



End-Point Assessment

Lead Practitioner in Adult Care Level 4 (V1.1)

Support Pack

nqual.

CONTENTS

| | |
|---|-----------|
| Introduction | 2 |
| EPA Timescale | 3 |
| Gateway | 4 |
| Portfolio of Evidence | 4 |
| Components of End-Point Assessment | 5 |
| Observation of Practice | 5 |
| Professional Discussion | 6 |
| End-Point Assessment Methods Table | 7 |
| Grading Criteria | 11 |
| Assessment Grading Breakdown | 11 |
| Criteria for Observation of Practice | 12 |
| Criteria for Professional Discussion | 16 |
| Re-sit / Re-take | 31 |
| Mock Observation of Practice | 32 |
| Mock Professional Discussion | 32 |

INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Lead Practitioner in Adult Care Level 4 apprenticeship standard. This document is designed for apprentices, employers and trainers involved within the End-Point Assessment of an apprentice studying Lead Practitioner in Adult Care Worker.

An apprentice for Lead Practitioner in Adult care should typically take up to 18 months on programme, although this may vary depending on previous experience.

This support pack is divided into sections covering all the relevant aspects of EPA for the Lead Practitioner in Adult Care.

Should you require any further information other than the guidance in this document, please do not hesitate to contact admin@nqual.co.uk

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education, Lead Practitioner in Adult Care Assessment Plan. For reference, you can find this document.

[Lead Practitioner Adult Care L4 EPA Plan \(instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org/Lead-Practitioner-Adult-Care-L4-EPA-Plan)



EPA TIMESCALE



GATEWAY

This section outlines the requirements you must have met in order to complete the End-Point Assessment.

Once the employer is fully satisfied that you have the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that you are ready for EPA via Gateway.

Gateway requirements for Lead Practitioner in Adult Care outline you must have:

- **Achieved Level 4 Diploma in Adult Care**
- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**
- **Submission of your portfolio**

The Gateway form must be sent to NQual a minimum of 4 weeks before End-Point Assessment is carried out, along with the evidence listed above. All EPA activity will take place no later than 3 months from Gateway.

You can access the NQual Gateway form by emailing: admin@nqual.co.uk

PORTFOLIO OF EVIDENCE

As part of the apprenticeship, apprentices are required to prepare a Portfolio of Evidence which will be developed on programme to demonstrate their practice in achieving the knowledge, skills, and behaviours (KSBs) associated with the Professional Discussion. The Portfolio of Evidence should typically contain 6 pieces of evidence, providing examples of how you have met the relevant KSBs and applied them to your working practice. Please note, the Portfolio of Evidence is not directly assessed.

The on-programme portfolio that will inform the Professional Discussion might include observations (key component of your portfolio), witness statements, Q&A, professional discussions, 360-degree feedback, product evidence, progress reviews and development plans (*Please note that this is not an exhaustive list. Reflective accounts and self-evaluation cannot be included as evidence for the Portfolio of Evidence).

The portfolio should be submitted via ACE360 no later than 4 weeks prior to End-Point Assessment.

The employer will be expected to sign a declaration to confirm that the portfolio is authentic, and an apprentice's own work. This can be found on the Lead Practitioner in Adult Care Level 4 Gateway form.

COMPONENTS OF END-POINT ASSESSMENT

The Lead Practitioner in Adult Care Level 4 apprenticeship standard requires two distinct assessment methods, an Observation of Practice and Professional Discussion. The assessment methods must be completed within a maximum of two days and can be taken in any order.

Observation of Practice

The Observation of Practice must give apprentices the opportunity to demonstrate their skills, behaviours, and leadership to external/internal stakeholders.

The apprentice must lead the observed activity. The observation activities will be agreed with the employer once Gateway has taken place. Apprentices will have 4 weeks to prepare for the observation. It is their responsibility to ensure organisational staff are present and notified of the activity in advance. Any documentation used to prepare for the observation should be presented to NQual 4 weeks prior to the observation and used to map against KSBs.

