5 End-point Assessment for Leader in Adult Care consists of the following two assessment components:

- Observation of Leadership
- Professional Discussion.

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

End-point assessment components	Duration	Weighting %	Component grading
Observation of Leadership	75 minutes	50%	Pass
Professional Discussion	60 minutes	50%	Pass/ Distinction

EPA Grading

The grading for this EPA is Pass/Distinction. 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
Fail	Fail	Fail
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.

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.

5 End-point Assessment Components

Component 1: Observation of Leadership

Structure

The Observation of Leadership assesses apprentice's knowledge, 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 working in their normal working environment carrying out an activity that has been agreed in advance with the IEA and with appropriate organisational staff present. The activity may be outside the scope of regular, daily or weekly tasks. Observation will be carried out remotely. There is a question and answer session at the end, consisting of a minimum of four questions that assess areas that were not covered in the observation.
Duration	Observation: 60 minutes (+ 10% variation at the discretion of the IEA to allow the apprentice to complete the task) Question and answer session: 15 minutes
Grading	Pass The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i> .
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation. The details of how the observation will be operated will be agreed at the EPA planning meeting.
Delivery and conduct	The observation will take place in the apprentice's normal working environment. Simulation is not permitted. The IEA will usually assess remotely and take notes throughout. If the IEA does not observe a particular area then situational 'what-if' questions will be asked as part of the question and answer session. The IEA will intervene or stop the observation if they judge that the apprentice or others are at risk.

Observation	
Assessment	The IEA observes and asks the apprentice questions and judges their performance against the grading criteria, using the evidence requirements for guidance, published in the <i>EPA Resource Pack</i> .

Standards Assessed

The observation assesses the following topic areas and standard outcomes from the Apprenticeship Standard.

Topic areas	Apprenticeship Standard outcomes
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
	B3: Courage – is doing the right thing for people and speaking up if the individual they support is at risk
Tasks and Responsibilities	
Skills – Must be able to:	S1: Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures
	S2: Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care
	S3: Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery
	S4: Lead and support others to work in a person-centred way and to ensure active participation which enhances the wellbeing and quality of life of individuals
	S5: Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates
	S6: Manage all resources in delivering complex care and support efficiently and effectively

Topic areas	Apprenticeship Standard outcomes
Dignity and Human Rights	
Skills – Must be able to:	S7: Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace
	S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems
Communication	
Skills – Must be able to:	S10: Translate policy and guidance into understandable information for a range of audiences, including people who access care and support, carers and families, and other colleagues
Health and Wellbeing	
Knowledge – Must know and understand:	K12: Models of monitoring, reporting and responding to changes in health and wellbeing
Professional Development	
Skills – Must be able to:	S16: Apply evaluated research and evidence-based practice in own setting
	S17: Take initiative to research and disseminate current drivers in the adult care landscape (assessed through leadership skills)*
Leadership	
Skills – Must be able to:	S19: Show a well-developed sense of their own behaviour and impact on others, modelling a values-based culture
	S20: Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported
	S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required

*S17 does not have grading criteria and will be assessed indirectly through leadership skills

Component 2: Professional Discussion

Structure

The Professional Discussion assesses apprentice's knowledge, 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).

Professional Discussion	
Summary	The Professional Discussion is an in-depth two-way discussion between the apprentice and the IEA. This will be held remotely and away from the working environment. The apprentice will be expected to bring evidence to support their responses: a minimum of a briefing sheet, up to a maximum of eight pieces of work. A holistic approach is encouraged throughout.
Duration	60 minutes (+ 10% variation at the discretion of the IEA to allow the apprentice to complete the task)
Evidence	The apprentice will provide evidence to support them during their Professional Discussion. This must be a minimum of a briefing sheet/notes and a maximum of eight pieces of work. This will be submitted prior to the Professional Discussion. However, it will not form part of the assessment.
Grading	Pass/Distinction The grading criteria for this component can be found in the assessment plan in <i>Annexe B</i> .
Preparation	Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.
Delivery and conduct	The Professional Discussion will be conducted face to face or via an online platform, e.g. video-conferencing. The IEA will ask the apprentice a range of broad questions and apprentices present their work-based evidence in response. This must take place in a quiet environment away from the apprentice's normal working environment. The IEA will take notes and the Professional Discussion will be audio or video recorded.
Assessment	The IEA will review the apprentice's responses against the Pass and Distinction grade criteria, using the evidence requirements in the <i>EPA Resource Pack</i> as guidance.

