



## Leader in Adult Care – Apprenticeship Standard Specification

Level: 5

Duration: 18 months (not including EPA)

Maximum Funding: £7,000

Code: ST0008

## About FutureAssess

FutureAssess works together with employers and industry experts to develop End-point Assessments, materials and tools. We provide a first class service for your End-point Assessment needs and we ensure that we support your employees in every step towards their End-point Assessment.

Our processes ensure that the apprentice has sufficient knowledge, skills and behaviours in their area of work, as determined by the Level 5 Leader in Adult Care Apprenticeship Standard and Assessment Plans.

FutureAssess is a recognised and approved End-point Assessment Organisation and appears on the Register of End-point Assessment Organisations (RoEPAO). FutureAssess are the EPAO within Future(Awards & Qualifications) Ltd.

More information on our processes and End-point Assessment can be found on our website or by contacting us at [epao@futureassess.com](mailto:epao@futureassess.com).

## Summary of Changes

Summary of Changes made:	Page No:
Change made to reflect Version 2 of IfATE AP	8, 9 and 10

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## The Leader in Adult Care Role

### Overview of the Role

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 the 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.

These are the personal attributes and behaviours expected of all Leaders in Adult Care carrying out their roles:

- Care – is caring consistently and enough about individuals to make a positive difference to their lives
- Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect
- Courage – is doing the right thing for people and speaking up if the individual they support is at risk
- Communication – good communication is central to successful caring relationships and effective team working
- Competence – is applying knowledge and skills to provide high quality care and support
- Commitment – to improving the experience of people who need care and support ensuring it is person centred

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.

## Introduction to End-point Assessment

### Introduction & overview

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:

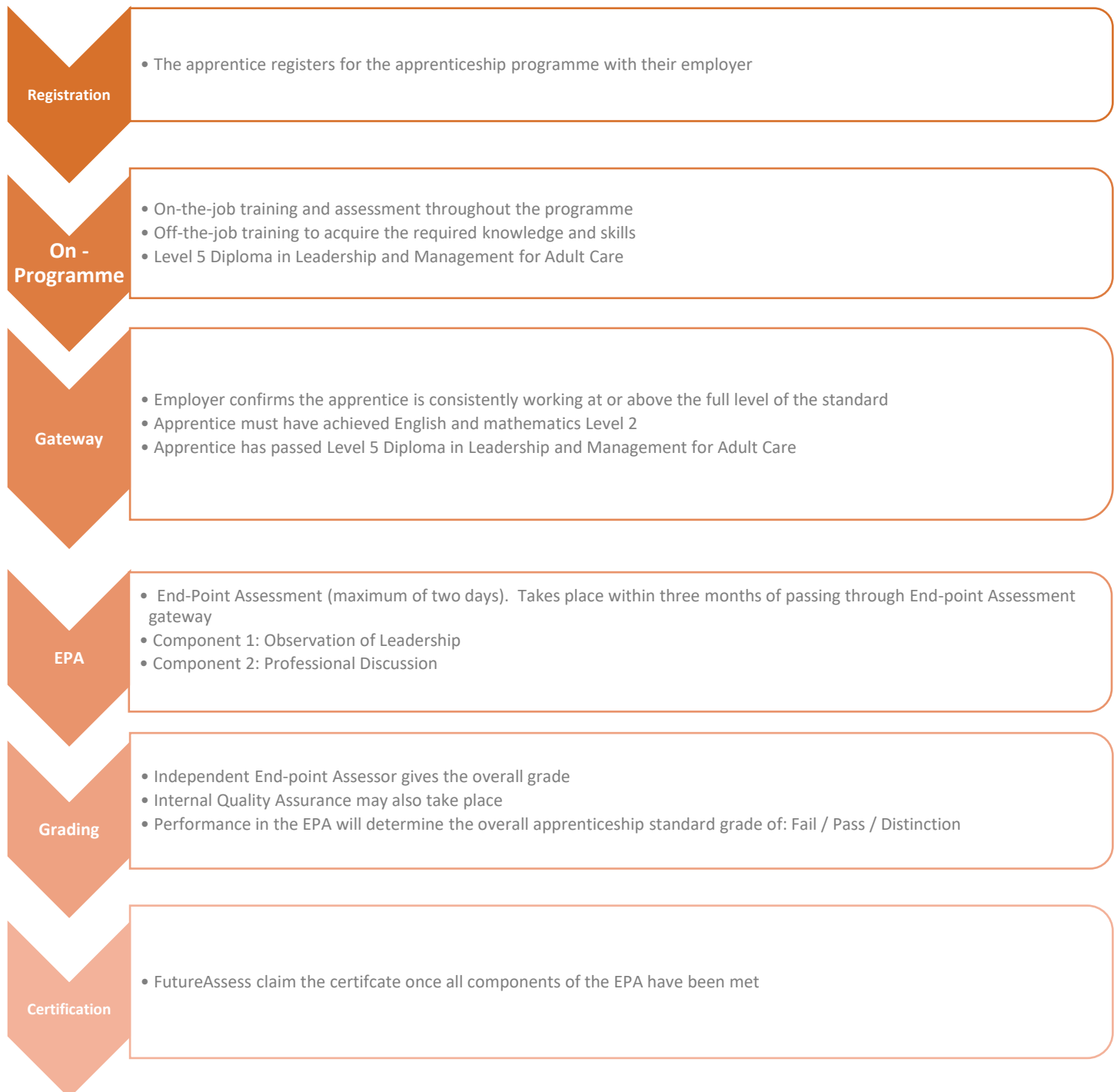
- **Observation of Leadership**
- **Professional discussion**