Examples of observation activities 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 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 employer and apprentice will need to agree the activity with NQual at Gateway. So, the AO can ensure that the observation will provide the opportunity to cover KSBs. The submission of intended observation activity must be inputted on the Gateway documentation for approval by NQual.

The observation should last a total of 75 minutes (+ 10% if required) and is likely to include 60 minutes of direct observation, followed by 15 minutes of post-observation questioning. The Independent End Point Assessor will ask a minimum of 3 questions once the observation has taken place. The post-observation questioning must take place on the same day.

The observation can take place remotely however will need to be agreed with NQual prior to Gateway.

Professional Discussion

The Professional Discussion is a two-way structured discussion between apprentice and the Independent End-Point Assessor. The Professional Discussion gives the apprentice the opportunity to make detailed and proactive contributions to confirm competency across knowledge, skills and behaviours.

The assessor will ask questions relating to the KSBs highlighted in the methods table in this support pack.

The assessor will ask a minimum of one question from each KSB group from NQual's question bank based on the review of the apprentice's portfolio. Independent End-Point Assessors can ask follow up questions for clarification if necessary.

The Professional Discussion will take 90 minutes (+ 10% if required). The discussion can take place remotely, however, will need to be agreed with NQual prior to Gateway.

END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

| Learning Outcomes | What is Required | Observation in Practice | Professional Discussion | Portfolio Submission |
|--|---|-------------------------|-------------------------|----------------------|
| Knowledge – Know and Understand | | | | |
| Tasks and Responsibilities | | | | |
| 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 | | | | |
| 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 | | | | |
| K9 | Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements | | ✓ | ✓ |

| 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 Discussion | | | | |
| K13 | Goals and aspirations that support own professional development and how to access available opportunities | | ✓ | ✓ |
| Skills - Be able to | | | | |
| Tasks and Responsibilities | | | | |
| S1 | Apply professional judgement, standards, and codes of practice relevant to the role | ✓ | | |
| S2 | Develop and sustain professional relationships with others | ✓ | | |
| 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 | | ✓ | ✓ |
| 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 | ✓ | | |
| S8 | Apply risk management policies | | ✓ | ✓ |
| S9 | Contribute to the quality assurance of the service provided | | ✓ | ✓ |

| 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 | ✓ | | |
| S13 | Identify and address barriers to communication using appropriate resources | | ✓ | ✓ |
| S14 | Apply organisational processes to record, maintain, store, and share information | ✓ | | |
| S15 | Provide meaningful information to support people to make informed choices | | ✓ | ✓ |
| Safeguarding | | | | |
| S16 | Apply and support others to adhere to safeguarding procedures | | ✓ | ✓ |
| S17 | Work in partnership with external agencies to respond to safeguarding concerns | | ✓ | ✓ |
| Health and Wellbeing | | | | |
| S18 | Apply person-centred approaches to promote health and wellbeing | ✓ | | |
| S19 | Collaborate with external partners to achieve best outcomes in health and wellbeing | | ✓ | ✓ |
| Professional Discussion | | | | |
| 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 | | ✓ | ✓ |

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| S22 | Value individuals to develop effective teams in order to achieve best outcomes | ✓ | | |
| 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 practice, research, evidence-based practice and access to learning and development opportunities | | ✓ | ✓ |
| Behaviours – “Six C’s” | | | | |
| 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, and respect | ✓ | | |
| B3 | Courage – is doing the right thing for people speaking up if the individual they support is at risk | | ✓ | ✓ |
| 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 – is improving the experience of people who need care and support ensuring it is person centred | | ✓ | ✓ |

GRADING & CRITERIA

Assessments will result in apprentices achieving a Fail, Pass, or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

In order to achieve a Passing grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment.

Grading results will be communicated to apprentices within 10 working days of completion of the final component.

Assessment Breakdown

Grades allocated for each component will be Fail and Pass for the Observation of Practice and Fail, Pass and Distinction for the Professional Discussion. Therefore, to achieve an overall Distinction grade apprentices must achieve a Pass in the Observation of Practice and a Distinction in the Professional Discussion.

