

# Think about Professional discussion Level 5 ST0008 Leader in Adult Care V1.1



On the day of this assessment you will carry out:



A 90-minute professional discussion



Remote or face-to-face



In a suitable, controlled environment free from distraction



With an end-point assessor



## Key point

- The professional discussion will focus on additional learning or continuous professional development (CPD) you have undertaken during your apprenticeship.



## Do

- ☐ Review the criteria associated with the professional discussion - this can be found in the EPA Kit and in the table at the end of this document
- ☐ Review relevant legislations, regulations and your organisation's policies and procedures
- ☐ Ensure a quiet room is available and that there are no interruptions
- ☐ Be prepared to answer at least 1 question for each knowledge, skills and behaviour group and any follow-up questions that your assessor may ask



## Don't

- ☐ Forget to bring your ID
- ☐ Forget to plan



## Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



## Resits

- If you do not achieve a pass result on the professional discussion, you can resit the assessment



Use the table below to plan and prepare for the professional discussion.

**(P)** indicates pass criteria

**(D)** indicates distinction criteria

Assessment criteria	Key points to remember
<b>Behaviours - Communication</b>	
<b>(P)</b> Demonstrate how you manage communications between staff and between staff and users of services (B4)	
<b>(D)</b> Analyse communications systems on a regular basis to demonstrate improvements (B4)	

Assessment criteria	Key points to remember
<b>Behaviours - Competence</b>	
(P) Apply the relevant knowledge and skills for the benefit of the users of your services (B5)	
(D) Evaluate the impact of your knowledge and skills in relation to quality assurance exercise (e.g. health and safety risk assessment, safeguarding) (B5)	
<b>Behaviours - Commitment</b>	
(P) Demonstrate how you apply person-centred care principles (B6)	
(D) Review your person-centred care plans regularly to clearly reflect the desired outcomes of the user of services (B6)	

Assessment criteria	Key points to remember
Tasks and responsibilities	
<p><b>(P)</b> Explain how you use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services (K1)</p>	
<p><b>(P)</b> Explain how you use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to health, safety and risk management (K2)</p>	
<p><b>(P)</b> Explain how you use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to risk management and outcome based practice (K3)</p>	

Assessment criteria	Key points to remember
<p><b>(P)</b> Describe the change management theories, processes and tools used (K4)</p>	
<p><b>(P)</b> Explain how you use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards (K5)</p>	
<p><b>(P)</b> Explain theories and models that underpin performance and appraisal including disciplinary procedures (K6)</p>	
<p><b>(D)</b> Critically evaluate statutory standards guidance and codes of practice which underpin practice in relation to the safe delivery of services (K1)</p>	

Assessment criteria	Key points to remember
<p><b>(D)</b> Critically evaluate statutory standards guidance and codes of practice which underpin practice in relation to health, safety and risk management (K2)</p>	
<p><b>(D)</b> Critically evaluate statutory standards guidance and codes of practice which underpin practice in relation to outcome based practice (K3)</p>	
<p><b>(D)</b> Evaluate the outcome of the change management approaches used and the effectiveness of the techniques implemented (K4)</p>	
<p><b>(D)</b> Critically evaluate statutory standards guidance and codes of practice which underpin practice in relation to quality standards (K5)</p>	

Assessment criteria	Key points to remember
(D) Evaluate relevant underpinning theories and models around performance management and how these have been applied (application may include disciplinary procedures) (K6)	
<b>Dignity and human rights</b>	
(P) Describe legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to your workplace (K7)	
(D) Analyse legislative requirements and policy initiatives about diversity, equality and inclusion, evaluating your practices against such legislation and policy to ensure dignity and human rights are promoted in your workplace. (K7)	



Assessment criteria	Key points to remember
<b>Communication</b>	
(P) Explain legal and ethical frameworks relating to confidentiality and information sharing to devise. Implement processes to record information effectively and safely (K8)	
(P) Explain a range of communication enhancing tools and strategies, including technologies (K9)	
(P) Explain organisational processes have been developed and implemented in relation to recording, reporting and confidentiality (S9)	
(D) Analyse how legal and ethical frameworks have been applied and further evaluate their effectiveness (K8)	

Assessment criteria	Key points to remember
(D) Appraise how effective communication strategies are throughout the organisation (K9)	
(D) Analyse how processes to record and communicate have been applied. Further evaluate your effectiveness in communicating concisely, keeping information safe and preserving confidentiality. (S9)	
<b>Safeguarding</b>	
(P) Explain safeguarding principles across all legislative and local and national requirements (K10)	

Assessment criteria	Key points to remember
<b>(P)</b> Explain how you 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)	
<b>(P)</b> Explain safeguarding principles across all organisational policies and procedures (S11)	
<b>(P)</b> Evaluate the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems and processes (S12)	
<b>(D)</b> Evaluate safeguarding planning processes which incorporates effective staff training. Model 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. * (K10, K11, S11) *(This distinction criterion for S11, K10 and K11 need only to be demonstrated once).	

Assessment criteria	Key points to remember
<b>Health and wellbeing</b>	
(P) Explain how to remain compliant with legislation, standards and guidance in relation to health, safety and risk management (S13)	
(P) Explain how you monitor, evaluate and improve health and well-being policies and practices (S14)	
(P) Explain how you monitor, evaluate and improve health, safety and risk management practices (S15)	
(D) Analyse 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)	

Assessment criteria	Key points to remember
<b>(D)</b> Analyse 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)	
<b>(D)</b> Analyse 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)	
Professional development	
<b>(P)</b> Explain principles of professional development (K13)	
<b>(P)</b> Explain your professional goals and aspirations and outline the available opportunities to support your development (K14)	

Assessment criteria	Key points to remember
<b>(P)</b> Explain what is required to create a culture that values professional development and reflective practice (K15)	
<b>(P)</b> Describe the systems and processes that are in place support professional development opportunities (K16)	
<b>(P)</b> Explain the systems used to demonstrate improvement of performance of self and colleagues (S18)	
<b>(D)</b> Evaluate the impact of the principles of professional development (K13)	

Assessment criteria	Key points to remember
(D) Assess appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind your decisions (K14)	
(D) Appraise a culture that nurtures continuous professional development (K15)	
(D) Evaluate current systems implemented to support professional development (K16)	
(D) Explain how you maximise systems and utilises learning and development opportunities to improve performance of self and others (S18)	

Assessment criteria	Key points to remember
<b>Leadership</b>	
<b>(P)</b> Identify and explain theories of management and leadership and their application to adult care (K17)	
<b>(P)</b> Identify the knowledge of key elements of effective team performance (K18)	
<b>(D)</b> Critique theories of management and leadership and their application to adult care (K17)	
<b>(D)</b> Analyse and evaluate individual team member performance and use this to implement improvements in effectiveness (K18)	