Standards Assessed

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

Topic areas	Apprenticeship Standard outcomes
Behaviours	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
	B6: Commitment – to improving the experience of people who need care and support, ensuring it is person-centred
Tasks and responsibilities	
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
	K2: Systems and processes needed to ensure compliance with regulations and organisational policies and procedures, including health and safety and risk management
	K3: Principles of risk management, assessment and outcome-based practice
	K4: Principles and underpinning theories of change management, including approaches, tools and techniques that support the change process
	K5: Legislative and regulatory frameworks which inform quality standards
	K6: Theories and models that underpin performance and appraisal, including disciplinary procedures
Dignity and human rights	
Knowledge – Must know and understand:	K7: Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead

Topic areas	Apprenticeship Standard outcomes
Communication	
Skills – Must be able to:	S9: Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality
Knowledge – Must know and understand:	K8: Legal and ethical frameworks in relation to confidentiality and sharing information
	K9: Range of tools and strategies to enhance communication, including technology
Safeguarding	
Skills – Must be able to:	S11: Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and/or unsafe practices, following organisational policies and procedures
	S12: Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding
Knowledge – Must know and understand:	K10: Legislation, national and local solutions for the safeguarding of adults and children, including reporting requirements
	K11: The elements needed to create a culture that supports whistleblowing in the organisation
Health and wellbeing	
Skills – Must be able to:	S13: Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care, to ensure compliance with legislation, standards and guidance
	S14: Implement health and safety and risk management policies, procedures and practices to create a culture that values health and wellbeing in the organisation
	S15: Monitor, evaluate and improve health, safety and risk management policies and practices in the service

Topic areas	Apprenticeship Standard outcomes
Professional development	
Skills – Must be able to:	S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities
Knowledge – Must know and understand:	K13: Principles of professional development
	K14: Goals and aspirations that support own professional development and how to access available opportunities
	K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence-based practice
	K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers
Leadership	
Knowledge – Must know and understand	K17: Theories of management and leadership and their application to adult care
	K18: Features of effective team performance

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.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe 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

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.pearsonschoolsandfecolleges.co.uk

Documents that further support the information in this specification:

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

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)
Apprentice has passed Level 2 English and maths.		
Employer confirms the apprentice is consistently working at or above the full level of the standard.		
Apprentice has passed Level 5 Diploma in Leadership and Management for Adult Care.		

Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- produced evidence briefing notes and/or supporting evidence for Professional Discussion
- achieved the prerequisites listed above and is ready for their end-point assessment.

Name: _____ Date: _____

Signature: _____

Apprentice declaration

I confirm the Gateway evidence is my own and I agree to be put forward for my EPA.

Signature: _____ Date: _____

Annexe B: Assessment Plan



Leader in Adult Care Apprenticeship Level 5:

End-point Assessment Plan

August 2019

Introduction & Overview

This document sets out the requirements for end-point assessment (EPA) for the Leader in Adult Care apprenticeship standard. It is written for end-point assessment organisations 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 5 Diploma in Leadership and Management for 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 a three month period, 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 Leadership
- Professional discussion

It is a requirement for the learner to be able to demonstrate in both end point assessment methods, that throughout the course of the Apprenticeship, they have achieved the required knowledge but have also been able to put this into practice through the evidence of the skills and behaviours. Apprentices should demonstrate this through giving authentic examples of how they have applied these skills.

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. • Off-the-job training to acquire the required knowledge and skills. • Level 5 Diploma in Leadership and Management for Adult Care. 	<ul style="list-style-type: none"> • Employer confirms the apprentice is consistently working at or above the full level of the standard. • Apprentice has passed Level 5 Diploma in Leadership and Management for Adult Care. • Apprentice has passed Level 2 English and maths. 	<ul style="list-style-type: none"> • Complete: • Observation of Leadership • Professional discussion • Final decision and grade • confirmed as Fail, Pass • or Distinction

Diagram 1. Typical Leader 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 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 apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.
- Level 5 Diploma in Leadership and Management for Adult Care
- The employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence.