The final grade will be decided on the following combinations.

| Assessment Methods 1: Observation of Practice | Assessment Methods 2: Professional Discussion | Overall Grade |
|--|--|---------------|
| Fail | Any Grade | Fail |
| Any Grade | Fail | Fail |
| Pass | Pass | Pass |
| Pass | Distinction | Distinction |



Pass and Distinction criteria can be found in the tables below and are separated into Observation of Practice and Professional Discussion.

Criteria for Observation of Practice

| Area of Standard | KSBs | Pass Criteria | Guidance Notes |
|------------------|--|--|--|
| 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. | Pass Highlight the significance of demonstrating a caring attitude, where empathy and compassion are valued traits. Demonstrate how to make a positive difference to individuals' lives. |
| | 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. | Pass Acknowledge the importance of promoting a compassionate attitude, emphasising the cultural value placed on empathy and understanding. Encourage individuals to reflect on positive changes already made and recognise the value of their efforts and how to make further improvement. |
| | B4: Communication – good communication is central to successful caring relationships and effective team working. | Demonstrates appropriate communication skills in communicating effectively in caring and teamwork roles. | Pass Highlight the significance of effective communication in caring and teamwork roles, emphasising its impact on the quality of care and overall team performance. |
| | 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. | Pass Understand the paramount importance of applying knowledge and skills in healthcare settings to ensure the delivery of high-quality |

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| | | | care. Define high-quality care within the context of the specific healthcare setting and understand that the effective application of expertise contributes directly to positive patient outcomes and overall healthcare excellence. |
| 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. | Pass Apply the critical role of professional judgment and adherence to standards and codes of practice in maintaining ethical and effective performance. Highlight that these aspects are essential for upholding professional integrity and meeting regulatory requirements. |
| | S2: Develop and sustain professional relationships with others. | Demonstrates they can build and maintain positive relationships with key stakeholders. | Pass Highlight the significance of positive relationships with key stakeholders in achieving common goals and fostering a collaborative and supportive environment. |
| | 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. | Pass Emphasise the significance of effective mentoring in facilitating professional development and growth. |
| | 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. | Pass Demonstrate the importance of support plans in ensuring individualised care and meeting the diverse needs of those receiving support. Highlight that effective development and regular review of support plans contribute to positive outcomes for individuals. |

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| | 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. | Pass Demonstrate the understanding of the crucial role of leadership and mentoring in fostering a culture of continuous improvement in practice. Identify how effective leadership contributes to enhanced service quality and positive outcomes. |
| 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. | Pass Identify the importance of recognising and valuing the unique contributions of each team member. Understand that acknowledging individual contributions fosters a positive and motivated team culture. |
| 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. | Pass Understand the significance of actively contributing to a culture that promotes diversity, dignity, and inclusion. Highlight that individual actions play a crucial role in shaping the overall culture of the workplace. |
| | S11: Model high levels of empathy, understanding and compassion. | Demonstrates how they model empathy, understanding and compassion. | Pass Demonstrate the importance of modelling empathy, understanding, and compassion in fostering positive relationships and a supportive work culture. |
| Communication | S12: Model effective communication skills. | Demonstrates their ability to communicate effectively, providing information in a way that is accessible, meaningful, and complete. | Pass Understand the importance of clear and concise communication and identify how avoiding jargon |

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| | | | <p>and unnecessary complexity ensures that information is easily understood. Encourage the practice of active listening.</p> |
| | <p>S14: Apply organisational processes to record, maintain, store, and share information.</p> | <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> | <p>Pass</p> <p>Identify the importance of understanding relevant legal frameworks regarding confidentiality and information sharing. Discuss how familiarity with laws such as data protection regulations, ensures compliance. Understand how to apply ethical frameworks regarding confidentiality and information sharing. Ensure information is easily accessible and adapted where needed.</p> |
| <p>Health and Wellbeing</p> | <p>S18: Apply person-centred approaches to promote health and wellbeing.</p> | <p>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.</p> | <p>Pass</p> <p>Understand the importance of understanding the unique needs of each individual. Discuss how tailoring support to individual requirements is fundamental to the success of the approach. Understand how considering physical, mental, emotional, and social aspects provides a comprehensive understanding of an individual's well-being.</p> |

