



Highfield Level 5 End-Point Assessment for ST0008 Leader in Adult Care

End-Point Assessment Kit



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EPA-Kit

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Leader in Adult Care apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 5 Leader in Adult Care Apprenticeship Standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

The Leader in Adult Care will guide and inspire teams to make positive differences to someone's life when they are faced with physical, practical, social, emotional, psychological or intellectual challenges. They will be a leader of the care team and will develop and implement a values-based culture at a service or unit level. They may be responsible for business development, financial control, organisational resilience and continuity as well as for managing risk and leading on organisational change.

A Leader in Adult Care has responsibility for managing community or residential based services. This role has a large element of leadership, whether with other care workers and networks or in leading the service itself. A successful apprentice will have met all the requirements. They have a responsibility to ensure the service is safe, effective, caring, responsive to people's needs and well-led. They may be a registered manager of a service, unit, deputy or assistant manager. They will be responsible for ensuring regulatory compliance of the care given and the values and training of staff with established standards and regulations.

Leaders in Adult Care may work in residential or nursing homes, domiciliary care, community day centres, a person's own home or some clinical healthcare settings. The role of Leader in Adult Care in this standard also covers Personal Assistants who operate in a management role but they may only work directly for one individual who needs support and/or care services. Typical job titles include registered, assistant, deputy, unit or service manager.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Leader in Adult Care Apprenticeship Standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the observation of leadership and the professional discussion.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is

sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the completion and achievement of a regulated Level 5 Diploma in Leadership and Management for Adult Care.

Use of Artificial Intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Additional, relevant on-programme qualification

The required on-programme regulated qualification for the apprenticeship is the Level 5 Diploma in Leadership and Management for Adult Care.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the required on-programme qualification, the Level 5 Diploma in Leadership and Management for Adult Care must have been achieved.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your Apprenticeship Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods.

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The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

In order to develop valid end-point assessments, Highfield has interpreted the requirements of the Leader in Adult Care assessment plan as follows:

- knowledge, skills and behaviours are all assessed during both the observation of leadership and the professional discussion.

Suitable workplace activity

The assessment plan states 'The EPAO needs to ensure that the proposed activity will provide scope for appropriate coverage of the KSBs mapped to this method'. Highfield will complete this through the submission of an observation of leadership plan.

At Gateway, the apprentice must submit a proposal for their observation, outlining their plan for the observation. This is then forwarded to the end-point assessor for approval or further discussion.

Timescale for completion of the end-point assessment

The assessment plan states on page 2 that 'the EPA must be completed over a maximum total assessment time of two days, within a 3-month assessment period'. It then states on page 4 that 'the assessment methods can be completed either on the same day or on different days'.

The Highfield interpretation is that the EPA must be completed over no more than 2 days and can occur at any point within a period of typically 3 months. So, for example, this could be:

- immediately after Gateway requirements are met and the preparatory documentation/presentation reviewed, or
- on 2 consecutive days (within the 3-month window), or
- on any 2 days (within the 3-month window), or
- the same day (within the 3-month window), and
- in any order

Preparation time for the observation of leadership

The assessment plan states on page 5 that 'the apprentice should be given a minimum of 2 weeks and a maximum of 4 weeks to prepare for this activity following gateway'.

Highfield's approach is that the maximum timeframe for planning of the observation of leadership is 4 weeks. If the observation of leadership is scheduled to take place directly following the preparation period, the preparatory documentation would need to be shared at 3 weeks. In instances where the observation is scheduled after the 4-week period, it is Highfield's approach that the preparatory documentation submission would not impact on the planning time but would still need to be submitted to Highfield Assessment 7 days prior to the observation.

Observation of leadership

The assessment plan, on page 6, states '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'.

The Highfield interpretation is that the apprentice will lead the observation of leadership, but the end-point assessor will lead the post-observation questioning. Organisational staff will **not** be present for the post-observation questioning. Highfield has clarified this point with the external quality assurance body who agreed that this interpretation is correct.

Observation of leadership – post-observation questioning

The assessment plan, on pages 6-7, states that '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'.

Highfield's approach is to ensure that over-assessment does not occur. For consistency and fairness, Highfield will ensure that sufficient questions are asked to enable learners to attempt all criteria.

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Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Achieved the Level 5 Diploma in Leadership and Management for Adult Care
- Completed their observation of leadership plan

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

Observation of Leadership Plan

At Gateway, the apprentice must submit a proposal for their observation, outlining their plan for the observation. This is then forwarded to the end-point assessor for approval or further discussion. The assessor will be ensuring that the observation of leadership will:

- involve observable interaction with organisational staff, and
- provide scope for appropriate coverage of the assessment criteria mapped to this method

The form is available to download and complete from the Highfield Assessment website.

