

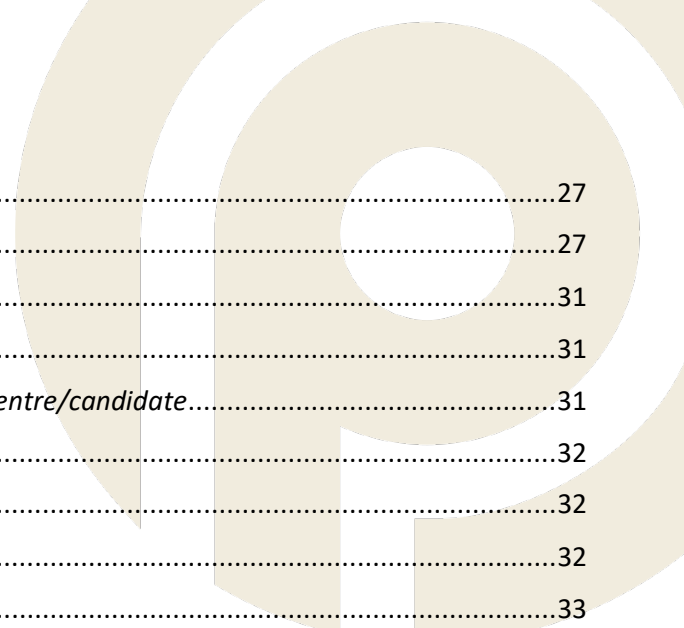


End-Point Assessment Guidance and Specification for Lead Practitioner in Adult Care ST0007 Level 4



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Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
Update to New Style Gateway Declaration Record – Appendix 1	n/a	From 01/08/2022
Transfer of External Quality Assurance Provider (EQAP) from NSAR to Ofqual	n/a	From 31/12/2022
IfATE revised the version number of this standard from 1.0 (AP01) to 1.1 on 21/12/2023. This was due to a minor change in wording to the occupational standard. There has been NO change to end-point assessment. Version 1.1 will apply to all apprentices who start on programme on or after 21/12/2023.	1.1	From 21/12/2023

Overview

The end-point assessment in this specification relates to the Lead Practitioner in Adult Care Apprenticeship ST0007 version and applies to versions AP01 and 1.1. The apprenticeship is at Level 4 and is for apprentices provide support, guide, and inspire team members to make positive differences to the life of individuals who use the service when they are faced with physical, practical, social, emotional, psychological, or intellectual challenges.

A Lead Practitioner in Adult Care will have achieved a level of self-development to be recognised in this role, contributing to, promoting, and sustaining a values-based culture at an operational level. They:

- Will have a greater depth of knowledge and expertise of particular conditions being experienced by individuals in their care.
- Will have specialist skills and knowledge in their area of responsibilities which will allow them to lead in areas such as care needs assessment, occupational therapy, physiotherapy, rehabilitation and enablement, telecare and assistive technology.
- Will be a coach and mentor to others and will have a role in assessing performance and quality of care delivery.

Lead Practitioners in Adult Care may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.

As well as covering Lead Practitioners in Adult Care, this standard also covers Lead Personal Assistants who can work at this senior level, but they may only work directly for one individual who needs support and/or care services, usually within their own home.

The typical duration for this apprenticeship is 18 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as pass/distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achieving the required Level 2 mathematics and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd will claim for the certificate on behalf of the apprentices. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standard and accompanying assessment plan can be accessed via [the Institute for Apprenticeships and Technical Education](#).

Standard Title	Lead Practitioner in Adult Care
Level	4
Standard Number	ST0007 versions AP01 and 1.1 ¹
LARS Number	551
Named EQA organisation	Ofqual
Duration of Apprenticeship	Typically, 18 months but the actual length of the apprenticeship will be decided by the employer. Within this are contained the development of the knowledge, skills and behaviours required to do the role, any on-programme assessment that the employer chooses to do, the gateway and the end-point assessment.
Duration of End-Point Assessment	3 months
Date the Assessment Plan scheduled is for review	This standard should be reviewed within 3 years of its approval date
Mandatory Qualifications within the Standard	To meet the apprenticeship standards, apprentices must achieve: <ul style="list-style-type: none"> • A minimum of Level 2 Maths and Level 2 English and • Level 4 Diploma in Adult Care
End-Point Assessment Methods	The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows: <ul style="list-style-type: none"> ➤ Observation of Practice ➤ Professional Discussion underpinned by a portfolio

Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Lead Practitioner in Adult Care Apprenticeship and should be used in conjunction with the Lead Practitioner in Adult Care ST0007 AP01/1.1 Padlet² – Assessment Information for Apprentices, Providers and Employers.

The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.

¹ Note – the version number was amended to 1.1 by IfATE on 21/12/2023. There was no change to the requirements for end-point assessment.

² A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet

References to third-party material made in this specification are made in good faith. Professional Assessment Ltd does not endorse, approve, or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Professional Assessment Ltd (PAL) has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

PAL has been working closely with occupational experts, employers and providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

Apprenticeship Standard Objective

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the Institute and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

Progression

On completion of the apprenticeship, the apprentice could progress into a more senior role such as a registered, assistant, deputy, and unit or service manager.

Who is Professional Assessment (PAL)?

Professional Assessment Ltd provides services for providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

What is needed prior to end-point assessment?

The employer and provider must confirm that the apprentice has met the on-programme requirements and the apprentice is ready to undertake the end-point assessment.

The employer and provider must hold a 'Gateway' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with an English and maths qualification at a level 2 as set by the apprenticeship standard. *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 those whom this is their primary language.*

The apprentice must also have evidence of achievement of the L4 Diploma in Adult Care, and a completed portfolio of evidence to be submitted to PAL.

Please check with the EPA team via info@professionalassessment.co.uk if you do not know which qualifications are accepted. Evidence of qualifications must be in the form of a certificate.

To confirm this review has taken place, the employer, provider, and apprentice are required to complete a Gateway Review Record, an example of which is included in the Appendix of this handbook³, alternatively, providers and employers can use their documentation, with the caveat, that the document must record the information as stipulated on the Professional Assessment Gateway record.

Professional Assessment will not confirm an end-point assessment booking until the required evidence is submitted. For auditing purposes, the Gateway Review Record should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

Ideally, we also ask for the PAL apprenticeship certificate consent form, apprentice ID form and authentication of evidence form (where applicable) to be completed at the Gateway review and submitted. If the three documents are not made available at the gateway review, the independent end-point assessor will collect these documents, as part of the assessment planning process.

If the planning meeting is completed on-line, these documents will need to be shared as part of the assessment planning process and emailed to epasupportservices@professionalassessment.co.uk.

³ The gateway record may change in design and content based on revisions to standards - for the latest document please refer to the relevant Padlet that PAL will have provided training providers or can provide directly to employers and apprentices.