Criteria for Professional Discussion

In addition to the Pass criteria, you must meet at least 21 out of the possible 27 Distinction criteria to achieve a Distinction.

| Area of Standard | KSBs | Pass Criteria | Distinction Criteria | Guidance Notes |
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| 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. | | Pass Identify the importance of a deep understanding of individual rights and discuss how awareness of rights forms the foundation for effective advocacy. |
| | 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. | | Pass Discuss how person-centred care prioritises the individual's preferences, needs, and values. Ensure to analyse how person-centred care supports improvement of 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. | Pass Describe your ability to identify specific areas or challenges in your role that required specialised assistance. Describe specific events where you have accessed specialist help when support was required. Distinction Ability to analyse within your answer, the impact specialist support has on |

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| | | | | services and practice. Understanding of how continuous improvement processes are implemented to support 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. | Explain how they have implemented findings of the assessment within their lead role, identifying recommendations which have led to continuous improvements and ensuring positive outcomes. | <p>Pass</p> <p>Identify your ability to thoroughly understand the unique needs of the individual. Explain how using validated tools enhances the accuracy and effectiveness of the assessment process. Explain specific events where you have performed a lead role in specialist assessment.</p> <p>Distinction</p> <p>Demonstrate how you have implemented findings of assessment and made recommendations which have led to continuous improvement.</p> |
| | 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. | <p>Pass</p> <p>Clearly state the specific setting or environment to which these policies are being applied. Outline the process used to identify potential risks in the given setting. Explain the methods used for assessing the severity and likelihood of each identified risk.</p> <p>Distinction</p> <p>Be able to evaluate within your answer the impact of relevant risk</p> |

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| | | | | management policies within the setting. Eg. NICE guidelines/ behavioural risk management. This is not an exhaustive list. |
| | S9: Contribute to the quality assurance of the service provided. | Explains how their work has contributed to their service's improved quality assurance processes. | | <p>Pass</p> <p>Detail the methods or assessments used to identify areas within the quality assurance processes that needed improvement. Provide specific examples or instances where deficiencies or inefficiencies were recognised and how their work has contributed to service improvement of quality assurance.</p> |
| | 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. | <p>Pass</p> <p>Identify and describe the relevant statutory frameworks applicable to your specific field or industry. Explain how these statutory frameworks set the legal requirements and obligations for safe service delivery. Provide examples of how statutory frameworks, standards, guidance, and codes of practice inform safe delivery of services.</p> <p>Distinction</p> <p>Explain, with examples, how you have identified, used and measured the impact of statutory frameworks,</p> |

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| | | | | standards, guidance and codes of practice, in relation to 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. | Explain how the relevant theories have impacted upon their job role and the service provided. | <p>Pass</p> <p>Describe your professional practice and the context in which you apply your skills and knowledge. Identify and list the theories that you find most relevant to your practice and competence.</p> <p>Distinction</p> <p>Provide examples and explain how relevant theories have impacted upon your job and the service you/ the organisation provides.</p> |
| | 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. | <p>Pass</p> <p>Define assessment as the process of gathering and evaluating information to make informed decisions. Explain the primary purposes of assessment, including identifying strengths and weaknesses, informing planning, and making informed decisions.</p> <p>Distinction</p> <p>Provide examples of when you have made impact through implementing assessment and outcome-based practices.</p> |

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| | <p>K4: Principles of risk management.</p> | <p>Describes the principles of risk management.</p> | <p>Describes the impact made through improved risk assessment and management processes on service provision.</p> | <p>Pass</p> <p>Outline the key steps of the risk management process: identification, assessment, mitigation, monitoring, and review. Explain the methods and tools used to identify potential risks.</p> <p>Distinction</p> <p>Provide examples of the impact you have made through improved risk assessment and management processes on service provision.</p> |
| <p>Dignity and Human Rights</p> | <p>K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice.</p> | <p>Explains how they promote and maintain a culture of dignity.</p> | <p>Analyses the impact of their behaviours on maintaining a culture of dignity.</p> | <p>Pass</p> <p>Define what dignity means in the context you are addressing. It could encompass respect, empathy, recognition of individual worth, and consideration of personal rights. Explain how acknowledging diversity in backgrounds, experiences, and perspectives contributes to a culture of dignity.</p> <p>Distinction</p> <p>Be able to analyse the impact of your behaviours and how you maintain a culture of dignity within the service, use examples where necessary.</p> |