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all three parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your Apprenticeship Customer Engagement Manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card or travel card

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The Leader in Adult Care apprenticeship standard

The following pages contain the Leader in Adult Care apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Behaviours	
Observation of leadership	
Behaviours	
B1 Care – is caring consistently and enough about individuals to make a positive difference to their lives B2 Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect B3 Courage – is doing the right thing for people and speaking up if the individual they support is at risk	
Pass Criteria	Distinction Criteria
B1.1 Evaluates enrichment of quality of life for the users of their services (B1) B2.1 Promotes and improve the delivery of compassionate care within the setting (B2) B3.1 Evaluates the effectiveness of staff practice and their application of knowledge and policy compliance (B3)	<i>No distinction criteria.</i>
Professional discussion	
Behaviours	
B4 Communication – good communication is central to successful caring relationships and effective team working B5 Competence – is applying knowledge and skills to provide high quality care and support B6 Commitment – to improving the experience of people who need care and support ensuring it is person-centred	

Pass criteria	Distinction criteria
B4.1 Demonstrates how they manage communications between staff and between staff and users of services (B4) B5.1 Applies the relevant knowledge and skills for the benefit of the users of their services (B5) B6.1 Demonstrates how they apply person-centred care principles (B6)	B4.2 <i>Analyses communications systems on a regular basis to demonstrate improvements (B4)</i> B5.2 <i>Evaluates the impact of their knowledge and skills in relation to quality assurance exercise (e.g. health and safety risk assessment, safeguarding) (B5)</i> B6.2 <i>Reviews their person-centred care plans regularly to clearly reflect the desired outcomes of the user of services (B6)</i>
Amplification and guidance	
Dignity involves recognising and respecting the value and rights of other people. Ways to promote dignity include: • involving individuals in decisions about their care • promoting and encouraging independence • maintaining confidentiality • treating everyone as unique Empathy involves the worker considering another person's experience from their perspective, putting themselves in the other person's position and imagining what it feels like for the other person rather than how the worker would feel if they were in the other person's position. Communication could include: • verbal: ○ face to face ○ by phone ○ video call ○ webinars ○ multi-disciplinary meetings ○ pitch ○ vocabulary	

- non-verbal:
 - sign language
 - picture formats
 - position/proximity
 - eye contact
 - touch
 - signs
 - physical gestures
 - body language
 - behaviour
 - objects of reference
 - human and technological aids
 - facial expressions
- written:
 - care notes
 - memos
 - letters
 - emails
 - electronic messages (including augmentative and alternative communication systems)
 - accident and incident reports
 - safeguarding referrals
 - medication administration records

Person-centred care principles could include:

- 4 principles identified by the Health Foundation of:
 - affording people dignity, compassion and respect
 - offering coordinated care, support or treatment

- offering personalised care, support or treatment
- supporting people to recognise and develop their own strengths and abilities to enable them to live an independent and fulfilling life

Tasks and responsibilities	
Observation of Leadership	
Skills	
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	
Pass criteria	Distinction criteria
S1.1 Formulates fit for purpose systems and processes, efficiently ensuring that compliance with regulations and organisational policies and procedures are met (S1) S2.1 Correctly applies strategies to support others management of risks whilst balancing individual rights and professional duty of care (S2) S3.1 Formulates fit for purpose systems and processes efficiently ensuring that a personalised, strength-based approach is utilised across the service (S3) S4.1 Correctly applies strategies to lead and support others i.e. work in a person-centred way, whilst encouraging active participation which enhances the well-being and quality of life of individuals (S4) S5.1 Demonstrates that leadership models have been referenced in their approach to co-production when encouraging and enabling the team and people who access services (S5)	<i>No distinction criteria.</i>

S6.1 Demonstrates all resources are delivered and managed in an efficient and effective manner (S6)	
Professional discussion	
Knowledge	
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	
Pass criteria	Distinction criteria
K1.1 Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services (K1) K2.1 Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to health, safety and risk management (K2) K3.1 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 (K3) K4.1 Describe the change management theories, processes and tools used (K4)	K1.2 <i>Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to the safe delivery of services (K1)</i> K2.2 <i>Critically evaluates statutory standards, guidance and codes of practice which underpin practice in relation to health, safety and risk management (K2)</i> K3.2 <i>Critically evaluates statutory standards, guidance and codes of practice which underpin practice in relation to outcome-based practice (K3)</i> K4.2 <i>Evaluates the outcome of the change management approaches used and the effectiveness of the techniques implemented (K4)</i> K5.2 <i>Critically evaluates statutory standards, guidance and codes of practice which underpin practice in relation to quality standards (K5)</i>