The recommended approach during the on-programme assessment (month 1-12) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- The provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship.
- The provider can carry out mock end-point assessments with the apprentice.

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the provider.

Language of assessment

All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using two discrete assessment methods. Each assessment method should directly assess the required knowledge, skills, and behaviours of the standard.

The assessment activities will be completed by the end-point assessor as follows:

- Observation of Practice.
- Professional Discussion underpinned by a portfolio.

There is no mandated assessment sequence. Assessments can be combined, so it is permissible to undertake more than one assessment on one day. Assessments must be completed over a maximum total time of two days within the three month end-point assessment period.

The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.





In order to pass apprentices must achieve a pass in all assessment methods; apprentices who fail one or more method will fail the end-point assessment.





In order to achieve a distinction apprentices must achieve a distinction in the professional discussion.

If any assessment activity is failed it must be retaken. Apprentices cannot achieve the apprenticeship without gaining at least a pass in every assessment activity.

The following chart sets out the sequences of the Gateway review and end-point assessment.

Note – the assessments can be taken in any order.

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.		<ul style="list-style-type: none"> ▪ ESFA advised of EPAO. ▪ EPAPro log-in credentials provided. ▪ Access to a range of assessment guidance materials available.
Gateway review held between training provider, employer, and apprentice to confirm assessment readiness. <ul style="list-style-type: none"> • Evidence provided that English and maths requirements have been achieved. • Evidence of achievement of the L4 Diploma in Adult Care. • A completed portfolio is a requirement at Gateway. 		<ul style="list-style-type: none"> ▪ Declaration received that the apprentice is ready for assessment. ▪ Gateway evidence received. ▪ PAL approves or rejects the Gateway evidence. If rejected, the provider to resubmit as required.
PAL contacts employer and apprentice. PAL undertakes assessment planning meeting and agrees assessment schedule.		<ul style="list-style-type: none"> ▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Lead Practitioner in Adult Care assessment plan and to allow for reasonable resit or retake activities within the assessment window, wherever possible. ▪ ID and certificate request confirmation confirmed. ▪ As part of the planning meeting, PAL will agree a suitable workplace activity for the observation of practice assessment with the employer and apprentice. The apprentice has a minimum of 2 weeks and a maximum of 4 weeks to prepare for the assessment.
Apprentice submits any preparatory documents for the observation of practice to PAL no less than 7 days prior to assessment. The documents must be mapped to the required knowledge, skills, and behaviours by the apprentice.		<ul style="list-style-type: none"> ▪ PAL receives the preparatory documents.

Apprentice/Employer/Training Provider		PAL
Apprentice undertakes the observation of practice and verbal questioning.		<ul style="list-style-type: none"> ▪ Observation of practice and questioning assessment completed. ▪ The observation activity should typically last for 60 minutes. ▪ The following verbal questioning should typically last for 15 minutes. ▪ The total assessment time of 75 minutes can be increased by 10% at the assessor's discretion to allow the apprentice to complete their last point. ▪ Practical demonstration and response to questions assessed. Assessment graded.
Apprentice undertakes the professional discussion.		<ul style="list-style-type: none"> ▪ Portfolio submitted at Gateway reviewed by the assessor and relevant interview points prepared. Assessment date agreed at the planning meeting. ▪ Professional discussion assessment duration is 90 minutes (with a variance of 10% at the assessor's discretion to allow the apprentice to finish their last point). ▪ Professional discussion completed, responses to questions assessed. Assessment graded.
		<ul style="list-style-type: none"> • Overall grading undertaken - assessor confirms to PAL grades for all assessment elements and overall grade using grade descriptors and weighting as detailed in the assessment plan. ▪ IQA undertaken. ▪ Assessment outcome provided within the assessment window timeframe.
Employer informed of the outcome of end-point assessment via email from epasupportservices@professionalassessment.co.uk Apprentice and provider are copied into the communication.		<ul style="list-style-type: none"> ▪ Assessment reports will record decisions and grades. If a resit or retake is required, it is important the relevant parties refer to the summary record. ▪ Assessment decision data collated and used to inform standardisations processes and quality assurance. ▪ Assessment outcome provided to the provider and Apprenticeship service. ▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved. ▪ Data provided to the regulator as necessary.

Who can carry out end-point assessment?

Assessors/the end-point assessment organisation for this standard are required to:

- Have at least three years' work experience in the sector. This means they are capable of carrying out the full requirements within the competence they are assessing; possessing knowledge, understanding and experience relevant to the Apprenticeship Standard being assessed. This should be maintained annually through clearly demonstrable continuing learning and professional development.
- Be qualified to at least the level of care they are assessing (level 4 or above).
- Hold a recognised current workplace assessment qualification at, or equivalent to, RQF level 3.
- Undertake a minimum of three-days CPD per year.
- Must attend two standardisation events annually.
- Have sufficient resources to carry out the role of independent end assessor i.e., time and budget.

All assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

Professional Assessment Ltd will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the grading criteria have been met for each method of assessment.

Internal Quality Assurance Requirements

Professional Assessment Ltd requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staff are subject to the requirements of an end-point assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake Continuous Professional Development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably and fairly by all assessors. Policies can be shared upon request, please contact info@professionalassessment.co.uk. Essential policies are also available via the Padlet and our website.

In accordance with these policies Professional Assessment Ltd will:

- Develop and maintain a set of assessment tools, to be used by all assessors when carrying out assessments.
- Ensure assessors for this standard, meet with the assessment plan competency requirements.
- Train and develop all assessors to ensure reliable and consistent assessment of the standard.
- Apply robust quality assurance and verification processes to assessments, e.g., the use of standard formats, moderation and standardisation of marking and assessment decisions
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Produce exemplar materials, which can be used to add further clarity and establish guidelines for assessment against the stated criteria of the standard.
- Hold standardisation and moderation activities of assessment process.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

External Quality Assurance Requirements

External quality assurance for the Lead Practitioner in Adult Care Apprenticeship is undertaken by Ofqual.

Standardisation and Moderation

All assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs may accompany or 'remote in' with assessors carrying out EPA to ensure that the EPA is being administered safely, securely and in line with Professional Assessment Ltd guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via info@professionalassessment.co.uk

Grading

This apprenticeship includes pass and distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

To achieve a pass overall, the apprentice must achieve a pass in all assessment methods by meeting all of the pass descriptors.

To achieve a distinction overall, the apprentice must achieve all the pass criteria for both assessment methods and meet at least 21 of the 27 distinction criteria within the professional discussion.

Grades from each method of assessment will be combined as follows.