End-point Assessment Methods, Timescales & Location

The end-point assessment consists of two distinct assessment methods:

- 1 Observation of Leadership
- 2 Professional discussion

The end-point assessment must be completed over a maximum period of three months, after the apprentice has met the EPA gateway requirements.

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. The assessment methods can be undertaken in any order.

EPAOs must ensure that the professional discussion and questioning element of the observation are conducted in a suitable 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 employer's premises wherever possible to minimise costs. They may be conducted face-to-face or via an online platform e.g. video-conferencing. 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 Leadership

- Observation of Leadership must include the ability to demonstrate leadership to an organisational audience. It is expected that the Apprentice will lead the activity and will have prepared for this in advance and have all necessary information and evidence prepared beforehand. The apprentice should be given a minimum of 2 weeks and a maximum of 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 shared with the EPAO prior to the observation. Preparation for the observation should commence, once the Gateway process has been confirmed as completed by the EPAO. This will be in areas such as:
 - service development/improvement plans, for example: presenting or reporting on frontline delivery work in supporting those who use services to improve outcomes.
 - a response to regulatory and legislative requirements, for example: working with external partners, funders, stakeholders. In the form of a meeting to plan for changes to service provision based on regulatory and legislative requirements arising from inspections.
 - development of service provision, 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.
 - setting up new service provision, for example, presenting outcomes from market research in relation to unmet need, financial viability and local strategic direction. This could include invitations tender applications.
 - When and how to trigger a best interest meeting, who should be involved and what their roles and responsibilities should be. For example, preparing for a best interest meeting, the rationale around the need to trigger the meeting and interrogating internal procedures and processes in relation to this.
- During or after the task completion the independent assessor must ask a minimum of 4 set open questions to assess related underpinning knowledge. They may ask follow up questions where clarification is required. Questioning must be completed within the total time allowed for the observation.
- The suitable workplace activity and its content should be agreed in advance 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.

- 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. The EPAO must then guide the employer and apprentice so that a further activity can be proposed that should demonstrate appropriate coverage of the activity and that this can occur within the EPA window.
- The selected leadership activity must be based on real-life improvement to the apprentice's employer and the users of their services.
- The employer, apprentice and EPAO must comply with the requirements of the GDPR and all other safeguarding duties.
- The independent assessor will observe the apprentice and carry out follow-up questions in private.
- Observation of Leadership can be undertaken either directly (face-to-face) or through virtual technology but this should be agreed by the employer, apprentice and EPAO first.
- This assessment method will last a total of 75 minutes and is comprised of two stages. The observation should take 60 minutes (+ 10% variation at the discretion of the independent assessor to allow the apprentice to complete the task).
- There must be a post-observation questioning session (on the same day) which would allow the independent assessor to further probe any required areas that were not covered in the observation using open-ended questions. This should take 15 minutes (+10% variation at the discretion of the independent assessor to allow the apprentice to complete their last answer) and this time is in addition to the 60 minutes of direct observation.
- The independent assessor should base their questions on the leadership activity they have just observed to seek clarification on points which were not clear.

Assessment method 2 – Professional discussion

- The professional discussion is an in-depth, two-way discussion between the apprentice and the independent assessor. The independent assessor will undertake the Professional Discussion and, wherever possible must be the same independent assessor who conducts Observation of Leadership.
- 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 should take 60 minutes (+10% at the discretion of the independent assessor to allow the apprentice to finish their last answer). The room should be quiet and away from distraction.
- The independent assessor will ask questions to ensure all the relevant behaviours, knowledge and skills that are mapped to this assessment method (see annex A) are covered.
- The independent assessor must ensure that at least one question is asked for each of the knowledge skills and behaviour groups that are mapped to this assessment method, as defined in the Standard (e.g. tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, professional development, leadership).
- 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. Guidance must be provided to the independent assessor on how to conduct the questioning element of this assessment method.
- The responses to the questions must be recorded.
- 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.

Apprenticeship Grading

- Independent assessors must individually grade each assessment method – fail, pass or distinction, according to the requirements set out in this 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, the apprentice must achieve a pass in both assessment methods. To achieve an EPA distinction, the apprentice must achieve a distinction in the professional discussion assessment method. See grading combinations table below.
- Independent assessors' decision must be subject to moderation by the EPAO – see internal quality assurance section below.