K5.1 Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards (K5) K6.1 Explain theories and models that underpin performance and appraisal including disciplinary procedures (K6)	K6.2 <i>Evaluates relevant underpinning theories and models around performance management and how these have been applied (application may include disciplinary procedures) (K6)</i>
Amplification and guidance	
Regulations can include: • Health and Social Care Act • Care Act • Health and Social Care Act (Regulated Activities) Regulations Fundamental Standard • Care Quality Commission (CQC) Regulations • Health and Safety at Work etc. Act • Infection control standards and guidelines • Medicines Act Duty of care means that a worker must aim to provide high quality care to the best of their ability and say if there are any reasons why they may be unable to do so. Active participation involves directly engaging individuals in their own care rather than treating them as a passive recipient. Co-production is defined by the Care Act's statutory guidance as when an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered. Statutory frameworks, standards, guidance and Codes of Practice can include: • Health and Social Care Act • Care Act • Health and Social Care Act (Regulated Activities) Regulations • Care Quality Commission (CQC) Regulations	

- Mental Capacity Act
- Deprivation of Liberty Safeguards
- Skills for Care Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England
- National Institute for Health and Care Excellence (NICE) guidance
- Equality legislation

Principles of risk management include:

- proportionality
- empowerment
- collaboration
- transparency
- rights to positive risk taking
- risk assessments

Outcome-based practice involves focusing on achieving goals that matter to the individual.

Theories of change management include:

- Lewin's Change Management Model
- McKinsey 7 – S Model
- Nudge Theory
- The Awareness, Desire, Knowledge, Ability, Reinforcement (ADKAR) Change Management Model
- Kubler-Ross Change Curve
- Bridges' Transition Model
- Satir Change Model
- Kotter's 8-Step Change Model
- Maurer 3 Levels of Resistance and Change Model
- The Plan, Do, Check, Act (PDCA) Deming Cycle

Theories and models that underpin performance and appraisal include:

- Herzberg's Motivation-Hygiene Theory
- Specific, Measurable, Achievable, Relevant, Time-bound (SMART) goals
- Goal, Reality, Options, Will (GROW) Coaching Model
- Kolb's Learning Cycle

Dignity and human rights	
Observation of leadership	
Skills	
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	
Pass criteria	Distinction criteria
S7.1 Leads practices, clearly aligned to diversity, equality and inclusion legislation and policy (S7) S8.1 Promotes a culture of dignity and respect, and where others are able to work in ways that may challenge their own beliefs (S8)	<i>No distinction criteria.</i>
Professional discussion	
Knowledge	
K7 Legislation and policy initiatives on the promotion of diversity, equality , and inclusion in services they lead	
Pass criteria	Distinction criteria
K7.1 Describes legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to their workplace (K7)	K7.2 <i>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. (K7)</i>
Amplification and guidance	
Diversity means recognising, valuing and respecting the difference between people. This may include differences in background, ethnicity and religion.	

Inclusion means ensuring that all individuals are treated equally and fairly, have access to opportunities and are actively involved as valued members of society. Through inclusive practice care workers support and enable individuals to maintain their best interests, dignity and independence to achieve positive outcomes and planned goals. This may include helping individuals with:

- enabling them to take part in favourite activities
- meeting holistic needs and preferences for example social, physical, intellectual, emotional and spiritual
- accessing educational or vocational opportunities
- promoting positive risk taking

Legislation may include:

- Equality legislation
- Human Rights Act
- Mental Capacity Act
- Care Act

Equality means treating everyone fairly and ensuring they have the same opportunities, rights and access, regardless of personal characteristics.