Observation of Practice	Professional Discussion underpinned by portfolio	Overall grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include a minimum of 20 per cent off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, it is recommended that employers and/or providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills, and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

It is recommended, but not required, that the on-programme assessment includes:

- Registration with a relevant professional body to provide access to management resources, wider networks, and CPD activities.
- Regular performance reviews between the apprentice and a senior manager.
- Opportunities given and evidence generated to cover all assessment criteria.
- Feedback from line manager, peers, and direct reports (including 180/360-degree feedback or equivalent).

End-point assessment planning and scheduling

Employers and/or providers⁴ must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or provider has confirmed a gateway date, PAL will arrange a planning meeting on receipt and validation of the gateway evidence.

The planning meeting is attended by the employer, apprentice, and PAL. The purpose of the planning meeting is to share information with PAL, to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

⁴ Note PAL endeavours to have agreements with both employers and training providers, to ensure all parties are aware of our service offer and role in the apprenticeship journey.

The end-point assessment will be conducted over a period of 3 months at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and providers to check this requirement has been met, before submitting gateway evidence.

Reassessment

PAL's resit and retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original assessor, but if this is not possible PAL reserves the right to assign a different assessor.

Resits and Retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake. The apprentice's employer will need to agree with PAL that either a resit or retake is an appropriate course of action.

An apprentice who fails an assessment method, and therefore end-point assessment in the first instance, will be required to resit or retake any failed assessment method only. There should **only be one further attempt** at an assessment permitted, after the initial failed attempt.

Any assessment method resit or retake must be taken within 3 months of the fail notification, otherwise the entire end-point assessment must be taken again, unless in the opinion of PAL exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to distinction.

Reassessment requirements for each component

For component 1 – observation of practice: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the observation of practice in their first assessment attempt, a further, different observation activity assessment will be carried out.

For component 2 – professional discussion: if the apprentice's evidence does not meet the requirements to achieve the pass descriptors for the professional discussion in their first assessment attempt, a further, different full professional discussion assessment of the apprentice will be carried out.

Capping

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of pass, unless the EPAO determines there are exceptional circumstances requiring a resit or retake.

Booking Reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.

Portfolio of Evidence

A completed portfolio of evidence is required to be submitted to PAL as part of the Gateway review.

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the professional discussion.

The assessor will review the portfolio evidence and use it to identify areas for the professional discussion, and it is the professional discussion that will assess the apprentice's understanding and learning.

The portfolio should be produced over a period from the commencement of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard. It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The assessor will undertake authenticity checks regarding portfolio evidence as part of the professional discussion assessment.

What is the format of the underpinning portfolio?

The employer and training provider will assist the apprentice in selecting their portfolio evidence to ensure that it covers all standards outlined in the assessment plan for the professional discussion method of assessment.

The intention is to give a source of evidence to the assessor that typically consists of six pieces of holistic evidence providing examples of how the apprentice has met and applied the relevant knowledge, skills, and behaviour criteria to their working practice

How can a lead practitioner in adult care prepare for and complete the portfolio?

The employer and provider will assist the apprentice in producing their portfolio to ensure that it covers all standards outlined in the assessment plan for professional discussion method of assessment.

Please refer to Appendix 2 for the knowledge, skills and behaviours required to be assessed by the professional discussion and evidenced in the portfolio.

The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the interview (PAL has provided a mapping document - please see the Lead Practitioner in Adult Care Padlet).
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer.

Please note - PAL will not accept a portfolio submitted without a completed mapping document and an employer statement of validity.

The portfolio **cannot contain**:

- Any methods of self-assessment/self-evaluation by the apprentice.
- Any reflective accounts by the apprentice.

The portfolio **may contain** the following items as evidence:

- Employer contributions which should evidence only direct observation of evidence (for example witness statements) and not be based on opinion.
- Reports created by the apprentice or evidence of reports the apprentice uses to support their leadership role and responsibilities such as reports and minutes of meetings.
- Presentations delivered by the apprentice in briefings, training sessions, external/internal stakeholder meetings.
- Performance reviews between the apprentice and their line manager.
- Observations of performance, documented by the training provider or employer.
- Ongoing professional discussions between the apprentice and their training provider that relate to work, projects and assignments undertaken by the apprentice throughout their programme.
- Projects and reports, set by the apprentice's organisation, where the apprentice has been highly involved in the innovation of service/products or supported continuous improvement or the introduction of new processes, procedures and policies.
- Service user/stakeholder feedback and/or witness testimonies that endorse the work of the apprentice.
- Feedback from the line manager, direct reports and peers, appraisals, performance reviews.
- CPD log or personal development plan.

This is not a definitive list; other evidence sources are allowable and not all of the above are required to be used.

It is not required that the apprentice has evidence in all the described formats. However, the apprentice and employer in conjunction with their training provider are advised to apply the following guidelines:

- Confirm that the portfolio evidence maps to all of the criteria as defined in Table 2. Each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic approach. PAL has provided a mapping document for the training provider, apprentice and employer use which can be accessed from the Lead Practitioner in Adult Care Padlet.
- Ideally, the portfolio evidence should be presented electronically.
- All evidence to be completed to the highest standard achievable by the apprentice to showcase the apprentice's skills, knowledge and behaviours and ensure sufficient examples provided.
- Evidence to contain annotation and description of the behaviours, skills and competence shown by the apprentice.
- Information to be correctly cited where research has been utilised.
- Portfolio to include feedback and testimonies from relevant stakeholders to confirm apprentice competence and show how they have acted on feedback and developed throughout their apprenticeship programme.
- The gateway meeting should establish the rigour of the portfolio evidence as a final check, with the support of the training provider.
- It is of paramount importance that all of the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice.

The format and structure of the portfolio must be agreed between the employer and apprentice, and ideally will be presented electronically.

PAL has provided suggestions of potential portfolio evidence – **please note, this is not an exhaustive or mandatory list.**

Standard	Suggested Evidence:
Behaviours	<p>Criteria:</p> <ul style="list-style-type: none"> ➤ B3: Courage – is doing the right thing for people and speaking up if the person they support is at risk. ➤ B6: Commitment – to improving the experience of people who need care and support ensuring it is person-centred. <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ➤ Observation of performance by your training provider that demonstrates a commitment to service improvements with a direct impact on service users life’s and experience of care ➤ Witness testimony from your line manager describing how you complete records and documents to organisational requirements that demonstrate commitment to service improvements and/or how you have advocated on a service users behalf to achieve the desired outcome ➤ A project – with all related documents. ➤ Apprentice account/professional discussion providing examples of making recommendations to management or external services. ➤ Apprentice account/professional discussion to explain how you have challenged unsafe working practices, recommended and implemented improvements.
Task and responsibilities	<p>Criteria:</p> <ul style="list-style-type: none"> ➤ S3: Identify and access specialist help required to carry out role. ➤ S4: Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments. ➤ S8: Apply risk management policies. ➤ S9: Contribute to the quality assurance of the service provided. ➤ K1: Statutory frameworks, standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services. ➤ K2: Theories underpinning own practice and competence relevant to the job role. ➤ K3: Principles of assessment and outcome-based practice. ➤ K4: Principles of risk management. <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ➤ Observation of performance by your training provider that demonstrates compliance to policies and procedure and relevant sector legislation, partnership working, care planning, internal processes. ➤ Apprentice account/professional discussion providing examples of making recommendations in staff and/or performance management meetings. ➤ Witness testimony from your line manager describing how tasks and responsibilities are meeting employer’s expectations such as recruitment and induction processes, auditing and creating existing processes relating to risk assessment and health and safety legislation. ➤ A project – with all related documents.

