



## **Leader in Adult Care Apprenticeship**

### **Level 5:**

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

## Introduction & Overview

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

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

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

As a gateway requirement, apprentices must complete the level 5 Diploma in Leadership and Management for Adult Care prior to taking their EPA. Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

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

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

The EPA consists of two distinct assessment methods:

- Observation of leadership
- Professional discussion

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

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

<b>Apprenticeship On-programme (typically 18 months)</b>	<b>End Point Assessment Gateway</b>	<b>End Point Assessment (maximum of two days). Takes place within three months of passing through end-point assessment gateway</b>
<ul style="list-style-type: none"> <li>• On-the-job training and assessment throughout the programme.</li> <li>• Off-the-job training to acquire the required knowledge and skills.</li> <li>• Level 5 Diploma in Leadership and Management for Adult Care.</li> </ul>	<ul style="list-style-type: none"> <li>• Employer confirms the apprentice is consistently working at or above the full level of the standard.</li> <li>• Apprentice has passed Level 5 Diploma in Leadership and Management for Adult Care.</li> <li>• Apprentice has passed Level 2 English and maths.</li> </ul>	<p>Complete:</p> <ul style="list-style-type: none"> <li>• Observation of leadership</li> <li>• Professional discussion</li> <li>• Final decision and grade confirmed as Fail, Pass or Distinction</li> </ul>

Diagram 1. Typical Leader in Adult Care Apprenticeship Summary

### End-point Assessment Gateway

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

Gateway requirements:

- Apprentices without Level 2 English and maths will need to achieve this level prior to taking end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification is an alternative to English qualifications for those whom this is their primary language.
- Level 5 Diploma in Leadership and Management for Adult Care

- The employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence.

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

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

1. Observation of leadership
2. Professional discussion

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

The assessment methods can be completed either on the same day or on different days to best fit the needs of the employer, the apprentice and the independent assessor. The assessment methods can be undertaken in any order.

EPAOs must ensure that the professional discussion and questioning element of the observation are conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment for each assessment method e.g. computer, PowerPoint facilities (if required by the apprentice). It is anticipated that EPAOs will use the employer's premises wherever possible to minimise costs. They may be conducted face-to-face or via an online platform e.g. video-conferencing. EPAOs must ensure appropriate methods are in place to prevent misrepresentation should an online option be used, to establish that the professional discussion can be conducted securely and that the apprentice is able to participate unaided. Camera technology that can check the appropriateness of the assessment environment and conditions will be sufficient. This may be for example screen share and 360-degree camera function with an administrator/invigilator when carrying out the assessment of the professional discussion or other suitable solution.

Requirements for each assessment method are detailed below.

## Assessment method 1 - Observation of leadership

This assessment method will last a total of 90 minutes and is comprised of two stages. The observation must take 60 minutes. The post-observation question session will take 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.

### 1. Observation

Observation of Leadership must include the ability to demonstrate leadership to an organisational audience. It is expected that the Apprentice will lead the activity and will have prepared for this in advance and have all necessary information and evidence prepared beforehand. The apprentice should be given a minimum of 2 weeks and a maximum of 4 weeks to prepare for this activity following the gateway. Apprentices must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. Organisational staff will most likely be internal staff and, in line with the nature of the standard and the requirements of the occupation, this intervention should be primarily about the running of the care unit/establishment. Any preparatory documentation/ presentation should be shared with the EPAO prior to the observation. Preparation for the observation should commence, once the Gateway process has been confirmed as completed by the EPAO. This will be in areas such as:

- service development/improvement plans, for example: presenting or reporting on frontline delivery work in supporting those who use services to improve outcomes.
- a response to regulatory and legislative requirements, for example: working with external partners, funders, stakeholders. In the form of a meeting to plan for changes to service provision based on regulatory and legislative requirements arising from inspections.
- development of service provision, for example, this may be in the form of presenting some information or analysing data in relation to evidence based practice to develop or improve the service provision.
- setting up new service provision, for example, presenting outcomes from market research in relation to unmet need, financial viability and local strategic direction. This could include invitations tender applications.
- when and how to trigger a best interest meeting, who should be involved and what their roles and responsibilities should be. For example, preparing for a best interest meeting, the rationale around the need to trigger the meeting and interrogating internal procedures and processes in relation to this.

The suitable workplace activity and its content should be agreed in advance and with the appropriate notice by the employer, apprentice and EPAO as it is recognised that these activities may not occur on a daily or weekly basis. The EPAO needs to ensure that the proposed activity will provide scope for appropriate coverage of the KSBs mapped to this method.