Communication	
Observation of leadership	
Skills	
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	
Pass criteria	Distinction criteria
S10.1 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 (S10)	<i>No distinction criteria.</i>
Professional discussion	
Knowledge	Skills
K8 Legal and ethical frameworks in relation to confidentiality and sharing information K9 Range of tools and strategies to enhance communication including technology	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
Pass criteria	Distinction criteria
K8.1 Explain legal and ethical frameworks relating to confidentiality and information sharing to devise. Implement processes to record information effectively and safely (K8) K9.1 Explains a range of communication enhancing tools and strategies, including technologies (K9) S9.1 Explain organisational processes that have been developed and implemented in relation to recording, reporting and confidentiality (S9)	K8.2 <i>Analyse how legal and ethical frameworks have been applied and further evaluate their effectiveness (K8)</i> K9.2 <i>Appraises how effective communication strategies are throughout the organisation (K9)</i> S9.2 <i>Analyse how processes to record and communicate have been applied. Further evaluates their effectiveness in communicating concisely, keeping information safe and preserving confidentiality. (S9)</i>

Amplification and guidance

Legal and ethical frameworks to include:

- Data Protection Act
- General Data Protection Regulation
- Human Rights Act
- Skills for Care Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England
- Informed consent
- Proportionality
- Respect for autonomy

Tools and strategies to enhance communication include:

- British Sign Language (BSL)
- Makaton
- Communication passports
- Visual aids
- Advocacy services
- Active listening
- Inclusive language
- Use of interpreters
- Interpretation software
- Adaptation of information

Safeguarding	
Professional discussion	
Knowledge	Skills
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	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
Pass criteria	Distinction criteria
K10.1 Explains safeguarding principles across all legislative and local and national requirements (K10) K11.1 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 (K11) S11.1 Explains safeguarding principles across all organisational policies and procedures (S11) S12.1 Evaluates the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems and processes (S12)	K10.2/11.2/S11.2 <i>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. * (K10, K11, S11)</i> <i>*(This distinction criterion need only to be demonstrated once).</i>
Amplification and guidance	
Reporting requirements and requirements for recording and investigating incidents are dictated by legislation and organisational policy. Mechanisms for reporting incidents can be internal or external and include: • internal: ○ concern forms ○ digital systems	

- verbal reports
- meeting or supervisions
- external:
 - Local authority children's or adults' services
 - Police
 - Local authority designated officer
 - Care Quality Commission (CQC)
 - General practitioners (GPs)

Whistleblowing is when a worker reports suspected wrongdoing at work. Officially this is called 'making a disclosure in the public interest' and may be referred to as 'escalating concerns'. You must report things that you feel are not right, are illegal or if anyone at work is neglecting their duties. This includes when someone's health and safety is in danger, damage to the environment, a criminal offence, that the company is not obeying the law (like not having the right insurance) or covering up wrongdoing.

Signs of abuse could include:

- physical abuse:
 - unexplained bruises
 - burns
 - fractures
 - fear of physical contact
- domestic violence (including control and coercion):
 - isolation from friends and family
 - constant fear or anxiety
 - financial control
 - frequent injuries with unlikely explanations
- sexual abuse:

- bruising or pain in sensitive areas
 - reluctance to be touched
 - withdrawal from relationship
 - inappropriate sexual knowledge or behaviour
- psychological abuse:
 - low self-esteem, anxiety and depression
 - confusion
 - withdrawal
 - fearfulness
- financial/material abuse:
 - sudden financial difficulties
 - missing money or possessions
 - unusual transactions
 - reluctance to discuss finances
- modern slavery:
 - untreated medical issues
 - fear of authorities
 - restricted freedom
 - working long hours for little or no pay
 - poor living conditions
- discriminatory abuse:
 - exclusion from activities
 - derogatory remarks
 - unequal treatment due to race, gender, disability, age, or other protected characteristics
- organisational abuse:
 - rigid routines

- neglect of individual needs
 - overuse of medication or restraint
- neglect/acts of omission:
 - poor hygiene
 - malnutrition and dehydration
 - untreated medical conditions
 - lack of essential care or support
- self-neglect
 - extreme poor hygiene
 - hoarding and unsafe living conditions
 - refusal of care
 - malnutrition
 - lack of medical attention
- online abuse
 - secrecy around using electronic devices
 - sudden, unexplained financial transactions
 - withdrawal from family and friends
 - talking about new friends

Monitor and evaluate the effectiveness of organisational policies, systems and processes includes analysing data to identify and understand safeguarding trends such as, medication errors and falls and establishing how to amend policies, systems and processes to mitigate future risk.