Standard	Suggested Evidence:
Dignity and human rights	<p>Criteria:</p> <ul style="list-style-type: none"> ➤ K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice. <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ➤ Observation of performance by your training provider that demonstrates adherence to data protection, policies and procedures, person-centred care and outcome-focused practices. ➤ Witness testimony from your line manager describing compliance and transparency of service delivery. ➤ Apprentice account/professional discussion providing examples of staff training and supervision that embeds a positive workplace culture, community engagement.
Communication	<p>Criteria:</p> <ul style="list-style-type: none"> ➤ S13: Identify and address barriers to communication using appropriate resources. ➤ S15: Provide meaningful information to support people to make informed choices. ➤ K6: Effective communication and solutions to overcoming barriers. ➤ K7: Legal and ethical frameworks in relation to confidentiality and sharing information. ➤ K8: Range of technologies to enhance communication. <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ➤ Observation of performance by your training provider that demonstrates the ability to communicate effectively internally and externally using a range of communication aids and opportunities. ➤ A project that evidences the development and review of information resources to ensure that these are effective and inclusive. ➤ Apprentice account/professional discussion providing examples of multi-agency working and impact this has had on care provision, demonstrate an understanding for legal and ethical frameworks relating to confidentiality and data sharing are implemented within the day to day practices.
Safeguarding	<p>Criteria:</p> <ul style="list-style-type: none"> ➤ S16: Apply and support others to adhere to safeguarding procedures. ➤ S17: Work in partnership with external agencies to respond to safeguarding concerns. ➤ K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements. <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ➤ Observation of performance by your training provider of dealing with comments, complaints and safeguarding referrals within organisational and legal guidelines. ➤ Apprentice account/professional discussion providing evidence of working with external agencies to address safeguarding concerns, review and creation of policies and procedures that safeguard adults and children including a concrete understanding of recording and reporting requirements. ➤ Witness testimony from your line manager describing compliance and transparency relating to the Duty of Care, Duty of Candour and Safeguarding.
Health and wellbeing	<p>Criteria:</p> <ul style="list-style-type: none"> ➤ S19: Collaborate with external partners to achieve best outcomes in health and wellbeing.

Standard	Suggested Evidence:
	<ul style="list-style-type: none"> ➤ K10: Models of monitoring, reporting and responding to changes in health and wellbeing. ➤ K11: Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches. ➤ K12: Importance of effective partnerships, inter-agency, joint and integrated working. <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ➤ Observation of performance by your training provider of partnership working, purposeful resourcing to enhance the welling of individuals using the service and staff, care planning meetings. ➤ A project that evidences the sourcing of holistic solutions to enhance the service experience of care and impact measurement. ➤ Witness testimony from your line manager/professionals that evidence effective partnership working to holistic solutions to person centred-care. ➤ Apprentice account/professional discussion providing evidence of understanding of how fundamental standards are upheld, monitored for quality and how the impact of this can be measured.
<p>Professional development</p>	<p>Criteria:</p> <ul style="list-style-type: none"> ➤ S20: Evaluate own practice and access identified development opportunities. ➤ S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance. ➤ S23: Contribute to the development of an effective learning culture. ➤ S24: Lead robust, values-based recruitment and selection processes. ➤ S25: Contribute to the induction process by developing the knowledge of individuals within their role. ➤ S26: Lead and support others in professional development through personal development plans, supervision, reflective practices, research, evidence based practice and access to learning and development opportunities. ➤ K13: Goals and aspirations that support own professional development and how to access available opportunities. <p>Suggested Evidence:</p> <ul style="list-style-type: none"> ➤ Product evidence of training, supervision, continuous professional development, reflective practices, value-based recruitment, selection, induction and staff development processes. ➤ Apprentice account/professional discussion providing evidence of reflective practices that demonstrate awareness of up to date research and evidence-based practices. ➤ Witness testimony from your line manager/professionals that confirm the active participation in setting personal goals, development objectives and seeking of appropriate and available learning opportunities. ➤ A project that evidences the review of and analysis of staff training and development needs and how these were addressed/achieved.

Assessment Methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and provider. Employers can access a record of assessment by accessing EPAPro (POL). User guides are available for providers and employers that detail how reports can be viewed.

Observation of Practice

Key Facts about the observation of practice

The observation will enable the apprentice to demonstrate their knowledge, skills and behaviours and leadership to external and/or internal stakeholders. An external stakeholder could be a specialist external dementia specialist, a local authority social worker, or anyone working beyond the immediate care employer that has a reason to be at the meeting. The apprentice must lead the observed activity. The employer, apprentice and PAL will need to plan for what an appropriate activity might be to ensure this requirement is met.

The post-observation questioning allows the end-point assessor to draw out evidence not included in the observation, and to provide the opportunity for the apprentice to achieve the pass criteria if not fully evidenced during the observation.

The observation and the post-observation questioning must take place on the same day and is designed to assess the following areas of the Lead Practitioner in Adult Care standard:

- Professional behaviours.
- Task and responsibilities.
- Health and well-being.
- Professional development.

The observation and post-observation questioning will last for a total of 75 minutes (plus 10% at the discretion of the assessor). **The observation will typically last for 60 minutes, followed by the questioning, which will typically last for 15 minutes.** A short break may be taken to move to a suitable environment in which questions can be asked.

The observation of practice will be followed by post-observation questioning. The questioning aims to clarify points within the observed activity that were not fully apparent.

The apprentice will be asked a minimum of 3 questions and the assessor can ask follow up questions to seek clarification.

The questioning and answers will typically last for 15 minutes.