Observation of Leadership	Professional discussion	EPA grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Diagram 2. Leader in Adult Care Grading Combinations

A pass is gained by achieving pass criteria for all behaviours, knowledge and skills. A distinction is gained by successfully achieving all pass criteria and through meeting at least 21 of the 26 distinction criteria within the professional discussion.

Re-sit and re-take information

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. EPAOs must ensure that the apprentice undertakes an Observation of leadership activity with a new subject focus and that the Professional Discussion utilises different questions.

A re-sit does not require further learning, whereas a re-take does. 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.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment method only.

The timescales for a resit or retake is agreed between the employer and EPAO. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

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

- Must have at least three years' work experience in the sector and at least the same level as the apprenticeship. This means they are capable of carrying out the full requirements within the competence they are assessing; possessing knowledge, understanding, experience and skills relevant to the Standard being assessed. This must include having current knowledge of relevant legislation, regulation, codes of practice and good practice guides. This should be maintained through clearly demonstrable continuing learning and professional development of at least five days per year.
- Must be qualified to at least the level they are assessing.
- Must hold a formal assessor qualification at, or equivalent to, Regulated Qualification Framework level 3.
- Must have the expertise to administer the assessment tools required.

Internal Quality Assurance

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions.

EPA organisations for this EPA must undertake the following:

- Appoint independent assessors that meet the requirements detailed above.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
Operate induction training for independent assessors when they begin working for the EPAO on this Standard.
- Operate regular standardisation events for independent assessors which enables them to attend a minimum of one event annually for this Standard and before they deliver an assessment method for the first time.
- It is recommended that End-Point Assessment Organisations meet annually with all other End-Point Assessment Organisations for Leader in Adult Care at an event chaired by the external quality assurance organisation to share practices and resolve issues which have arisen.

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 Standard being assessed which is maintained annually through clearly demonstrable continuing learning and professional development.
- Have experience of working in the adult care sector.
- 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, Regulated Qualification Framework level 4.

Assessment tools and materials

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

Implementation Affordability

The following factors should ensure the EPA is affordable:

- 1 Employers premises should be used for EPA venues where possible
- 2 Remote assessment is permissible, reducing travel costs

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

End Point Assessment activities	Observation of Leadership	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 the individual they 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
Tasks and responsibilities		
Skills - Must be able to:		
S1: Develop and apply systems and processes needed to ensure compliance with regulations and Organisational policies and procedures	X	
S2: Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care	X	
S3: Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery	X	
S4: Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals	X	

End Point Assessment activities	Observation of Leadership	Professional Discussion
S5: Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates	X	
S6: Manage all resources in delivering complex care and support efficiently and effectively	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: Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management		X
K3: Principles of risk management, assessment and outcome-based practice		X
K4: Principles and underpinning theories of change management including approaches, tools and techniques that support the change process		X
K5: Legislative and regulatory frameworks which inform quality standards		X
K6: Theories and models that underpin performance and appraisal including disciplinary procedures		X
Dignity and human rights		
Skills - Must be able to:		
S7: Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace	X	
S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems	X	
Knowledge - Must know and understand:		
K7: Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead		X

End Point Assessment activities	Observation of Leadership	Professional Discussion
Communication		
Skills - Must be able to:		
S9: Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality		X
S10: Translate policy and guidance into understandable information for a range of audiences including people who access care and support, carers and families and other colleagues	X	
Knowledge - Must know and understand:		
K8: Legal and ethical frameworks in relation to confidentiality and sharing information		X
K9: Range of tools and strategies to enhance communication including technology		X
Safeguarding		
Skills - Must be able to:		
S11: Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and or unsafe practices, following organisational policies and procedures		X
S12: Monitor and evaluate the effectiveness of organizational policies, systems and processes for safeguarding		X
Knowledge - Must know and understand:		
K10: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements		X
K11: The elements needed to create a culture that supports whistleblowing in the organisation		X