Health and wellbeing	
Observation of leadership	
Knowledge	
K12 Models of monitoring, reporting and responding to changes in health and wellbeing	
Pass criteria	Distinction criteria
K12.1 Identifies and applies relevant models of monitoring, reporting and responding to changes in health and wellbeing (K12)	No distinction criteria.
Professional discussion	
Skills	
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	
Pass criteria	Distinction Criteria
S13.1 Explains how to remain compliant with legislation, standards and guidance in relation to health, safety and risk management (S13) S14.1 Explains how they monitor, evaluate and improve health and well-being policies and practices (S14) S15.1 Explains how they monitor, evaluate and improve health, safety and risk management practices (S15)	S13.2 Analyses evidence from the evaluation of health and well-being to make improvements to ensure policies, procedures and practices have a significant, positive impact on compliance, standards and guidance (S13) S14.2 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 (S14) S15.2 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 (S15)

Amplification and guidance

Models of monitoring, reporting and responding to changes in health and wellbeing could include:

- Monitoring:
 - Physiological measurements
 - Assessment of symptoms
 - Co-morbidity
 - Patient Health Questionnaire (PHQ-9)
 - Oxford hip score
 - National Early Warning Score 2 (NEWS2)
 - Skin integrity assessments
 - Mental capacity assessments
 - Pain management assessments
 - Swallowing assessments
 - Dementia assessments
 - Medication assessments
 - Moving and handling assessments
- Reporting:
 - Situation, Background, Assessment, Recommendation, Decision (SBARD)
 - Body maps
 - Safeguarding reports
 - Handover reports
- Responding:
 - multi-disciplinary team collaboration
 - care plan reviews

- risk assessment reviews

Legislation, standards and guidance could include:

- Health and Safety at Work etc. Act
- The Management of Health and Safety at Work Regulations
- The Manual Handling Operations Regulations (MHOR)
- Control of Substances Hazardous to Health Regulations (COSHH)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Mental Capacity Act
- Infection prevention and control standards
- Medicines Act
- Human Medicines Regulations

Professional Development	
Observation of leadership	
Skills	
S16 Apply evaluated research and evidence-based practice in own setting	
Pass criteria	Distinction criteria
S16.1 Applies the evidence-based practice around current drivers in the Adult Care landscape to their own setting (S16)	No distinction criteria.
Professional discussion	
Knowledge	Skills
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	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
Pass Criteria	Distinction Criteria
K13.1 Explains principles of professional development (K13) K14.1 Explains their professional goals and aspirations and outlines the available opportunities to support their development (K14) K15.1 Explains what is required to create a culture that values professional development and reflective practice (K15)	K13.2 Evaluates the impact of the principles of professional development (K13) K14.2 Assesses appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind their decisions (K14) K15.2 Appraises a culture that nurtures continuous professional development (K15)

K16.1 Describes the systems and processes that are in place support professional development opportunities (K16) S18.1 Explains the systems used to demonstrate improvement of performance of self and colleagues (S18)	K16.2 <i>Evaluates current systems implemented to support professional development (K16)</i> S18.2 <i>Explains how they maximise systems and utilises learning and development opportunities to improve performance of self and others (S18)</i>
Amplification and guidance	
Evidence-based practice involves integrating current research, professional expertise and preferences of the individual into care delivery. Principles of professional development could include: • each person's responsibility • benefit individuals • improve quality of service delivery • relevant to each person's area of practice Reflective practice involves thinking critically about own experiences to learn and improve future practice. Professional development opportunities include: • supervision and appraisal • personal development plans • mandatory training • specialist training • mentoring and coaching • e-learning courses • feedback	

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

Leadership	
Observation of leadership	
Skills	
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	
Pass Criteria	Distinction Criteria
S19.1 Exhibits values-based behaviours and identifies how they impact upon others within the work settings (S19) S20.1 Establishes a culture that values initiatives and innovation through identification and recognition of the variety of skills within the service (S20) S21.1 Supports and leads a team through valuing the contributions and skills of workers (S21)	<i>No distinction criteria.</i>
Professional discussion	
Knowledge	
K17 Theories of management and leadership and their application to adult care K18 Features of effective team performance	
Pass Criteria	Distinction Criteria
K17.1 Identifies and explains theories of management and leadership and their application to adult care (K17) K18.1 Identifies the knowledge of key elements of effective team performance (K18)	K17.2 <i>Critiques theories of management and leadership and their application to adult care (K17)</i> K18.2 <i>Analyses and evaluates individual team member performance and uses this to implement improvements in effectiveness (K18)</i>

Amplification and guidance

Values-based behaviours include:

- modelling an inclusive approach
- being non-judgemental
- promoting zero tolerance to discrimination
- acting upon poor practice
- ensuring staff are supported with learning and development
- encouraging staff progression

Theories of management and leadership could include:

- transactional leadership
- transformational leadership
- situational leadership
- distributed leadership
- contingency theory

Features of effective team performance include:

- clear responsibilities
- shared goals
- effective communication
- respect and trust
- adaptability
- inclusion

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Assessment summary

The end-point assessment for the Leader in Adult Care Apprenticeship Standard is made up of 2 components:

1. a 90-minute observation of leadership which is comprised of two stages.
 - a. The observation of practice which must take 60 minutes.
 - b. This will be followed by a 30-minute post-observation questioning session.
2. a 90-minute professional discussion

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit and a grade allocated. The overall grade will be determined using the combined grade.