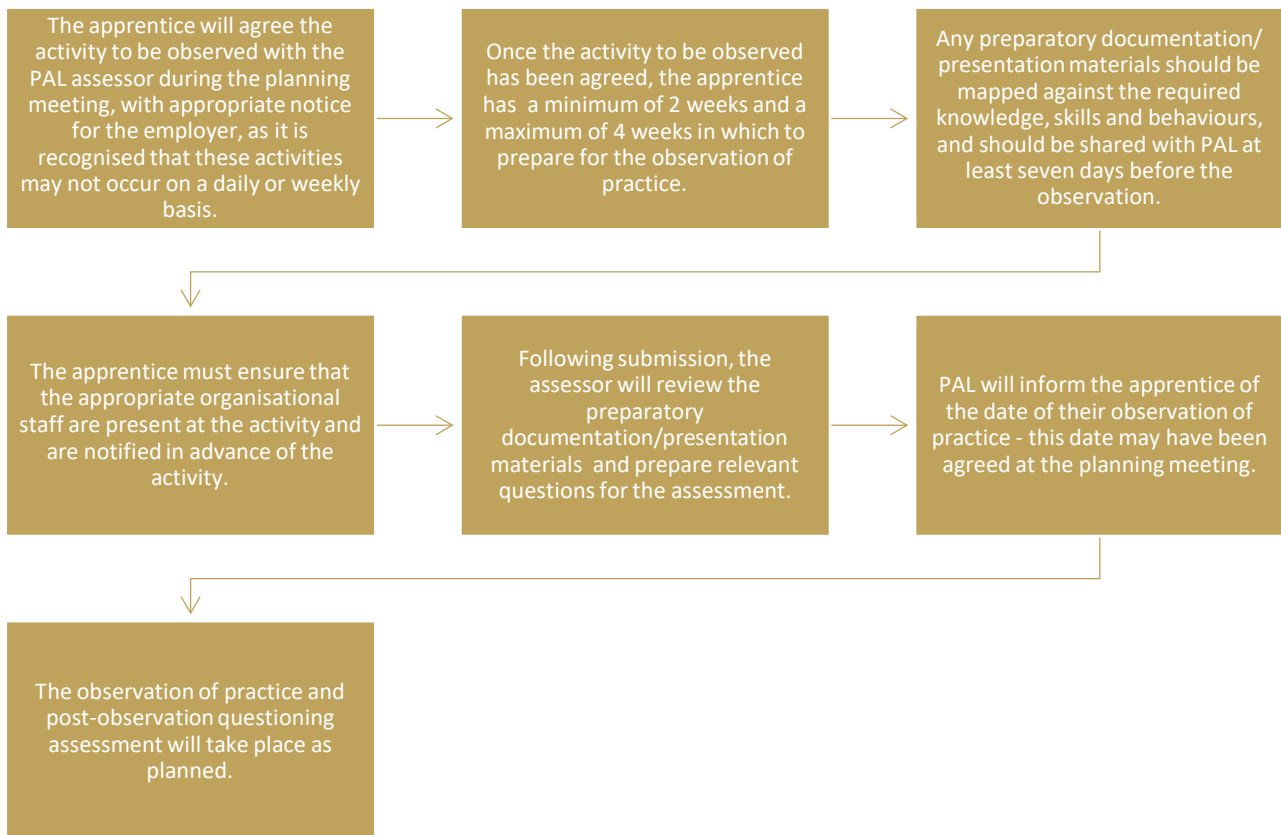
What is the format of the observation of practice?

The observation will be based on one of the following real-life improvement activities to support improvement to the apprentice, the employer and individuals using the service:

- Preparing for the best interest meeting through consultation with the care staff team. This should include the rationale around the need to trigger the meeting, the roles and responsibilities of who should be involved and the potential implications for the service.
- Leading a meeting where they guide and support colleagues around how to implement the required care delivery within the service to support people that use the services regarding their identified care needs, goals and required outcomes.
- Response to regulatory and legislative requirements that specifically impact upon how the needs of people that use the services are being met. For example, this could be communicating the outcomes of working with external partners and stakeholders to deliver positive change to the people being supported by the service.
- Development of service provision so that it can improve service delivery to more effectively meet the needs and aspirations of the people that use the services.
For example, this may be in the form of presenting some information or analysing data concerning evidence based practice to develop or improve the service provision.

The choice is decided by the apprentice, and employer and agreed by the PAL assessor at the planning meeting.

What are the timescales for the observation and questioning?



How can the observation of practice be undertaken?

The observation can take place either via online video conferencing or face to face, however, the assessment must take place in a suitable controlled and private environment, free from distraction and influence.

There is no requirement to record the observation within the assessment plan (whether face-to-face or using video conferencing) but using video conferencing as a method of observation offers the ability to do so. If this is to be recorded in this way, the relevant permissions will need to be secured.

The apprentice can use presentation aids for the observation of practice activity using whichever medium they wish to use, for example, slides, handouts, or a poster.

PAL will ensure that there are appropriate arrangements in place to move between the on-line observation (group participation) and the subsequent on-line questioning interventions which are one-to-one engagements. It is likely that the post-observation questioning will be audio recorded if face to face or recorded using video conferencing.

It is the responsibility of the apprentice, employer, training provider and PAL to ensure accessibility where required.

All parties must comply with the requirements of the GDPR and all other safeguarding duties.

What happens if the direct observed activity is interrupted by others?

Many of the activities observed will involve a level of participation by others. Where this is the case, the apprentice is expected to be able to manage the interventions in a way that meets the needs of the activity.

How can a lead practitioner in adult care prepare for the observation of practice?

- Preparing to undertake a practice observation presents the apprentice with a key opportunity to talk to their supervisees/manager about the planned assessment and is a forum to discuss practice skills and any areas of development.
- Structure and map the preparatory documentation/presentation materials for the observation of the required skills and behaviours to be achieved - think about how exactly they will be achieved and what needs to be considered.
- Have a clear understanding of the pass criteria and expectations.
- Practice in front of an audience.
- Complete a mock observation assessment with feedback from their training provider.
- Proofread any preparatory documentation/presentation materials for the observation to check for errors and mistakes, as well as for a 'sense check'. Is the appropriate language used? Is the correct terminology used?
- Ensure that, if the technology is being used to present, that it is available, and they are competent in its use.

How will the observation of practice be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their demonstration and responses to the questions asked.

There is no distinction grade for the observation of practice.

Please see Table 1 for the pass descriptors for this method of assessment.

