



End-Point Assessment

Leader in Adult Care Level 5 (V1.1)
Support Pack

nqual.

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INTRODUCTION

This document sets out the requirements, advice, and guidance for the End-Point Assessment (EPA) of the Leader in Adult Care Level 5 apprenticeship standard. This document is designed for apprentices, employers and trainers involved in the End-Point Assessment of an apprentice studying Leader in Adult Care.

An apprentice for Level 5 Leader in Adult Care should typically spend 18 months of learning prior to End-Point Assessment.

The document is divided into sections covering all the relevant aspects of EPA for Level 5 Leader 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 Apprentices, Leader in Adult Care Assessment Plan. For reference, you can find this document.

[*Leader in Adult Care L5 EPA Plan*](#)
[*\(instituteforapprenticeships.org\)*](http://instituteforapprenticeships.org)



EPA TIMESCALE

Register with NQual

Training Providers should register apprentices for EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

Gateway

This is when the employer, apprentice and training provider confirm that the apprentice is ready for End-Point Assessment. All evidence should be uploaded to NQual a minimum of 4 weeks prior to EPA.

EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

EPA Approved

NQual will send an invoice for the remaining fee once EPA is approved.

Assessment

The apprentice will complete an Observation of Leadership and a Professional Discussion.

Results

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

G A T E W A Y

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

Once the employer is fully satisfied 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 Leader in Adult Care outline you must have;

- **Achieved Level 5 Diploma in Leadership and Management for Adult Care**
- **Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer**

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.

All EPA activity will take place no later than 3 months from Gateway.

You can find the NQual gateway form by emailing: admin@nqual.co.uk

COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for Leader in Adult Care requires two assessment methods, which are an Observation of Leadership and a Professional Discussion; both are outlined within this support pack in further detail. Both assessments must be completed over a maximum of two days within a 3 month period and can be taken in any order.

Observation of Leadership

This assessment method is made up of two stages: an observation and post observation questioning. Both stages must be completed on the same day.

The Observation of Leadership must give the ability for the apprentice to demonstrate their leadership to an organisational audience.

The observation activities will be agreed with the employer once Gateway has taken place. This should give apprentices 4 weeks to prepare for the activity. It is the responsibility of the apprentice to ensure organisational staff are present and prepared for the observation activity. Any documentation used to prepare for the observation can be presented to NQual 4 weeks prior to the observation and used to map against KSBs.

Examples of observation activities include:

- 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 needs, financial viability, and local strategic direction. This could include invitations and 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.

The employer and apprentices will need to agree the activity with the AO at Gateway, so the AO can ensure that the observation will provide the opportunity to cover the KSBs. The documentation for submission of the intended observation activity can be found within the Gateway documentation.

The assessment will last a total of 90 minutes and is comprised of two stages:

- Stage 1 - The Observation must take 60 minutes.
- Stage 2 - The post-observation questioning will total 30 minutes and will follow the Observation. The independent assessor may increase the total time of this assessment method by 10%, the additional 10% may be applied across either stage.

The independent End-Point Assessor must ask a minimum of 4 set open questions once the observation has taken place to assess related underpinning knowledge linked to K12 (topics detailed below).

The independent assessor will ask questions relating to K12, giving the apprentice an opportunity to explain how they demonstrate leadership in the following areas:

- The principles of adult safeguarding - Empowerment, Prevention, Proportionality, Protection, Partnership and Accountability
- Relevant legislation
- CQC regulatory requirements
- CQC Key lines of enquiry (KLOE) - Safe, Effective, Caring, Responsive and Well-led

In addition to the 4 set questions, this post observation questioning session will allow the independent assessor to further probe any required KSBs that were not covered in the observation using open ended questions, although these should be kept to a minimum.

This assessment method can take place remotely however will need to be agreed with the AO prior to Gateway.

Professional Discussion

This discussion is a two-way discussion between the apprentice and an independent End-Point Assessor.

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 for each KSB.