Wherever possible the end-point assessor should be the same for both observation of leadership and professional discussion.

Observation of leadership

The observation of leadership is graded at pass only. Apprentices will be marked against the criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- **Unsuccessful** apprentices will not have achieved all the pass criteria

The observation will be conducted in the apprentice's normal place of work. 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 Highfield.

Professional discussion

Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria and at least **19** out of 24 distinction criteria
- **Unsuccessful** apprentices will not have achieved all the pass criteria

Grading

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.

The overall grade for the apprentice is determined using the matrix below:

Observation of Leadership	Professional Discussion	Grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Retake and resit information

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

Upon resit or retake Highfield will ensure that the apprentice undertakes an observation of leadership activity with a new subject focus and that the professional discussion utilises different questions.

A resit does not require further learning, whereas a retake does. The maximum grade awarded to a resit or retake will be pass, unless Highfield identifies exceptional circumstances accounting for the original fail.

Apprentices should have a supportive action plan to prepare for the resit or a retake. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. The EPA Report will contain feedback on areas for development and resit or retake guidance.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will only be required to resit the assessment method(s) that they failed. The timescales for a resit or retake is agreed between the employer and Highfield. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required and is typically taken within 6 months of the EPA outcome notification.

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Assessing the 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.

Observation

The 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.

It is Highfield's approach that any preparatory documentation/presentation should be shared with Highfield 7 days prior to the observation in instances where the observation is scheduled after the 4-week period. Preparation for the observation should commence, once the Gateway process has been confirmed as completed by Highfield. Example activities to demonstrate leadership to an organisational audience could 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 need, financial viability, and local strategic direction. This could include invitations for 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 Highfield as it is recognised that these activities may not occur on a daily or weekly basis. Highfield will need to ensure that the proposed activity will provide scope for appropriate coverage of the KSBs mapped to this method prior to the observation. The proposed **observation of leadership plan** for the observation of leadership should be submitted to Highfield at Gateway. 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 Highfield must comply with the requirements of the GDPR and all other safeguarding duties.

An observation of leadership plan document is available to download from the Highfield Assessment website and should be used to provide details of the leadership activity to be demonstrated during the observation.

Where Highfield believes that the planned activity will not demonstrate appropriate coverage of the KSBs, then this must be communicated to the employer and apprentice 2 days prior to the end of the 4-week preparatory period. Highfield **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.

Once the observation of leadership plan has been agreed the apprentice should ensure that any supporting documentation for the observation is uploaded to the apprentice's folder 7 days prior to the observation.

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

The 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 Highfield.

There is an expectation that there may be staff interaction during the observation, such as asking questions or creating open discussion. This should be controlled, directed and managed by the apprentice to meet the KSBs. Organisational staff will **not** be present for the post-observation questioning.

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 of the observation 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. For consistency and fairness, Highfield will ensure that sufficient questions are asked to enable learners to meet all pass criteria.

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. The apprentice will be allowed to take a break, if necessary, between the two stages. Highfield will manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with our malpractice policy.

Before the assessment:

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment

- ensure the apprentice knows which Leader in Adult Care criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on programme to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the observation of leadership

Apprentices will be marked against the pass criteria included in tables on the following pages (under 'Observation of leadership criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

Observation of leadership mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock observation of leadership in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation of leadership should take place in a suitable location.
- a 90-minute time slot should be available for the observation of leadership, if it is intended to be a complete mock observation of leadership covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation of leadership and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock observation of leadership with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- in the 30-minute post-observation questioning session use a minimum of 4 set, 'open' questions that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:

- What systems or processes have you introduced or improved to that your setting complies with regulations?
- How do you support your team to provide care which is based on respect and values an individual's dignity?
- What steps do you take to ensure that new policies and guidance is clearly understood by individuals, their families and members of staff?
- What models do you use to monitor the wellbeing of individuals?
- How do you stay informed about and apply key changes in the industry?

Observation of leadership criteria

Throughout the 90-minute observation of leadership, the assessor will review the apprentice's competence in the criteria outlined below and allocate the relevant grade.