TABLE 1

Area of Standard	Behaviours (B) Skills (S)	Pass – the apprentice must meet all of the pass descriptors below:
Behaviours	B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives.	Demonstrates a caring attitude towards others, assessing how they are making a positive difference to the lives of others and considering ways they could make further improvements.
	B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect.	Demonstrates a compassionate attitude when encouraging others to consider ways they could contribute to further improvements.
	B4: Communication – good communication is central to successful caring relationships and effective team working.	Demonstrates appropriate communication skills in communicating effectively in caring and team work roles.
	B5: Competence – is applying knowledge and skills to provide high quality care and support.	Applies knowledge and skills to the delivery of high quality care.
Tasks and Responsibilities	S1: Apply professional judgement, standards and codes of practice relevant to the role.	Applies professional judgement, accessing relevant standards and codes of practice relevant to their role when needed.
	S2: Develop and sustain professional relationships with others.	Demonstrates they can build and maintain positive relationships with key stakeholders.
	S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered.	Demonstrates they can provide effective mentoring support.
	S6: Contribute to the implementation of processes to implement and review support plans.	Demonstrates how they have used processes to develop and review support plans.
	S7: Provide leadership and mentoring to others for whom they are responsible.	Provides leadership and mentoring to others for whom they are responsible with a focus.
Professional Development	S22: Value individuals to develop effective teams in order to achieve best outcomes.	Demonstrates how they value individuals' contributions to the team to achieve the best outcomes for the service.
Dignity and Human Rights	S10: Implement a culture that actively promotes dignity and respects diversity and inclusion.	Demonstrates how their actions contribute to a culture which actively supports promotion of diversity, dignity and inclusion.
	S11: Model high levels of empathy, understanding and compassion.	Demonstrates how they model empathy, understanding and compassion.
Communication	S12: Model effective communication skills.	Demonstrates their ability to communicate effectively, providing information in a way that is accessible, meaningful and complete.
	S14: Apply organisational processes to record, maintain, store and share information.	Identifies legal and ethical frameworks regarding confidentiality and information sharing and demonstrates working practices in line with organisational processes. Applies ethical frameworks

Area of Standard	Behaviours (B) Skills (S)	Pass – the apprentice must meet all of the pass descriptors below:
		regarding confidentiality and information sharing in line with organisational requirements. Adapts information to ensure accessibility which enables people to make informed choices.
Health and Wellbeing	S18: Apply person-centred approaches to promote health and wellbeing.	Demonstrates the impact of their approach in supporting those accessing care and support, identifying holistic solutions that support different people, and is able to assess how their approach improves health and wellbeing.

Professional Discussion underpinned by a portfolio

Key facts about the professional discussion

The professional discussion is a meaningful, in-depth, and two-way dialogue designed to draw out the best of the apprentice's competence for the knowledge, skills and behaviours assigned to this method of assessment. The agenda points will act as a base for the apprentice to explore their practice and experiences to demonstrate occupational competence. The discussion is underpinned by a portfolio of evidence which is reviewed by the EPA to identify areas for the discussion.

The professional discussion is designed to assess the following areas of the Lead Practitioner in Adult Care standard:

- Professional behaviours.
- Task and responsibilities.
- Health and well-being.
- Professional development.

The professional discussion will last for 90 minutes (plus 10% at the discretion of the assessor).

What is the format of the professional discussion?

The assessor will ask open-ended, competency-based questions to draw out the best of the apprentice's competence and excellence; these will be based on a minimum of one question for each of the knowledge, skills and behaviours groups in Table 2 (tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, and professional development) and further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the knowledge, skills and behaviours mapped to this method of assessment.

The apprentice and assessor will both have access to their own copies of the apprentice's portfolio of evidence throughout the discussion and both can refer to it as needed.

The discussion will be recorded, either through video conferencing software or for a face to face professional discussion by a voice or video recording. The assessment must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis with the assessor.

How can the professional discussion be undertaken?

The professional discussion can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face.

It is the responsibility of the apprentice, employer, provider and EPAO to ensure accessibility where required.

The professional discussion must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis with the assessor. An employer representative is not required to be present.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two way visual and audio link. The video call will be recorded and submitted by the assessor for internal quality assurance.

How can a lead practitioner in adult care prepare for the professional discussion?

- Practice undertaking professional discussions with their training provider, employer, and line manager. Practice discussions which cover a range of topics and areas of the standard, ensuring that they can provide specific examples of tasks/situations they have been involved in.
- Practice reflecting and analysing performance to determine successes and areas for development.
- Review terminology in the assessment plan and consider how this links to their role. For example: 'Professional Development of Teams' – they may not think they apply this, but in a leadership role, they will be involved.
- Understand the level of detail they are being asked to provide during discussions – ensure they are familiar with the assessment verbs and can differ detail between providing explanations and analysis.
- Practice professional discussions mock agendas with their training provider for 90 minutes to support completing them within the given timescale.

What types of questions might be asked to facilitate the professional discussion?

The professional discussion agenda is not shared with the apprentice in advance of the assessment. The following are examples of questions an apprentice may be asked during the professional discussion and should be used for guidance only:

- Explain how you have led specialist assessment of social, physical, emotional and spiritual needs of an individual you support that presents with sensory and physical impairments by giving specific examples, including how you have implemented the findings with your leadership role, such as recommendation, positive outcomes and required improvements.
- Analyse what specific specialist help that you identified and accessed has impacted on your role, the service user and the organisation as a whole.
- Provide an example of how you have promoted and advocated for the rights of a service user when they were at risk.
- Describe the impact that your behaviour has in maintaining and building a positive workforce culture that upholds dignity and respect for all.

How will the professional discussion be graded?

To achieve a pass, the apprentice must achieve ALL of the pass criteria for this method of assessment through their professional discussion responses.

To achieve a distinction, the apprentice must achieve ALL of the pass criteria and at least 21 of the 27 distinction criteria.

Please see Table 2 for the pass and distinction grading criteria for this method of assessment.

TABLE 2

Area of Standard	Behaviours (B) Skills (S) Knowledge (K)	Pass – the apprentice must meet all of the pass criteria below:	Distinction Criteria – in addition to the pass criteria, the apprentice must achieve at least 21 of the following:
Behaviours	B3: Courage – is doing the right thing for people and speaking up if the person they support is at risk.	Describes how they ensured the rights of others were promoted and advocated for a person they support where they were at risk.	
	B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred.	Analyses how person-centred care is provided to improve the experience of people accessing care and support.	
Tasks and Responsibilities	S3: Identify and access specialist help required to carry out role.	Describes how they have accessed specialist help when support was needed to carry out their role.	Analyses the impact of the specialist support provided and explains how they implement continuous improvement processes based on best practice.
	S4: Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments.	Explains how they have performed the lead role in the specialist assessment of an individual's care and support needs.	Explains how they have implemented findings of the assessment within their lead role, identifying recommendations which have led to continuous improvements and ensuring positive outcomes.
	S8: Apply risk management policies.	Explains how they have applied relevant risk management policies to the setting.	Evaluates the impact of the relevant risk management policies implemented within the setting.
	S9: Contribute to the quality assurance of the service provided.	Explains how their work has contributed to their service's improved quality assurance processes.	
	K1: Statutory frameworks, standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services.	Explains how the safe delivery of services is underpinned by statutory frameworks, standards, guidance and codes of practice.	Explains how they identify, use and measure the impact of statutory frameworks, standards, guidance and codes of practice in relation to the safe delivery of services.