Where the EPAO believes that the planned activity will not demonstrate appropriate coverage of the KSBs, then this must be communicated to the employer and apprentice in a prompt manner. The EPAO must then guide the employer and apprentice so that further activity can be agreed that demonstrates appropriate coverage of the KSBs which must occur within the EPA window.

The selected leadership activity must be based on real-life improvement to the apprentice's employer and the users of their services. The employer, apprentice and EPAO must comply with the requirements of the GDPR and all other safeguarding duties.

The independent assessor will observe the apprentice and carry out follow-up questions during the post-observation questioning.

Observation of leadership can be undertaken either directly (face-to-face) or through virtual technology but this should be agreed by the employer, apprentice and EPAO.

There is an expectation that there may be staff interaction during the activity, such as asking questions or creating open discussion. This should be controlled, directed and managed by the apprentice to meet the KSBs.

## 2. Post-observation questioning

This post-observation questioning should take 30 minutes (+10% at the discretion of the independent assessor to allow the apprentice to complete their last answer). This time is in addition to the 60 minutes of direct observation.

During the post-observation questioning session, the independent assessor must ask a minimum of 4 set open questions to assess related underpinning knowledge linked to K12 (topics detailed below).

The 4 set questions will be set in advance and will directly address the knowledge requirement mapped to the Observation (K12). Apprentices should be given the opportunity to explain how they have considered K12 when demonstrating leadership via questioning which will be focused on the following 4 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.

The independent assessor should base their questions on the leadership activity they have just observed to seek clarification on points which were not clear. Assessors will also be able to use this time to ensure that the appropriate assessment criteria have been fully addressed in the assessment method and to be clear that the performance demonstrated is indeed at the grade that they intend to award (e.g. pass/fail).

Both, the observation and post-observation questioning must happen on the same day. Apprentice will be allowed to take a break if necessary between the two stages. EPAOs must manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with their malpractice policy.

## **Assessment method 2 – Professional discussion**

- The professional discussion is an in-depth, two-way discussion between the apprentice and the independent assessor. The independent assessor will undertake the Professional Discussion and, wherever possible must be the same independent assessor who conducts Observation of Leadership.
- The professional discussion is for the independent assessor to ask the apprentice questions in relation to knowledge, skills and behaviours as set out in Annex A.
- The professional discussion should take 90 minutes (+10% at the discretion of the independent assessor to allow the apprentice to finish their last answer). The room should be quiet and away from distraction.
- The independent assessor will ask questions to ensure all the relevant behaviours, knowledge and skills that are mapped to this assessment method (see annex A) are covered.
- The independent assessor must ensure that at least one question is asked for each of the knowledge skills and behaviour groups that are mapped to this assessment method, as defined in the Standard (eg. tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, professional development, leadership)
- The independent assessor can ask follow up questions for clarity.
- The questions will be provided by the EPAO and the independent assessor will select from these. Guidance must be provided to the independent assessor on how to conduct the questioning element of this assessment method.
- The responses to the questions must be recorded.
- A question bank must be developed by EPAOs. The question bank must be of sufficient size to prevent predictability and be reviewed regularly (at least once a year) to ensure that it, and its content are fit for purpose.

## Apprenticeship Grading

Independent assessors must individually grade each assessment method – fail, pass or distinction, according to the requirements set out in this plan. Restrictions on grading apply where the apprentice re-sits/re-takes an assessment method – see re-sit/re-take section below.

An independent assessor must combine the grades of both assessment methods to determine the EPA grade. To achieve an EPA pass, the apprentice must achieve a pass in both assessment methods. To achieve an EPA distinction, the apprentice must achieve a distinction in the professional discussion assessment method. See grading combinations table below.

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

<b>Observation of Leadership</b>	<b>Professional discussion</b>	<b>EPA grade</b>
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Diagram 2. Leader in Adult Care Grading Combinations

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

## Re-sit and re-take information

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. Apprentices are only permitted to re-sit or re-take each assessment method once.

EPAOs must ensure that the apprentice undertakes an Observation of leadership activity with a new subject focus and that the Professional Discussion utilises different questions.



A re-sit does not require further learning, whereas a re-take does. The maximum grade awarded to a re-sit or re-take will be pass, unless the EPAO identifies exceptional circumstances accounting for the original fail.