Apprentices should prepare for the observation by considering how the criteria can be met and reflecting on their past experiences.

Behaviours
To pass, the following must be evidenced.
B1.1 Evaluates enrichment of quality of life for the users of their services (B1)
B2.1 Promotes and improve the delivery of compassionate care within the setting (B2)
B3.1 Evaluates the effectiveness of staff practice and their application of knowledge and policy compliance (B3)

Tasks and responsibilities
To pass, the following must be evidenced.
S1.1 Formulates fit for purpose systems and processed, efficiently ensuring that compliance with regulations and organisational policies and procedures are met (S1)
S2.1 Correctly applies strategies to support others management of risks whilst balancing individual rights and professional duty of care (S2)
S3.1 Formulates fit for purpose systems and processes efficiently ensuring that a personalised, strength-based approach is utilised across the service (S3)
S4.1 Correctly applies strategies to lead and support others e work in a person centred way, whilst encouraging active participation which enhances the well-being and quality of life of individuals (S4)
S5.1 Demonstrates that leadership models have been referenced in their approach to co-production when encouraging and enabling the team and people who access services (S5)

S6.1 Demonstrates all resources are delivered and managed in an efficient and effective manner (S6)

Dignity and human rights

To pass, the following must be evidenced.

S7.1 Leads practices, clearly aligned to diversity, equality and inclusion legislation and policy (S7)

S8.1 Promotes a culture of dignity and respect, and where others are able to work in ways that may challenge their own beliefs (S8)

Communication

To pass, the following must be evidenced.

S10.1 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 (S10)

Health and wellbeing

To pass, the following must be evidenced.

K12.1 Identifies and applies relevant models of monitoring, reporting and responding to changes in health and wellbeing (K12)

Professional development

To pass, the following must be evidenced.

S16.1 Applies the evidence-based practice around current drivers in the Adult Care landscape to their own setting (S16)

Leadership

To pass, the following must be evidenced.

S19.1 Exhibits values-based behaviours and identifies how they impact upon others within the work settings (S19)

S20.1 Establishes a culture that values initiatives and innovation through identification and recognition of the variety of skills within the service (S20)

S21.1 Supports and leads a team through valuing the contributions and skills of workers (S21)

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Assessing the professional discussion

The professional discussion is an in-depth, two-way discussion between the apprentice and the end-point assessor. The assessor will undertake the professional discussion and, wherever possible must be the same independent assessor who conducts the 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 the standard.

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 are covered. (These are confirmed in the 'Professional Discussion criteria' on the following pages).

The independent assessor must ensure that at least **one question** is asked for each of the knowledge skills and behaviour groups that are mapped to this assessment method, as defined in the Standard (e.g. tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, professional development, leadership). The independent assessor can ask follow-up questions for clarity. The questions will be provided by Highfield and the independent assessor will select from these.

The responses to the questions must be recorded.

Before the assessment:

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction** the apprentice must achieve all the pass criteria and at least **19** of the 24 distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 90-minute time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use at least one structured 'open' question for each of the knowledge, skills and behaviour groups that are mapped to this assessment method and does not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
 - Tasks and responsibilities
 - What change management theories and tools do you apply in your role?
 - Dignity and human rights

- What are the key legislative requirements for diversity and equality in adult care?
- Communication
 - What tools and strategies do you use to enhance communication with individuals?
- Safeguarding
 - What steps do you take to ensure that all staff members are trained on how to recognise and respond to signs of abuse?
- Health and wellbeing
 - How do you ensure that your practice remains compliant with legislation, standards and guidance in relation to health, safety and risk management?
- Professional Development
 - What are the key principles of professional development?

Professional discussion criteria

Throughout the 90-minute professional discussion, the assessor will review the apprentice's competence in relation to the criteria outlined below.

Apprentices should prepare for the professional discussion by considering how the criteria can be met and reflecting on their past experiences.