Area of Standard	Behaviours (B) Skills (S) Knowledge (K)	Pass – the apprentice must meet all of the pass criteria below:	Distinction Criteria – in addition to the pass criteria, the apprentice must achieve at least 21 of the following:
	K2: Theories underpinning own practice and competence relevant to the job role.	Identifies relevant theories that underpin their own practice and competence.	Explains how the relevant theories have impacted upon their job role and the service provided.
	K3: Principles of assessment and outcome-based practice.	Describes the principles of assessment and outcome-based practice.	Explains the impact made through implementing assessment and outcome-based practices.
	K4: Principles of risk management.	Describes the principles of risk management.	Describes the impact made through improved risk assessment and management processes on service provision.
Dignity and Human Rights	K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice.	Explains how they promote and maintain a culture of dignity.	Analyses the impact of their behaviours on maintaining a culture of dignity.
Communication	S13: Identify and address barriers to communication using appropriate resources.	Explains how they have identified and addressed barriers to communication through using appropriate resources to overcome them.	Analyses how resources used in the setting have been implemented to overcome barriers to communication.
	S15: Provide meaningful information to support people to make informed choices.	Explains how information is adapted to ensure accessibility to enable informed choices to be made.	Implements adaptations to ensure informed choices have been made and are understood. That individual choices have been supported by providing meaningful information and evaluate its impact.
	K6: Effective communication and solutions to overcoming barriers.	Identifies communication barriers and approaches used to overcome them.	Analyses approaches used to agree solutions which overcame communication barriers.
	K7: Legal and ethical frameworks in relation to confidentiality and sharing information.	Identifies legal and ethical frameworks regarding confidentiality and information sharing relevant to the setting.	Analyses how the legal and ethical frameworks relating to confidentiality and information sharing have been applied.
	K8: Range of technologies to enhance communication.	Identifies technologies available to enhance communication in your setting.	Evaluates how the technologies used have enhanced communication.
Safeguarding	S16: Apply and support others to adhere to safeguarding procedures.	Explains with examples how they apply and ensure compliance with safeguarding procedures in their setting.	Demonstrates how they have improved practices as a result of monitoring compliance with safeguarding procedures.

Area of Standard	Behaviours (B) Skills (S) Knowledge (K)	Pass – the apprentice must meet all of the pass criteria below:	Distinction Criteria – in addition to the pass criteria, the apprentice must achieve at least 21 of the following:
	S17: Work in partnership with external agencies to respond to safeguarding concerns.	Discusses how they have applied strategies and processes for partnership working with external agencies to respond to safeguarding concerns.	Evaluates how strategies and processes led to positive outcomes for individuals within the care setting from the partnership approaches and the improvements that have been made on safeguarding processes.
	K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements.	Identifies legislation and national and local solutions for the safeguarding of adults and children including reporting requirements.	Explains how they have interpreted and applied safeguarding procedures, legislation, local and national solutions and reporting requirements in their setting.
Health and Wellbeing	S19: Collaborate with external partners to achieve best outcomes in health and wellbeing.	Demonstrates, with examples, how partnership approaches have been used to improve health and wellbeing outcomes.	Provides evidence of how they have influenced their employer to embed collaborative working to improve health and wellbeing of all users of services.
	K10: Models of monitoring, reporting and responding to changes in health and wellbeing.	Identifies models of monitoring, reporting and responding to changes in health and wellbeing.	Evaluates relevant models of monitoring, reporting and responding to changes in health and wellbeing.
	K11: Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches.	Describes a range of holistic solutions using person centred approaches used to promote and maintain health and wellbeing.	Analyses the impact of holistic solutions on the health and wellbeing of people accessing services.
	K12: Importance of effective partnerships, inter-agency, joint and integrated working.	Identifies relevant partnerships developed with other agencies.	Analyses the impact collaboration with partner agencies has had on outcomes for people accessing services.
Professional Development	S20: Evaluate own practice and access identified development opportunities.	Describes and evaluates how a review of own practice resulted in a development opportunity.	Critically analyses the opportunities available and explains the impact of their choice on development activities undertaken.
	S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance.	Evaluates the effectiveness of their leadership, mentoring and supervision skills and discuss the actions they have taken to address their own development.	Critically analyses the impact that development activities have had on own practice as a lead practitioner.

Area of Standard	Behaviours (B) Skills (S) Knowledge (K)	Pass – the apprentice must meet all of the pass criteria below:	Distinction Criteria – in addition to the pass criteria, the apprentice must achieve at least 21 of the following:
	S23: Contribute to the development of an effective learning culture.	Describes how they contribute to ensuring an ongoing effective learning culture by identifying and valuing the team’s abilities.	Explains the rationale that identified their target/s defined as needing development to make it more effective, how they determined success measures of meeting effective targets and how many success measures were met.
	S24: Lead robust, values-based recruitment and selection processes.	Explains how they have led the values based recruitment and selection processes within the care setting.	Evaluates the impact of using values based approaches and implementing best practise strategies for recruitment and selection within care setting.
	S25: Contribute to the induction process by developing the knowledge of individuals within their role.	Explains how they have applied the induction process and how all relevant workers have completed a full induction into the sector, the organisation and service.	Analyses how the induction process has positively impacted and supported the development of new staff within their roles.
	S26: Lead and support others in professional development through personal development plans, supervision, reflective practices, research, evidence based practice and access to learning and development opportunities.	Demonstrates how they have effectively led and supported others in their personal development.	Explains how they have measured the distance travelled between the existing and required skills and knowledge of their staff as a result of their intervention.
	K13: Goals and aspirations that support own professional development and how to access available opportunities.	Explains how professional development opportunities have been planned and accessed in their own role.	Evaluates the impact professional development opportunities have had on their knowledge and practice.

Fails/resits and retakes

PAL's resit and retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on info@professionalassessment.co.uk.

The apprentice, employer and provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Appeals, complaints, maladministration, and malpractice policies - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: epaappeals@professionalassessment.co.uk

To declare a conflict of interest, please contact: declaration@professionalassessment.co.uk

To report a case of malpractice or maladministration please use one of the following addresses:

- If it relates to the EPAO, please contact: epamalpractice@professionalassessment.co.uk
- If it relates to the apprentice, please contact: apprenticemalpractice@professionalassessment.co.uk
- If it relates to the employer or provider, please contact: eitpmalpractice@professionalassessment.co.uk

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the

term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a special consideration request should be made at registration and discussed with the EPA team.

It is the responsibility of the provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to info@professionalassessment.co.uk

Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completions. Incomplete assessments are recorded.

Certification requests are made by the EPAO, and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provider on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must be meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

PAL will require all apprentices to sign statements of authenticity etc.

Glossary of Terms

EPA – end-point assessment

IA - independent assessor

Employer – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

Gateway review – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

Planning meeting – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

PAL – Professional Assessment Limited.