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.

## End-point Assessment Process

### Summary of the End-point Assessment



## 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.

## Conduct of End-Point Assessment

### Methods, Timescales & Location

The End-point Assessment consists of two distinct assessment methods:

- **Observation of Leadership**
- **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 End-point Assessor. The assessment methods can be undertaken in any order.

FutureAssess will 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 FutureAssess 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. FutureAssess will ensure appropriate methods to prevent misrepresentation are in place should an online option be used. For example, screen share and 360-degree camera function with an administrator/invigilator when carrying out the assessment of the professional discussion.

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.

### 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 will 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. Any preparatory documentation/ presentation should be shared with FutureAssess prior to the observation.

Preparation for the observation should commence once the Gateway process has been confirmed as completed by FutureAssess.

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 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 FutureAssess, as it is recognised that these activities may not occur on a daily or weekly basis. FutureAssess will ensure that the proposed activity will provide scope for appropriate coverage of the KSBs mapped to this method.

Where FutureAssess 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. FutureAssess will then guide the employer and apprentice so that a further activity can be proposed that should demonstrate appropriate coverage of the activity and that this can 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 FutureAssess must comply with the requirements of the GDPR and all other safeguarding duties.

The Independent End-point 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 FutureAssess first.

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

### **Post-observation questioning**

This post-observation questioning should take 30 minutes (+10% at the discretion of the Independent End-point 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 End-point Assessor will 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 End-point 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 End-point Assessor will 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. Apprentices will be allowed to take a break if necessary between the two stages. FutureAssess will manage invigilation of apprentices during breaks in order to maintain security of the assessment in line with our malpractice policy.

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

- The **professional discussion** is an in-depth, two-way discussion between the apprentice and the Independent End-point Assessor. The Independent End-point Assessor will undertake the

Professional Discussion and wherever possible must be the same Independent End-point Assessor who conducts the Observation of Leadership.