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

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

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

## **End-point Assessment Organisations**

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

## **Requirements for Independent Assessors**

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

## **Internal Quality Assurance**

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

EPA organisations for this EPA must undertake the following:

- Appoint independent assessors that meet the requirements detailed above.

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

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

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

## **Assessment tools and materials**

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

## **Affordability**

The following factors should ensure the EPA is affordable:

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

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

End Point Assessment activities	Observation of Leadership	Professional discussion
<b>Behaviours</b>		
B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives	X	
B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect	X	
B3: Courage – is doing the right thing for people and speaking up if the individual they support is at risk	X	
B4: Communication – good communication is central to successful caring relationships and effective team working		X
B5: Competence – is applying knowledge and skills to provide high quality care and support		X
B6: Commitment – to improving the experience of people who need care and support ensuring it is person-centred		X
<i>Tasks and responsibilities</i>		
<b>Skills - Must be able to:</b>		
S1: Develop and apply systems and processes needed to ensure compliance with regulations and Organisational policies and procedures	X	
S2: Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care	X	
S3: Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery	X	
S4: Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals	X	
S5: Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates	X	
S6: Manage all resources in delivering complex care and support efficiently and effectively	X	
<b>Knowledge - Must know and understand:</b>		

End Point Assessment activities	Observation of Leadership	Professional discussion
K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services		X
K2: Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management		X
K3: Principles of risk management, assessment and outcome based practice		X
K4: Principles and underpinning theories of change management including approaches, tools and techniques that support the change process		X
K5: Legislative and regulatory frameworks which inform quality standards		X
K6: Theories and models that underpin performance and appraisal including disciplinary procedures		X
<i>Dignity and human rights</i>		
<b>Skills - Must be able to:</b>		
S7: Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace	X	
S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems	X	
<b>Knowledge - Must know and understand:</b>		
K7: Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead		X
<i>Communication</i>		
<b>Skills - Must be able to:</b>		
S9: Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality		X
S10: Translate policy and guidance into understandable information for a range of audiences including people who access care and support, carers and families and other colleagues	X	

End Point Assessment activities	Observation of Leadership	Professional discussion
<b>Knowledge - Must know and understand:</b>		
K8: Legal and ethical frameworks in relation to confidentiality and sharing information		X
K9: Range of tools and strategies to enhance communication including technology		X
<b>Safeguarding</b>		
<b>Skills - Must be able to:</b>		
S11: Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and or unsafe practices, following organisational policies and procedures		X
S12: Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding		X
<b>Knowledge - Must know and understand:</b>		
K10: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements		X
K11: The elements needed to create a culture that supports whistleblowing in the organisation		X
<b>Health and wellbeing</b>		
<b>Skills - Must be able to:</b>		
S13: Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance		X
S14: Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation		X
S15: Monitor, evaluate and improve health, safety and risk management policies and practices in the service		X
<b>Knowledge - Must know and understand:</b>		
K12: Models of monitoring, reporting and responding to changes in health and wellbeing	X	
<b>Professional development</b>		
<b>Skills - Must be able to:</b>		
S16: Apply evaluated research and evidence-based practice in own setting	X	

End Point Assessment activities	Observation of Leadership	Professional discussion
S17: Take initiative to research and disseminate current drivers in the adult care landscape (assessed through leadership skills)*		
S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities		X
<b>Knowledge - Must know and understand:</b>		
K13: Principles of professional development		X
K14: Goals and aspirations that support own professional development and how to access available opportunities		X
K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice		X
K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers		X
<i>Leadership</i>		
<b>Skills - Must be able to:</b>		
S19: Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture	X	
S20: Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported	X	
S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required	X	
<b>Knowledge - Must know and understand:</b>		
K17: Theories of management and leadership and their application to adult care		X
K18: Features of effective team performance		X

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

## Annex B –Observation of Leadership Grading Criteria

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

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

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



Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
	participation which enhances the well-being and quality of life of individuals	encouraging 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	Demonstrates that leadership models have been referenced in their approach to co-production when encouraging and enabling the team and people who access services	
	S6: Manage all resources in delivering complex care and support efficiently and effectively	Demonstrates all resources are delivered and managed in an efficient and effective manner	
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  Promotes a culture of dignity and respect, and where others are able	

Area of standard	Behaviours (B), Knowledge (K) and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria:
	S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems	to work in ways that may challenge their own beliefs.	
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	
Health and wellbeing	K12: Models of monitoring, reporting and responding to changes in health and wellbeing	Identifies and applies relevant models of monitoring, reporting and responding to changes in health and wellbeing	
Professional development	S16 Apply evaluated research and evidence-based practice in own setting	Applies the evidence-based practice around current drivers in the Adult Care landscape to their own setting	