This Professional Discussion will take 90 minutes +10%. 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 of Leadership	Professional Discussion
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	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			
K7	Legislation and policy initiatives on the promotion of diversity, equality, and inclusion in services they lead		✓
Communication			
K8	Legal and ethical Frameworks in relation to confidentiality and sharing information		✓
K9	Range of tools and strategies to enhance communication including technology		✓

Safeguarding			
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			
K12	Models of monitoring, reporting, and responding to changes in health and wellbeing	✓	
Professional Discussion			
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			
K17	Theories of management and leadership and their application to adult care		✓
K18	Features of effective team performance		✓
Skills - Be able to			
Tasks and Responsibilities			
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 well-being 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	✓	
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	✓	
S8	Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems	✓	
Communication			
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		✓
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	✓	

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		✓
S12	Monitor and evaluate the effectiveness of organisational policies, systems, and processes for safeguarding		✓
Health and Wellbeing			
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 well-being in the organisation		✓
S15	Monitor, evaluate and improve health, safety and risk management policies and practices in the service		✓
Professional Discussion			
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	*Please note S17 does not have grading criteria and will be assessed indirectly through leadership skills	
S18	Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities		✓
Leadership			
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	✓	
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 contained within this plan will result in the apprentice achieving a Fail, Pass, or Distinction. This decision is dependent on whether the apprentice has met the standard and its End-Point Assessment criteria.

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

A distinction is gained by successfully achieving all pass criteria and through meeting at least 19 of the 24 distinction criteria within the professional discussion.

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 Leadership 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 Leadership and a Distinction in the Professional Discussion.

The final grade will be decided on the following combinations.

Assessment Methods 1: Observation of Leadership	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 separated into Observation of Leadership and Professional Discussion.

Criteria for Observation of Leadership

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.	Evaluates enrichment of quality of life for the users of their services.	Pass Clearly evaluate the key factors that contribute to the quality of life for the users of your services. This may include physical health, mental well-being, social connections, economic stability, and other relevant factors.
	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.	Pass Clearly promote compassionate care within the specific setting. This might include empathy, dignity, respect, effective communication, and person-centred approaches.
	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.	Pass Evaluate the objectives and standards for staff practice, knowledge application, and policy compliance. Ensure that expectations are well-documented and communicated to all staff members.

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.	Pass Develop a deep understanding of relevant regulations governing your industry. Regularly update your knowledge to stay abreast of any changes in regulations that may impact your organisation. Clearly document and communicate organisational policies and procedures.
	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.	Pass Develop a clear understanding of the legal and ethical frameworks that guide your profession. This includes knowing the rights of individuals and the responsibilities of care providers. Conduct thorough risk assessments to identify potential hazards or situations that may pose risks to individuals. Clearly communicate potential risks and benefits to individuals and obtain informed consent whenever possible.
	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.	Pass Gain a deep understanding of the needs, preferences, and strengths of the service users. Recognise their individuality and tailor systems and processes accordingly. Develop personalised care plans for each service user. These plans should reflect their goals, aspirations, and the identified strengths. Conduct holistic assessments that consider physical, mental, and emotional well-being.

	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 to work in a person-centred way, whilst encouraging active participation which enhances the well-being and quality of life of individuals.	Pass Leading and supporting others to work in a person-centred way, while encouraging active participation to enhance the well-being and quality of life of individuals, involves a set of strategies that prioritize individual needs, preferences, and participation. Demonstrate person-centred behaviours and attitudes in your own actions.
	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.	Pass Identifies and uses a variety of leadership models to approach co-production when encouraging and enabling team members and service users. Uses leadership models confidently in their approach to everyday tasks.
	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.	Pass Ensure all resources are delivered and managed efficiently and effectively. Identify how to correctly manage, monitor, and report on the use of resources. Risk assess the use of resources and ensure to mitigate risk where necessary.
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.	Pass Leading practices that are aligned with diversity, equality, and inclusion legislation and policies requires a proactive and intentional approach. Clearly communicate and demonstrate the organisation's