- The professional discussion is for the Independent End-point 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 End-point Assessor to allow the apprentice to finish their last answer). The room should be quiet and away from distraction.
- The Independent End-point 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 End-point 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 End-point Assessor can ask follow up questions for clarity.
- The questions will be provided by FutureAssess and the Independent End-point Assessor will select from these. Guidance will be provided to the Independent End-point Assessor on how to conduct the questioning element of this assessment method.
- The responses to the questions must be recorded.
- A question bank will be developed by FutureAssess. The question bank will 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 End-point 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 End-point 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 End-point Assessors' decision will be subject to moderation by FutureAssess.

Component 1: Observation of Leadership	Component 2: Professional discussion	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail

Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

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.

## Reasonable adjustments

FutureAssess have in place clear and fair arrangements for making reasonable adjustments to the assessment method for the End-point Assessment for this apprenticeship standard.

This includes how an apprentice qualifies for reasonable adjustments and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

## Re-sits and re-takes

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.

FutureAssess 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 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 FutureAssess 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 re-sit or re-take is agreed between the employer and FutureAssess. A re-sit is typically taken within 3 months of the EPA outcome notification.

The timescale for a re-take 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 End-point 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 (IQA)

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

FutureAssess will undertake the following:

- Appoint Independent End-point Assessors that meet the requirements detailed above.
- Provide training for Independent End-point 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 End-point Assessors when they begin working for FutureAssess on this Standard.
- Operate regular standardisation events for Independent End-point 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.
- 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 FutureAssess will:
  - 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

## External Quality Assurance (EQA)

External quality assurance is provided by National Skills Academy for Rail (NSAR).

## Contact Us

For more information about the EPAO, FutureAssess or the EPA please contact us on:

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

End-point Assessment activities		Observation of Leadership	Professional Discussion
<b>Behaviours – Must demonstrate:</b>			
<b>B1:</b> Care – is caring consistently and enough about individuals to make a positive difference to their lives		X	
<b>B2:</b> Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect		X	
<b>B3:</b> Courage – is doing the right thing for people and speaking up if the individual they support is at risk		X	
<b>B4:</b> Communication – good communication is central to successful caring relationships and effective team working			X
<b>B5:</b> Competence – is applying knowledge and skills to provide high quality care and support			X
<b>B6:</b> Commitment – to improving the experience of people who need care and support ensuring it is person-centred			X
KSB Group	End-point Assessment activities	Observation of Leadership	Professional Discussion
Tasks and responsibilities	<b>Skills - Must be able to:</b>		
	<b>S1:</b> Develop and apply systems and processes needed to ensure compliance with regulations and Organisational policies and procedures	X	
	<b>S2:</b> Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care	X	
	<b>S3:</b> Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery	X	
	<b>S4:</b> 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	
	<b>S5:</b> 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	
	<b>S6:</b> Manage all resources in delivering complex care and support efficiently and effectively	X	
	<b>Knowledge - Must know and understand:</b>		
	<b>K1:</b> Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services		X
	<b>K2:</b> Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management		X
	<b>K3:</b> Principles of risk management, assessment and outcome based practice		X
	<b>K4:</b> Principles and underpinning theories of change management including approaches, tools and techniques that support the change process		X
	<b>K5:</b> Legislative and regulatory frameworks which inform quality standards		X
	<b>K6:</b> Theories and models that underpin performance and appraisal including disciplinary procedures		X
Dignity and human rights	<b>Skills - Must be able to:</b>		
	<b>S7:</b> 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	
	<b>S8:</b> 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>		
	<b>K7:</b> Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead		X