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

### Annex C – Professional Discussion grading criteria

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

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
Behaviours	B4: Communication – good communication is central to successful caring relationships and effective team working	Demonstrates how they manage communications between staff and between staff and users of services	Analyses communications systems on a regular basis to demonstrate improvements
	B5: Competence – is applying knowledge and skills to provide high quality care and support	Applies the relevant knowledge and skills for the benefit of the users of their services	Evaluates the impact of their knowledge and skills in relation to quality assurance exercise (eg health and safety risk assessment, safeguarding)

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
	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
Tasks and responsibilities	K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to the safe delivery of services
	K2: Systems and processes needed to ensure compliance with regulations and organisational policies and procedures	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
	including health and safety and risk management	to health, safety and risk management	health, safety and risk management
	K3: Principles of risk management, assessment and outcome based practice	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to risk management and outcome based practice	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to outcome based practice
	K4: Principles and underpinning theories of change management including approaches, tools and techniques that support the change process	Describe the change management theories, processes and tools used	Evaluates the outcome of the change management approaches used and the effectiveness of the techniques implemented
	K5: Legislative and regulatory frameworks which inform quality standards	Explains how they use and prioritise statutory standards, guidance and codes of practice	Critically evaluates statutory standards guidance and codes of practice which

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
		which underpin practice in relation to quality standards	underpin practice in relation to quality standards
	K6: Theories and models that underpin performance and appraisal including disciplinary procedures	Explain theories and models that underpin performance and appraisal including disciplinary procedures	Evaluates relevant underpinning theories and models around performance management and how these have been applied (application <i>may</i> include disciplinary procedures).
Dignity and human rights	K7: Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead	Describes legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to their workplace	Analyses legislative requirements and policy initiatives about diversity, equality and inclusion, evaluating their practices against such legislation and policy to ensure dignity and human rights are promoted in their workplace.

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
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	Explain organisational processes have been developed and implemented in relation to recording, reporting and confidentiality	Analyse how processes to record and communicate have been applied. Further evaluates their effectiveness in communicating concisely, keeping information safe and preserving confidentiality.
	K8: Legal and ethical frameworks in relation to confidentiality and sharing information	Explain legal and ethical frameworks relating to confidentiality and information sharing to devise. Implement processes to record information effectively and safely	Analyse how legal and ethical frameworks have been applied and further evaluate their effectiveness
	K9: Range of tools and strategies to enhance communication including technology	Explains a range of communication enhancing tools and strategies, including technologies	Appraises how effective communication strategies are throughout the organisation



Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
Safeguarding	S11: Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and or unsafe practices, following organisational policies and procedures	Explains safeguarding principles across all organisational policies and procedures	Evaluates safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/or unsafe practices, including the culture of whistleblowing. This should include reporting requirements relating to both adults and children.*  *(This distinction criterion for S11, K10 and K11 need only to be demonstrated once).
	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	
	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	

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
		requirements relating to both adults and children	
	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	
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

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
	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 well-being to make improvements to ensure policies, procedures and practices have a significant, 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

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
	S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities	Explains the systems used to demonstrate improvement of performance of self and colleagues	Explains how they maximise systems and utilises learning and development opportunities to improve performance of self and others
	K13: Principles of professional development	Explains principles of professional development	Evaluates the impact of the principles of professional development
	K14: Goals and aspirations that support own professional development and how to access available opportunities	Explains their professional goals and aspirations and outlines the available opportunities to support their development	Assesses appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind their decisions

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
	K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice	Explains what is required to create a culture that values professional development and reflective practice	Appraises a culture that nurtures continuous professional development
	K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers	Describes the systems and processes that are in place support professional development opportunities	Evaluates current systems implemented to support professional development
Leadership	K17: Theories of management and leadership and their application to adult care	Identifies and explains theories of management and leadership and their application to adult care	Critiques theories of management and leadership and their application to adult care
	K18: Features of effective team performance	Identifies the knowledge of key elements of effective team performance	Analyses and evaluates individual team member performance and uses this to

Area of standard	Behaviours (B), Knowledge (K), and Skills (S)	Pass criteria: The Apprentice must display all of the following	Distinction criteria: In addition to the pass criteria the Apprentice must meet at least 19 of the 24 distinction criteria
			implement improvements in effectiveness