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| <p>Communication</p> | <p>S13: Identify and address barriers to communication using appropriate resources.</p> | <p>Explains how they have identified and addressed barriers to communication through using appropriate resources to overcome them.</p> | <p>Analyses how resources used in the setting have been implemented to overcome barriers to communication.</p> | <p>Pass</p> <p>Define what communication barriers are and emphasise their impact on effective information exchange. Highlight that barriers can be physical, psychological, cultural, or related to the communication process itself. Provide examples of identifying and addressing barriers to communication and how these were overcome.</p> <p>Distinction</p> <p>Be able to analyse how resources are used within the setting and how these are implemented to overcome barriers to communication. For example, Speech & Language approaches and communication technologies. This is not an exhaustive list.</p> |
| | <p>S15: Provide meaningful information to support people to make informed choices.</p> | <p>Explains how information is adapted to ensure accessibility to enable informed choices to be made.</p> | <p>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.</p> | <p>Pass</p> <p>Discuss how you adapt your communication style to cater to different learning preferences and abilities. Highlight the use of clear and simple language to enhance understanding. Discuss the incorporation of written materials, verbal communication, visuals, and digital formats. Provide examples of</p> |

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| | | | | <p>how communication has been adapted to enable informed choices of service users.</p> <p>Distinction</p> <p>Provide examples of when you have made adaptations to communication, to ensure information choices have been made and are understood by service users. Provide examples of how individual choices have been supported by providing meaningful information and be able to evaluate its impact on service users and the service.</p> |
| | 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. | <p>Pass</p> <p>Discuss the methods used to identify communication barriers in your specific context. Discuss how you address barriers to communication and overcome them, provide examples where necessary.</p> <p>Distinction</p> <p>Be able to analyse the communication approaches used to agree solutions which overcame barriers, use examples where necessary.</p> |
| | K7: Legal and ethical frameworks in relation to confidentiality and sharing information. | Identifies legal and ethical frameworks regarding | Analyses how the legal and ethical frameworks relating to | <p>Pass</p> <p>Identify and discuss the relevant legal frameworks governing</p> |

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| | | confidentiality and information sharing relevant to the setting. | confidentiality and information sharing have been applied. | confidentiality in the specific setting. Highlight any national or regional laws, regulations, or statutes that explicitly address the protection of sensitive information. Distinction Be able to analyse how legal and ethical frameworks relating to confidentiality and information sharing have been applied, use examples where needed. For example, GDPR and Data Protection. This is not an exhaustive list. |
| | K8: Range of technologies to enhance communication. | Identifies technologies available to enhance communication in your setting. | Evaluates how the technologies used have enhanced communication. | Pass Discuss the process of assessing communication needs within your setting. Highlight the factors considered, such as the nature of communication, audience demographics, and organisational requirements. Distinction Be able to evaluate how communication technologies are used to enhance communication, use examples where necessary. |
| 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. | Pass Explain how you familiarise yourself with safeguarding policies and |

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| | | | | <p>procedures relevant to your setting. Highlight the importance of being knowledgeable in the guidelines provided by your organisation, local authority, or regulatory bodies. Provide examples where necessary.</p> <p>Distinction</p> <p>Provide examples of how you have improved practices as a result of monitoring compliance with safeguarding procedures.</p> |
| | <p>S17: Work in partnership with external agencies to respond to safeguarding concerns.</p> | <p>Discusses how they have applied strategies and processes for partnership working with external agencies to respond to safeguarding concerns.</p> | <p>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.</p> | <p>Pass</p> <p>Define what partnership working means in the context of safeguarding. Emphasise the collaborative nature of partnerships involving multiple agencies working together to ensure the safety and well-being of individuals. Provide examples of events where you have worked with external agencies to respond to safeguarding concerns.</p> <p>Distinction</p> <p>Be able to evaluate strategies and processes used which led to positive outcomes for individuals within the setting. Provide examples where needed. Discuss the improvements that have been made on safeguarding processes.</p> |