Behaviours
To pass, the following must be evidenced.
B4.1 Demonstrates how they manage communications between staff and between staff and users of services (B4)
B5.1 Applies the relevant knowledge and skills for the benefit of the users of their services (B5)
B6.1 Demonstrates how they apply person-centred care principles (B6)
To gain a distinction, the following must be evidenced.
B4.2 <i>Analyses communications systems on a regular basis to demonstrate improvements (B4)</i>
B5.2 <i>Evaluates the impact of their knowledge and skills in relation to quality assurance exercise (e.g. health and safety risk assessment, safeguarding) (B5)</i>
B6.2 <i>Reviews their person-centred care plans regularly to clearly reflect the desired outcomes of the user of services (B6)</i>

Tasks and responsibilities
To pass, the following must be evidenced.
K1.1 Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services (K1)
K2.1 Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to health, safety and risk management (K2)
K3.1 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 (K3)
K4.1 Describe the change management theories, processes and tools used (K4)
K5.1 Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards (K5)
K6.1 Explain theories and models that underpin performance and appraisal including disciplinary procedures (K6)
To gain a distinction, the following must be evidenced.
K1.2 <i>Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to the safe delivery of services (K1)</i>
K2.2 <i>Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to health, safety and risk management (K2)</i>
K3.2 <i>Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to outcome-based practice (K3)</i>
K4.2 <i>Evaluates the outcome of the change management approaches used and the effectiveness of the techniques implemented (K4)</i>
K5.2 <i>Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to quality standards (K5)</i>
K6.2 <i>Evaluates relevant underpinning theories and models around performance management and how these have been applied (application may include disciplinary procedures) (K6)</i>

Dignity and human rights
To pass, the following must be evidenced.
K7.1 Describes legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to their workplace (K7)
To gain a distinction, the following must be evidenced.
K7.2 <i>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. (K7)</i>

Communication
To pass, the following must be evidenced.
K8.1 Explain legal and ethical frameworks relating to confidentiality and information sharing to devise. Implement processes to record information effectively and safely (K8)
K9.1 Explains a range of communication enhancing tools and strategies, including technologies (K9)
S9.1 Explain organisational processes have been developed and implemented in relation to recording, reporting and confidentiality (S9)
To gain a distinction, the following must be evidenced.
K8.2 Analyse how legal and ethical frameworks have been applied and further evaluate their effectiveness (K8)
K9.2 Appraises how effective communication strategies are throughout the organisation (K9)
S9.2 Analyse how processes to record and communicate have been applied. Further evaluates their effectiveness in communicating concisely, keeping information safe and preserving confidentiality. (S9)

Safeguarding
To pass, the following must be evidenced.
K10.1 Explains safeguarding principles across all legislative and local and national requirements (K10)
K11.1 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 (K11)
S11.1 Explains safeguarding principles across all organisational policies and procedures (S11)
S12.1 Evaluates the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems and processes (S12)
To gain a distinction, the following must be evidenced.
K10.2/11.2/S11.2 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. * (K10, K11, S11)
*(This distinction criterion need only to be demonstrated once).

Health and wellbeing
To pass, the following must be evidenced.
S13.1 Explains how to remain compliant with legislation, standards and guidance in relation to health, safety and risk management (S13)
S14.1 Explains how they monitor, evaluate and improve health and well-being policies and practices (S14)
S15.1 Explains how they monitor, evaluate and improve health, safety and risk management practices (S15)
To gain a distinction, the following must be evidenced.
S13.2 <i>Analyses evidence from the evaluation of health and well-being to make improvements to ensure policies, procedures and practices have a significant, positive impact on compliance, standards and guidance (S13)</i>
S14.2 <i>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 (S14)</i>
S15.2 <i>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 (S15)</i>

Professional development
To pass, the following must be evidenced.
K13.1 Explains principles of professional development (K13)
K14.1 Explains their professional goals and aspirations and outlines the available opportunities to support their development (K14)
K15.1 Explains what is required to create a culture that values professional development and reflective practice (K15)
K16.1 Describes the systems and processes that are in place support professional development opportunities (K16)
S18.1 Explains the systems used to demonstrate improvement of performance of self and colleagues (S18)
To gain a distinction, the following must be evidenced.
K13.2 <i>Evaluates the impact of the principles of professional development (K13)</i>
K14.2 <i>Assesses appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind their decisions (K14)</i>
K15.2 <i>Appraises a culture that nurtures continuous professional development (K15)</i>
K16.2 <i>Evaluates current systems implemented to support professional development (K16)</i>
S18.2 <i>Explains how they maximise systems and utilises learning and development opportunities to improve performance of self and others (S18)</i>

Leadership
To pass, the following must be evidenced.
K17.1 Identifies and explains theories of management and leadership and their application to adult care (K17)
K18.1 Identifies the knowledge of key elements of effective team performance (K18)
<i>To gain a distinction, the following must be evidenced.</i>
K17.2 <i>Critiques theories of management and leadership and their application to adult care (K17)</i>
K18.2 <i>Analyses and evaluates individual team member performance and uses this to implement improvements in effectiveness (K18)</i>

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