Communication	<b>Skills - Must be able to:</b>		
	<b>S9:</b> 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
	<b>S10:</b> 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	
	<b>Knowledge - Must know and understand:</b>		
	<b>K8:</b> Legal and ethical frameworks in relation to confidentiality and sharing information		X
	<b>K9:</b> Range of tools and strategies to enhance communication including technology		X
Safeguarding	<b>Skills - Must be able to:</b>		
	<b>S11:</b> 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
	<b>S12:</b> Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding		X
	<b>Knowledge - Must know and understand:</b>		
	<b>K10:</b> Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements		X
	<b>K11:</b> The elements needed to create a culture that supports whistleblowing in the organisation		X
Health and wellbeing	<b>Skills - Must be able to:</b>		
	<b>S13:</b> 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
	<b>S14:</b> 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
	<b>S15:</b> Monitor, evaluate and improve health, safety and risk management policies and practices in the service		X
	<b>Knowledge - Must know and understand:</b>		
	<b>K12:</b> Models of monitoring, reporting and responding to changes in health and wellbeing	X	
Professional development	<b>Skills - Must be able to:</b>		
	<b>S16:</b> Apply evaluated research and evidence-based practice in own setting	X	
	<b>S17:</b> Take initiative to research and disseminate current drivers in the adult care landscape (assessed through leadership skills – see note below)*		
	<b>S18:</b> 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>		
	<b>K13:</b> Principles of professional development		X
	<b>K14:</b> Goals and aspirations that support own professional development and how to access available opportunities		X
	<b>K15:</b> Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice		X
	<b>K16:</b> Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers		X
Leadership	<b>Skills - Must be able to:</b>		
	<b>S19:</b> Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture	X	

	<b>S20:</b> 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	
	<b>S21:</b> 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>		
	<b>K17:</b> Theories of management and leadership and their application to adult care		X
	<b>K18:</b> Features of effective team performance		X

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



## 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	Distinction Criteria
Behaviours	<b>B1:</b> 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	
	<b>B2:</b> Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect	Promotes and improve the delivery of compassionate care within the setting	
	<b>B3:</b> 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	
Tasks and responsibilities	<b>S1:</b> 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	
	<b>S2:</b> 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	
	<b>S3:</b> 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	
	<b>S4:</b> Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals	Correctly applies strategies to lead and support others e work in a person centred way, whilst encouraging active participation which enhances the well-being and quality of life of individuals	
	<b>S5:</b> 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	
	<b>S6:</b> 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	
	<b>S7:</b> Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects	Leads practices, clearly aligned to diversity, equality and inclusion legislation and policy	

<b>Dignity and human rights</b>	diversity, inclusion and fairness in the workplace		
	<b>S8:</b> Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems	Promotes a culture of dignity and respect, and where others are able to work in ways that may challenge their own beliefs.	
<b>Communication</b>	<b>S10:</b> 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	
<b>Health and wellbeing</b>	<b>K12:</b> 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	
<b>Professional development</b>	<b>S16:</b> 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	
<b>Leadership</b>	<b>S19:</b> 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	
	<b>S20:</b> 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	
	<b>S21:</b> 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:	Distinction criteria:
		The Apprentice must display <u>all</u> of the following	In addition to the pass criteria the Apprentice must meet <u>at least 19 of the 24</u> distinction criteria
Behaviours	<b>B4:</b> 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
	<b>B5:</b> 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)
	<b>B6:</b> 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	<b>K1:</b> 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
	<b>K2:</b> Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to health, safety and risk management	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to health, safety and risk management
	<b>K3:</b> 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
	<b>K4:</b> 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
	<b>K5:</b> Legislative and regulatory frameworks which inform quality standards	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to quality standards
	<b>K6:</b> 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).

<b>Dignity and human rights</b>	<b>K7:</b> 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
<b>Communication</b>	<b>S9:</b> 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.
	<b>K8:</b> 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
	<b>K9:</b> 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
<b>Safeguarding</b>	<b>S11:</b> 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 <u>once</u> ).
	<b>K10:</b> 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	
	<b>K11:</b> The elements needed to create a culture that supports whistleblowing in the organisation	Explains how they ensure that staff are trained and supported on how to recognise and respond to potential signs of abuse and or unsafe practices including the culture of whistleblowing. This should include reporting requirements relating to both adults and children	
	<b>S12:</b> 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	
	<b>S13:</b> Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care	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