			commitment to diversity, equality, and inclusion. Stay informed about existing diversity, equality, and inclusion legislation and policies relevant to your industry and region.
	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.	Pass Demonstrate strong leadership commitment to fostering a culture of dignity and respect. Leaders should set the tone by modelling inclusive behaviours and promoting an environment where diverse perspectives are valued. Clearly communicate expectations regarding respectful behaviour, diversity, and inclusion.
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 families and other colleagues.	Pass Developing effective communications that break down policy and guidance to communicate key messages with a range of audiences, including people who access care and support, carers, families, and colleagues, requires careful consideration of language, format, and tone. Tailor your communications to the specific needs, preferences, and literacy levels of each audience.
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.	Pass Establish a clear understanding of each individual's baseline health and well-being. This includes physical, mental, and emotional

			aspects. Knowing the baseline is essential for recognising deviations. Incorporate validated health assessment tools to systematically evaluate various aspects of health.
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.	Pass Regularly review and stay informed about the latest research, guidelines, and policies relevant to the Adult Care landscape. This includes staying updated on national and local regulations, as well as emerging evidence-based practices.
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.	Pass Familiarise yourself with the stated values of the organisation. Understand the principles and expectations associated with these values. Lead by example. Consistently model the values you expect from others. Consider organisational values when making decisions.
	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.	Pass Demonstrate leadership commitment to fostering a culture of innovation and initiative. Leaders should actively champion and participate in initiatives, setting an example for the rest of the organisation. Clearly communicate to the team the importance of innovation in achieving organisational goals.

	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.	Pass Demonstrate the value you place on each team member's contributions through your own actions. Show appreciation, acknowledge achievements, and actively seek and incorporate diverse perspectives.
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Criteria for Professional Discussion

In addition to the Pass criteria, you must meet at least 19 of the Distinction criteria to achieve a Distinction.

Area of Standard	KSBs	Pass Criteria	Distinction Criteria	Guidance Notes
Behaviours	B4: Communication – good communication is central to successful caring relationships and effective team working.	Demonstrates how they manage communications between staff and users of services.	Analyses communications systems on a regular basis to demonstrate improvements.	Pass Establish and communicate clear communication policies within the organisation. Ensure that all staff members are familiar with and understand these policies. Distinction Be able to analyse the communication systems 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).	Pass Conduct assessments and engage in active listening to gather relevant information. Take the time to

				understand the specific needs and preferences of each service user. Stay updated on the latest developments, research, and best practices in your field. Distinction Be able to evaluate the impact of your knowledge and skills in relation to quality assurance exercise.
	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.	Pass Build strong, positive relationships with individuals by demonstrating empathy, respect, and genuine interest. Take the time to listen actively and understand their perspective, concerns, and aspirations. Involve the individual and their support network in the creation and revision of care plans. Distinction Demonstrate the ability to review your person-centred care plans regularly. Provide examples where necessary.
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.	Pass Develop a comprehensive understanding of relevant statutory standards, guidance, and codes of practice within your field.

				Stay updated on changes and revisions to ensure compliance with the latest legal requirements. Align practice with standards that specifically address safety and risk management. Distinction Be able to critically evaluate statutory standards, guidance and codes of practice which underpin 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.	Pass Develop a thorough understanding of relevant statutory standards, guidance, and codes of practice pertaining to health, safety, and risk management. Keep abreast of updates, revisions, and new developments in these frameworks. Ensure that organisational values and policies align with this commitment. Distinction Be able to critically evaluate statutory standards, guidance and codes of practice which underpin health, safety, and risk management practices.

	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.	Pass Develop a comprehensive understanding of relevant statutory standards, guidance, and codes of practice related to risk management and outcome-based practice. Stay informed about updates, revisions, and new developments in these Frameworks. Ensure that organisational values align with and support the principles outlined in statutory standards and guidance for risk management and outcome-based practice. Distinction Be able to critically evaluate statutory standards, guidance and codes of practice which underpin outcome-based practice.
	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.	Pass Providing a concise overview of change management, highlighting its importance in organisational development and adaptation. Outline the step-by-step processes involved in organisational change, including initiation, planning, implementation, and evaluation. Distinction Evaluate the outcome of change