End Point Assessment activities	Observation of Leadership	Professional Discussion
Health and wellbeing		
Skills - Must be able to:		
S13: Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance		X
S14: Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation		X
S15: Monitor, evaluate and improve health, safety and risk management policies and practices in the service		X
Knowledge - Must know and understand:		
K12: Models of monitoring, reporting and responding to changes in health and wellbeing	X	
Professional development		
Skills - Must be able to:		
S16: Apply evaluated research and evidence-based practice in own setting	X	
S17: Take initiative to research and disseminate current drivers in the adult care landscape (assessed through leadership skills)*		
S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities		X
Knowledge - Must know and understand:		
K13: Principles of professional development		X
K14: Goals and aspirations that support own professional development and how to access available opportunities		X

End Point Assessment activities	Observation of Leadership	Professional discussion
K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice		X
K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers		X
Leadership		
Skills - Must be able to:		
S19: Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture	X	
S20: Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported	X	
S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required	X	
Knowledge - Must know and understand:		
K17: Theories of management and leadership and their application to adult care		X
K18: Features of effective team performance		X

*S17 does not have grading criteria and will be assessed indirectly through leadership skills

Annex B –Observation of Leadership Grading Criteria

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

Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
Behaviours	B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives	Evaluates enrichment of quality of life for the users of their services	
	B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect	Promotes and improve the delivery of compassionate care within the setting	
	B3: Courage – is doing the right thing for people and speaking up if the individual they support is at risk	Evaluates the effectiveness of staff practice and their application of knowledge and policy compliance	

Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
Tasks and responsibilities	S1: Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures	Formulates fit for purpose systems and processed, efficiently ensuring that compliance with regulations and organisational policies and procedures are met	
	S2: Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care	Correctly applies strategies to support others management of risks whilst balancing individual rights and professional duty of care	
	S3: Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery	Formulates fit for purpose systems and processes efficiently ensuring that a personalised, strength-based approach is utilised across the service	
	S4: Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals	Correctly applies strategies to lead and support others e work in a person centred way, whilst encouraging active participation which enhances the well-being and quality of life of individuals	

Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
Tasks and responsibilities	S5: Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates	Demonstrates that leadership models have been referenced in their approach to co-production when encouraging and enabling the team and people who access services	
	S6: Manage all resources in delivering complex care and support efficiently and effectively	Demonstrates all resources are delivered and managed in an efficient and effective manner	

Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
Dignity and human rights	S7: Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace	Leads practices, clearly aligned to diversity, equality and inclusion legislation and policy	
	S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems	Promotes a culture of dignity and respect, and where others are able to work in ways that may challenge their own beliefs.	

Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
Communication	S10: Translate policy and guidance into understandable information for a range of audiences including people who access care and support, carers and families and other colleagues	Develops communications that break down policy and guidance to communicate key messages with a range of audiences for example: people who access care and support, carer and	
Health and wellbeing	K12: Models of monitoring, reporting and responding to changes in health and wellbeing	Identifies and applies relevant models of monitoring, reporting and responding to changes in health and wellbeing	
Professional development	S16: Apply evaluated research and evidence- based practice in own setting	Applies the evidence-based practice around current drivers in the Adult Care landscape to their own setting	

Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
Leadership	S19: Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture	Exhibits values-based behaviours and identifies how they impact upon others within the work settings	
	S20: Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported	Establishes a culture that values initiatives and innovation through identification and recognition of the variety of skills within the service	
	S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required	Supports and leads a team through valuing the contributions and skills of workers	

Annex C – Professional Discussion grading criteria

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

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Behaviours	B4: Communication – good communication is central to successful caring relationships and effective team working	Demonstrates how they manage communications between staff and between staff and users of services	Analyses communications systems on a regular basis to demonstrate improvements
	B5: Competence – is applying knowledge and skills to provide high quality care and support	Applies the relevant knowledge and skills for the benefit of the users of their services	Evaluates the impact of their knowledge and skills in relation to quality assurance exercise (e.g. health and safety risk assessment, safeguarding)
	B6: Commitment – to improving the experience of people who need care and support ensuring it is person-centred	Demonstrates how they apply person-centred care principles	Reviews their person-centred care plans regularly to clearly reflect the desired outcomes of the user of services

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Tasks and responsibilities	K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to the safe delivery of services
	K2: Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to health, safety and risk management	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to health, safety and risk management
	K3: Principles of risk management, assessment and outcome based practice	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to risk management and outcome based practice	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to outcome based practice

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
	K4: Principles and underpinning theories of change management including approaches, tools and techniques that support the change process	Describe the change management theories, processes and tools used	Evaluates the outcome of the change management approaches used and the effectiveness of the techniques implemented
	K5: Legislative and regulatory frameworks which inform quality standards	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to quality standards
	K6: Theories and models that underpin performance and appraisal including disciplinary procedures	Explain theories and models that underpin performance and appraisal including disciplinary procedures	Evaluates relevant underpinning theories and models around performance management and how these have been applied (application may include disciplinary procedures).