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| | <p>K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements.</p> | <p>Identifies legislation and national and local solutions for the safeguarding of adults and children including reporting requirements.</p> | <p>Explains how they have interpreted and applied safeguarding procedures, legislation, local and national solutions, and reporting requirements in their setting.</p> | <p>Pass</p> <p>Identify and discuss national and local legislation Focused on safeguarding adults and children.</p> <p>Explain the reporting requirements for safeguarding concerns involving adults and children.</p> <p>Distinction</p> <p>Provide examples of how you have interpreted and applied safeguarding procedures and legislation. Demonstrate understanding of local and national solutions to safeguarding, and how to report concerns in your setting.</p> |
| <p>Health and Wellbeing</p> | <p>S19: Collaborate with external partners to achieve best outcomes in health and wellbeing.</p> | <p>Demonstrates, with examples, how partnership approaches have been used to improve health and wellbeing outcomes.</p> | <p>Provides evidence of how they have influenced their employer to embed collaborative working to improve health and wellbeing of all users of services.</p> | <p>Pass</p> <p>Identify the key partnerships that have been instrumental in addressing health and wellbeing outcomes. Examples may include collaborations with healthcare providers, community organisations, governmental agencies, and non-profit organisations.</p> <p>Distinction</p> <p>Provide examples of how you have influenced your employer to embed collaborative working to improve the health and wellbeing of all users of service.</p> |

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| | <p>K10: Models of monitoring, reporting, and responding to changes in health and wellbeing.</p> | <p>Identifies models of monitoring, reporting, and responding to changes in health and wellbeing.</p> | <p>Evaluates relevant models of monitoring reporting and responding to changes in health and wellbeing.</p> | <p>Pass</p> <p>Identify models that establish continuous monitoring systems. Discuss how these systems enable ongoing tracking of health and wellbeing indicators, allowing for prompt response to emerging trends or changes to health and well-being.</p> <p>Distinction</p> <p>Be able to evaluate relevant models of monitoring, reporting and responding the changes in health and wellbeing of service users. Provide examples where necessary.</p> |
| | <p>K11: Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches.</p> | <p>Describes a range of holistic solutions using person centred approaches used to promote and maintain health and wellbeing.</p> | <p>Analyses the impact of holistic solutions on the health and wellbeing of people accessing services.</p> | <p>Pass</p> <p>Describe how person-centred approaches involve individuals in setting health and wellbeing goals, ensuring that objectives are meaningful and achievable to their health and well-being. Explain the significance of setting goals that are person-centred.</p> <p>Distinction</p> <p>Be able to analyse the impact of holistic solutions on health and wellbeing of service users.</p> |
| | <p>K12: Importance of effective partnerships, inter-agency, joint and integrated working.</p> | <p>Identifies relevant partnerships developed with other agencies.</p> | <p>Analyses the impact collaboration with partner agencies has had on</p> | <p>Pass</p> <p>Explain the purpose of developing</p> |

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| | | | <p>outcomes for people accessing services.</p> | <p>partnerships with other agencies. Highlight the benefits of collaboration, such as shared resources, expertise, and a collective impact on the community or organisation.</p> <p>Distinction</p> <p>Be able to analyse the impact of collaborating with partner agencies, and how this impacts on people accessing the service. Provide examples where necessary.</p> |
| <p>Professional Development</p> | <p>S20: Evaluate own practice and access identified development opportunities.</p> | <p>Describes and evaluates how a review of own practice resulted in a development opportunity.</p> | <p>Critically analyses the opportunities available and explains the impact of their choice on development activities undertaken.</p> | <p>Pass</p> <p>Describe the methods or tools you used to review your own practice. This could include self-assessment surveys, feedback from peers or managers, analysis of outcomes, or reflection on specific incidents or projects. Provide an example of how a review of your own practice has resulted in a development opportunity.</p> <p>Distinction</p> <p>Be able to critically analyse the opportunities available within the service. Provide examples of the impact of your choice on developing activities that are undertaken by users of the service.</p> |