				management and the effectiveness of the techniques you implemented. Use examples where necessary.
	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.	Pass Develop a comprehensive understanding of the relevant statutory standards, guidance, and codes of practice that apply to your specific field. Foster a culture that prioritizes quality and continuous improvement. Ensure that the organisational values align with and support the principles outlined in statutory standards, guidance, and codes of practice related to quality standards. Distinction Be able to critically evaluate statutory standards, guidance and codes of practice which underpin 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).	Pass Identify prominent theories that underpin performance appraisal, such as Goal-Setting Theory, Expectancy Theory, and Equity Theory. Explain how these theories contribute to the understanding and design of effective performance appraisal systems.

				Distinction Be able to evaluate the theories and models around performance management and provide examples of how you have applied these. For example, disciplinary procedures, induction processes, target setting, constructive feedback. This is not an exhaustive list.
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.	Pass Establish a Foundational understanding of key legislative requirements related to diversity, equality, and inclusion. Examples may include anti-discrimination laws, equal employment opportunity legislation, and human rights acts. Distinction Analyse legislative requirements and policies relating to equality, diversity, and inclusion and how these are used within the sessions. Evaluate how you use these practices to ensure dignity and human right are promoted.
Communication	S9: Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and	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	Pass Provided a clear introduction to the importance of recording, reporting, and confidentiality within the organisation. Emphasise how these

	preserve confidentiality.		safe and preserving confidentiality.	processes contribute to transparency, accountability, and ethical practices. Distinction Be able to analyse your processes to record and communicate and provide examples of how you apply these. Be able to evaluate the effectiveness of communicating concisely, keeping information safe and ensuring 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.	Pass Emphasise the paramount importance of confidentiality and information sharing within the context of legal and ethical considerations. Identify specific laws, regulations, and statutes that apply, such as data protection acts, healthcare privacy laws, or industry-specific regulations. Distinction Be able to analyse how legal and ethical frameworks have been applied within the setting and evaluate their effectiveness. Provide examples of practice where necessary.

	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.	Pass Highlight the constant evolution of communication tools and strategies, including technological advancements. Introduce a range of communication channels, both traditional and digital, that organisations can leverage. Emphasise the critical role of effective communication in achieving organisational goals and fostering collaboration. Distinction Review the effectiveness of communication strategies are throughout the setting, providing examples where necessary.
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* *(This distinction criteria for S11, K10, K11 need only to be demonstrated once).	Pass Clearly explain safeguarding, emphasising its broader scope beyond child protection to include vulnerable adults and diverse forms of harm. Illustrate the commitment to creating a culture that prioritises the safety and well-being of all individuals involved with the organisation. Distinction Be able to evaluate safeguarding planning processes. Provide examples of how you model

				recognising and responding to potential signs of abuse and/or unsafe practices.
	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.		Pass Clearly define safeguarding, encompassing protection from abuse, prevention of harm, and the promotion of individuals' rights. Highlight that safeguarding is not only a legal requirement but a fundamental ethical responsibility.
	K11: The elements needed to create a culture that supports whistleblowing in the organisation.	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.		Pass Effectively explaining how the organisation ensures that staff are trained and supported in recognising and responding to potential signs of abuse and unsafe practices, including fostering a culture of whistleblowing, requires a comprehensive approach.
	S12: Monitor and evaluate the effectiveness of organisational policies, systems, and processes for safeguarding.	Evaluates the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems, and processes.		Pass Emphasise the importance of regularly assessing and evaluating safeguarding measures to ensure continuous improvement. Provide a clear definition of what constitutes effective safeguarding within the organisational context.