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Dignity and human rights	K7: Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead	Describes legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to their workplace	Analyses legislative requirements and policy initiatives about diversity, equality and inclusion, evaluating their practices against such legislation and policy to ensure dignity and human rights are promoted in their workplace.

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Communication	S9: Develop and implement organizational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality	Explain organisational processes have been developed and implemented in relation to recording, reporting and confidentiality	Analyse how processes to record and communicate have been applied. Further evaluates their effectiveness in communicating concisely, keeping information safe and preserving confidentiality.
	K8: Legal and ethical frameworks in relation to confidentiality and sharing information	Explain legal and ethical frameworks relating to confidentiality and information sharing to devise. Implement processes to record information effectively and safely	Analyse how legal and ethical frameworks have been applied and further evaluate their effectiveness
	K9: Range of tools and strategies to enhance communication including technology	Explains a range of communication enhancing tools and strategies, including technologies	Appraises how effective communication strategies are throughout the organisation

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Safeguarding	S11: Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and or unsafe practices, following organisational policies and procedures	Explains safeguarding principles across all organisational policies and procedures	Evaluates safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/or unsafe practices, including the culture of whistleblowing. This should include reporting requirements relating to both adults and children.

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Safeguarding	K10: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements	Explains safeguarding principles across all legislative and local and national requirements	Evaluates safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/or unsafe practices, including the culture of whistleblowing. This should include reporting requirements relating to both adults and children.

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
	<p>K11: The elements needed to create a culture that supports whistleblowing in the organisation</p>	<p>Explains how they ensure that staff are trained and supported on how to recognise and respond to potential signs of abuse and or unsafe practices including the culture of whistleblowing. This should include reporting requirements relating to both adults and children</p>	<p>Evaluates safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/or unsafe practices, including the culture of whistleblowing. This should include reporting requirements relating to both adults and children.</p>
	<p>S12: Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding</p>	<p>Evaluates the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems and processes</p>	

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Health and Wellbeing	<p>S13: Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance</p>	<p>Explains how to remain compliant with legislation, standards and guidance in relation to health, safety and risk management</p>	<p>Analyses evidence from the evaluation of health and well-being to make improvements to ensure policies, procedures and practices have a significant, positive impact on compliance, standards and guidance</p>
	<p>S14: Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation</p>	<p>Explains how they monitor, evaluate and improve health and well-being policies and practices</p>	<p>Analyses evidence from the evaluation of health and well-being to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being</p>

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
Health and Wellbeing	S15: Monitor, evaluate and improve health, safety and risk management policies and practices in the service	Explains how they monitor, evaluate and improve health, safety and risk management practices	Analyses evidence from the evaluation of health and well-being to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
	S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities	Explains the systems used to demonstrate improvement of performance of self and colleagues	Explains how they maximize systems and utilises learning and development opportunities to improve performance of self and others
	K13: Principles of professional development	Explains principles of professional development	Evaluates the impact of the principles of professional development
	K14: Goals and aspirations that support own professional development and how to access available opportunities	Explains their professional goals and aspirations and outlines the available opportunities to support their development	Assesses appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind their decisions

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
	K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice	Explains what is required to create a culture that values professional development and reflective practice	Appraises a culture that nurtures continuous professional development

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 21 of the 26 distinction criteria
	K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers	Describes the systems and processes that are in place support professional development opportunities	Evaluates current systems implemented to support professional development
Leadership	K17: Theories of management and leadership and their application to adult care	Identifies and explains theories of management and leadership and their application to adult care	Critiques theories of management and leadership and their application to adult care
	K18: Features of effective team performance	Identifies the knowledge of key elements of effective team performance	Analyses and evaluates individual team member performance and uses this to implement improvements in effectiveness

July 2022

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](https://www.pearson.com/qualifications)

Edexcel and BTEC are registered trademarks of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.**

VAT Reg No GB 278 537121