<b>Health and wellbeing</b>	to ensure compliance with legislation, standards and guidance		compliance, standards and guidance
	<b>S14:</b> Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation	Explains how they monitor, evaluate and improve health and well-being policies and practices	Analyses evidence from the evaluation of health and wellbeing to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being
	<b>S15:</b> 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 and wellbeing to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being
	<b>S18:</b> 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
	<b>K13:</b> Principles of professional development	Explains principles of professional development	Evaluates the impact of the principles of professional development
	<b>K14:</b> 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
	<b>K15:</b> 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
	<b>K16:</b> 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
<b>Leadership</b>	<b>K17:</b> 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
	<b>K18:</b> Features of effective team performance	Identifies the knowledge of key elements of effective team performance	Analyses and evaluates individual team member performance and uses this to implement improvements in effectiveness

## Annex D: Session Checklist for EPAs

As part of FutureAssess' requirements, we ask the Independent Lead End-point Assessor (ILEPA) to complete a session checklist for face to face group assessment days.

The checklist is for information only and must be completed at the start of the assessment day itself. An idea of what is included on the checklist is displayed.

To be discussed	Discussed with who	Details
<b>Health &amp; Safety</b>	To be discussed with IEPAs on the day	<ul style="list-style-type: none"> <li>Assessment pack unopened</li> <li>Rooms available and fit for purpose</li> <li>Equipment available and fit for purpose</li> <li>Fire exits and evacuation points noted</li> <li>Conflicts of interest – between IEPAs and apprentices</li> </ul>
<b>Health &amp; Safety</b>	To be discussed with the apprentices	<ul style="list-style-type: none"> <li>Arrangements in the events of a fire (including everyone has time adjusted if in the unlikely event of an alarm)</li> <li>Toilets</li> <li>Food arrangements, where they can be brought if applicable</li> </ul>
<b>Introduction for the day</b>	Discussed with apprentices	<ul style="list-style-type: none"> <li>Welcome and introductions</li> <li>How the day will run through</li> <li>Overview of assessments</li> <li>Checking ID requirements</li> <li>Outline that feedback will not be given on the day</li> <li>FutureAssess website has all the policies relating to EPA and contact details for the office</li> <li>Register taken and correct</li> <li>Explain that a survey email and link will be given out at the end of the whole EPA</li> </ul>
<b>Other Points</b>	Discuss with apprentices individually as required	<ul style="list-style-type: none"> <li>Any adjustments for individuals</li> <li>Check IDs of apprentices</li> <li>Confirm that all relevant Gateway evidence has been submitted – relevant to the EPA Standard for the day</li> </ul>
<b>Confirmed</b>		<ul style="list-style-type: none"> <li>Occurrence Log on the Assessment &amp; Materials Tracker</li> </ul>

## Annex E: Policies and Procedures

Full access to our policies and procedures can be found on our website or shared in customer's individual SharePoint folder.

A list of our common policies and procedures can be found below.

- Appeals and enquiries about results policy
- Conflicts of Interest Policy
- Fair Access Policy
- Internal Quality Assurance Policy
- Moderation & Internal Verification Process
- Mitigating Circumstances Policy
- Reasonable Adjustment Policy
- Non-conformance Policy
- Equality and Diversity Policy

In order to maintain effective and efficient End-point Assessment procedures, we have implemented a non-conformance policy that runs alongside our FutureAssess Operations Manual, found on our website.

A brief idea of what is considered as Non-conformance is listed below:

- Late submission of Gateway Declaration Form – not giving FutureAssess the minimum time period of 10 working days' notice
- Late submission of Gateway Evidence
- Late submission of P.O/ payment
- Additional or different apprentice(s) other than those listed on the Gateway Declaration.

Should FutureAssess make any additions or changes to our policies and procedures, then a notification will be sent out via relevant lines of communication. It is the responsibility of the employer/training provider(s) and associate(s) to ensure they are using the most relevant and correct policy.



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