Health and Wellbeing	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.	Explains how to remain compliant with legislation, standards, and guidance in relation to health, safety, and risk management.	Analyses evidence from the evaluation of health and wellbeing to make improvements to ensure policies, procedures and practices have a significant, positive impact on compliance, standards, and guidance.	Pass Explains how to remain compliant with legislation, standards, and guidance in relation to health, safety, and risk management. Emphasise the critical importance of compliance with health, safety, and risk management regulations for the well-being of individuals and the organisation. Distinction Be able to analyse evidence when evaluating health and wellbeing to make improvements. Provide examples of when you have analysed evidence to ensure policies, procedures and practices have a significant, positive impact on compliance, standards, and guidance.
	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.	Explains how they monitor, evaluate, and improve health and well-being policies and practices.	Analyses evidence from the evaluation of health and wellbeing to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being.	Pass Effectively explaining how an organisation monitors, evaluates, and improves health and well-being policies and practices is crucial for fostering a culture of continuous improvement. Analyse how monitoring, evaluating, and improving policies and practices are integral to maintaining a proactive and responsive approach.

				Distinction Be able to analyse evidence from the evaluation of health and wellbeing to make sure improvements are made which have a positive impact on culture that values health and well-being.
	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, safety, and risk management practices to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being.	Pass Provide a clear and comprehensive definition of health, safety, and risk management within the organizational context. Explain the systematic monitoring, evaluation, and improvement of practices are integral to ensuring a safe workplace. Distinction Be able to analyse evidence from the evaluation of health, safety, and risk management practices to make improvements to ensure a positive impact on culture that values health and wellbeing.
	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 maximise systems and utilises learning and development opportunities to improve performance of self and others.	Pass Effectively explaining the systems used to demonstrate improvement in performance, both for oneself

				and colleagues, involves highlighting structured approaches and collaborative efforts. Distinction Provide examples of how you maximise systems and utilises learning and development opportunities to improve staff and own performance.
	K13: Principles of professional development.	Explains principles of professional development.	Evaluates the impact of the principles of professional development.	Pass Effectively explaining the principles of professional development involves conveying the structured approach to continuous learning and growth within the context of your career. Distinction Be able to evaluate the impact of the principles of professional development. For example, intention, reflection, evaluation. This is not an exhaustive list.
	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.	Pass Effectively explaining professional goals and aspirations while outlining available development opportunities involves clear communication and strategic planning. Explain the opportunities available to support your development.

				Distinction Review the appropriateness of the professional development opportunities to meet your own professional goals, showing rationale behind your decisions. Provide examples where needed.
	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.	Pass Effectively explaining what is required to create a culture that values professional development, and reflective practice involves a strategic and holistic approach. Distinction Review the advantages and disadvantages of a culture that nurtures continuous professional development.
	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.	Pass Provide a concise definition of what professional development means within the organisational context. Emphasise its connection to individual growth, skill enhancement, and career advancement. Effectively describing the systems and processes in place to support professional development opportunities involves clarity and detail.

				Distinction Be able to evaluate current systems that are 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.	Pass Effectively identifying and explaining theories of management and leadership within the context of adult care involves providing clear insights into relevant principles and their practical application. Identify the importance of effective management and leadership in the field of adult care. Distinguish between the two concepts, highlighting their unique roles and contributions. Distinction Be able to critique theories of management and leadership and provide examples of where you have applied these 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.	Pass Effectively identifying the key elements of effective team performance involves understanding the fundamental components that contribute to a cohesive and successful team.

				Distinction Be able to analyse and evaluate individual team members performance, provide examples of when you have done this, and how you implement improvements in effectiveness.
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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). Apprentices are only permitted to re-sit or re-take once. The timescale for a re-sit typically within 3 months and a re-take typically within 6 months (dependent on how much re-training is required). All assessment methods must be taken within a 6-month period, otherwise, the entire EPA will need to be resat/retaken.

When a re-sit or a re-take of the Observation of Leadership activity takes place, a new subject focus is required.

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.

MOCK OBSERVATION OF LEADERSHIP

It is the responsibility of the employer and training assessor to complete a Mock Observation of Leadership with the apprentice and to ensure that they are ready for the End-Point Assessment.

A Mock Observation should take 90 minutes +10% and is likely to include 60 minutes of direct observation, followed by 30 minutes of post-observation questioning.

Practical assessment materials will be given to the training providers on booking of End-Point Assessment.

MOCK PROFESSIONAL DISCUSSION

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

A Mock Professional Discussion should take a maximum of 90 minutes + 10%.



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