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| | <p>S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance.</p> | <p>Evaluates the effectiveness of their leadership, mentoring and supervision skills and discuss the actions they have taken to address their own development.</p> | <p>Critically analyses the impact that development activities have had on own practice as a lead practitioner.</p> | <p>Pass</p> <p>Evaluate your leadership skills by reflecting on your ability to inspire, guide, and influence others. Reflect on your effectiveness as a mentor, considering your ability to support and guide others in their professional development. Evaluate your supervision skills, focusing on your ability to manage and support individuals or teams. Provide examples of actions you have taken to address your own development.</p> <p>Distinction</p> <p>Be able to critically analyse the impact that development activities has on your own practice. Provide examples where needed.</p> |
| | <p>S23: Contribute to the development of an effective learning culture.</p> | <p>Describes how they contribute to ensuring an ongoing effective learning culture by identifying and valuing the team's abilities.</p> | <p>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.</p> | <p>Pass</p> <p>Express your commitment to continuous learning and professional development. Emphasise the importance of creating a safe space where team members feel comfortable sharing their ideas, experiences, and areas where they seek improvement.</p> <p>Distinction</p> <p>Explain, with examples, the rationale that identifies your target/s to make them more effective. Provide</p> |

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| | | | | examples of how your determine 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. | <p>Pass</p> <p>Explain how you have integrated organisational values into the recruitment strategy. Discuss the importance of aligning new hires with the established values to ensure a cohesive and supportive work environment.</p> <p>Distinction</p> <p>Be able to evaluate the impact of using values-based approaches and best practice strategies for recruitment and selection.</p> |
| | 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. | <p>Pass</p> <p>Explain how you have gained an understanding of the organisation's needs in terms of the induction process. Emphasise the importance of tailoring the onboarding experience to meet the specific needs and responsibilities of various positions.</p> <p>Distinction</p> <p>Be able to analyse how the induction process has positively impacted and</p> |

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| | <p>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.</p> | <p>Demonstrates how they have effectively led and supported others in their personal development.</p> | <p>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.</p> | <p>supported the development of new staff in the role.</p> <p>Pass</p> <p>Discuss how you have taken the time to understand the personal and professional goals of team members. Emphasise the importance of individualised approaches to personal development. Provide examples of how you have led and supported others in their personal development.</p> <p>Distinction</p> <p>Explain, with examples, how you have measured the distance travelled between existing and required skills and knowledge of your staff.</p> |
| | <p>K13: Goals and aspirations that support own professional development and how to access available opportunities.</p> | <p>Explains how professional development opportunities have been planned and accessed in their own role.</p> | <p>Evaluates the impact professional development opportunities have had on their knowledge and practice.</p> | <p>Pass</p> <p>Explain the process you followed to identify specific development needs in your role. Discuss how feedback, self-assessment, and organisational goals contributed to the identification of areas for improvement. Provide examples of how you plan and access professional development opportunities.</p> |

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| | | | | <p>Distinction</p> <p>Be able to evaluate professional development opportunities and provide examples of the impact this has had on your knowledge and practice.</p> |
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Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice’s employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 3 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 3-month period, otherwise the entire EPA will need to be resat / retaken.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

For a re-sit / re-take apprentices must prepare a new focus for the Observation of Practice and be prepared to have different discussion points in the Professional Discussion.

MOCK OBSERVATION OF PRACTICE

It is the responsibility of the employer and training provider to complete a Mock Observation of Practice with apprentices and to ensure they are ready for the End-Point Assessment.

A Mock Observation of Practice should take 75 minutes and is likely to include 60 minutes of direct observation, followed by 15 minutes of post observation questioning.

Practical assessment materials will be given to the training providers when registering learners with NQal.

MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with apprentices and it is the responsibility of the apprentice to ensure they have practiced answering questions for the End-Point Assessment.

Professional Discussion materials will be given to the training providers when registering learners with NQal.

A Mock Professional Discussion should take a maximum of 90 minutes.





admin@nqual.co.uk
www.nqual.co.uk
01925-964-903