IQA - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

EQA – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards, and administration of assessment.

Standardisation/moderation – Activity completed by end-point assessors to support validity and fairness in end-point assessment decisions.

Special considerations – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

Reasonable adjustments – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice but are designed to reduce any disadvantages within assessment.

Assessment plan – The document produced by the employer group which documents the requirements of the standard and assessment methods.

Appendix One – Gateway Declaration Record for Lead Practitioner in Adult Care ST0007 AP01/1.1

Guidance Notes

Determining the readiness of an apprentice for the independent end-point assessment phase of their programme is a very important milestone. A formal review must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship: the line manager (or a senior manager, as appropriate to the business), the training provider and the apprentice.

The Gateway Declaration Record must be completed once the line manager and training provider have discussed their views on the progress the apprentice has made. The record has been designed to ensure all essential information is captured in a standardised format. If there is additional information which the line manager and/or training provider wish to add supplementary space has been provided.

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.⁵

All evidence requested must be provided. If the Gateway requirements below are not met, the Gateway request will be rejected.

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

Apprentice Name	Click or tap here to enter text.	Apprentice Contact Number	Click or tap here to enter text.
Apprentice ULN	Click or tap here to enter text.	Apprentice Email Address	Click or tap here to enter text.
Line Manager Name	Click or tap here to enter text.	Line Manager Contact Number	Click or tap here to enter text.
Employer Organisation	Click or tap here to enter text.	Line Manager Email Address	Click or tap here to enter text.
Training Provider Name	Click or tap here to enter text.	Gateway Review Date	Click or tap to enter a date.
Start Date of Apprenticeship	Click or tap to enter a date.	End Date of Apprenticeship	Click or tap to enter a date.
Has the minimum apprenticeship duration of 12 months been met, as defined in the ESFA funding rules?			Yes <input type="checkbox"/> No <input type="checkbox"/>

Section 1: Confirmation of Evidence

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

⁵ Please refer to the latest ESFA funding rules guidance.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
English Level 2	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
Level 4 Diploma in Care	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
Apprentice Disclosure and Barring Service (DBS) Undertaken	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
*Portfolio of Evidence	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.

*Please note – the portfolio of evidence must be submitted with a fully completed mapping document and an employer signed statement to confirm that the portfolio evidence is valid and attributable to the apprentice.

Gateway Review Outcome

If the apprentice is ready for end-point assessment, the following declaration must be signed by all parties and the Gateway Declaration Record submitted to PAL via EPAPro.

Should the apprentice not be ready for end-point assessment a period of additional training and preparation must take place.

Section 2: Declaration

The end-point assessment period should only start once 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. In making this decision, the employer may take advice from the apprentice’s training provider, but the decision must ultimately be made solely by the employer.

Employer and Training Provider Declaration

I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice’s competence and readiness for end point assessment.

I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.

I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard’s requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.

Employer		Training Provider	
Name	Click or tap here to enter text.	Name	Click or tap here to enter text.
*Signature	Click or tap here to enter text.	*Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.	Date	Click or tap to enter a date.

*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

Apprentice Declaration

I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.

I confirm I am aware of the requirements of the end-point assessment.

I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

Name	Click or tap here to enter text.
Signature	Click or tap here to enter text.
Date	Click or tap to enter a date.

Any reasonable adjustments required? Please detail below and include any supporting evidence State N/A if not applicable
Click or tap here to enter text.

Please note any other pertinent information, as a result of the Gateway review, which has not been recorded elsewhere, but has a bearing on end-point assessment readiness or end-point assessment scheduling
Click or tap here to enter text.

Appendix Two – Mapping of Knowledge, Skills, and Behaviours by Assessment Method

End-Point Assessment Activities		Observation of Practice	Professional Discussion
Behaviours			
	B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives	X	
	B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect	X	
	B3: Courage – is doing the right thing for people and speaking up if their care and support is at risk		X
	B4: Communication – good communication is central to successful caring relationships and effective team working	X	
	B5: Competence – is applying knowledge and skills to provide high quality care and support	X	
	B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred		X
Tasks and responsibilities			
Skills - must be able to:	S1: Apply professional judgement, standards and codes of practice relevant to the role	X	
	S2: Develop and sustain professional relationships with others	X	
	S3: Identify and access specialist help required to carry out role		X
	S4: Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments		X
	S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered	X	
	S6: Contribute to the implementation of processes to implement and review support plans	X	
	S7: Provide leadership and mentoring to others for whom they are responsible	X	
	S8: Apply risk management policies		X
	S9: Contribute to the quality assurance of the service provided		X
Knowledge - must know and understand:	K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services		X
	K2: Theories underpinning own practice and competence relevant to the job role		X
	K3: Principles of assessment and outcome-based practice		X
	K4: Principles of risk management		X
Dignity and human rights			
Skills - must be able to:	S10: Implement a culture that actively promotes dignity and respects diversity and inclusion	X	
	S11: Model high levels of empathy, understanding and compassion	X	

End-Point Assessment Activities		Observation of Practice	Professional Discussion
Knowledge - must know and understand:	K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice		X
Communication			
Skills - must be able to:	S12: Model effective communication skills	X	
	S13: Identify and address barriers to communication using appropriate resources		X
	S14: Apply organisational processes to record, maintain, store and share information	X	
	S15: Provide meaningful information to support people to make informed choices		X
Knowledge - must know and understand:	K6: Effective communication and solutions to overcoming barriers		X
	K7: Legal and ethical frameworks in relation to confidentiality and sharing information		X
	K8: Range of technologies to enhance communication		X
Safeguarding			
Skills - must be able to:	S16: Apply and support others to adhere to safeguarding procedures		X
	S17: Work in partnership with external agencies to respond to safeguarding concerns		X
Knowledge - must know and understand:	K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements		X
Health and wellbeing			
Skills - must be able to:	S18: Apply person-centred approaches to promote health and wellbeing	X	
	S19: Collaborate with external partners to achieve best outcomes in health and wellbeing		X
Knowledge - must know and understand:	K10: Models of monitoring, reporting and responding to changes in health and wellbeing		X
	K11: Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches		X
	K12: Importance of effective partnerships, inter-agency, joint and integrated working		X
Professional development			
Skills - must be able to:	S20: Evaluate own practice and access identified development opportunities		X
	S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance		X
	S22: Value individuals to develop effective teams in order to achieve best outcomes	X	
	S23: Contribute to the development of an effective learning culture		X
	S24: Lead robust, values-based recruitment and selection processes		X
	S25: Contribute to the induction process by developing the knowledge of individuals within their role		X

End-Point Assessment Activities		Observation of Practice	Professional Discussion
	S26: Lead and support others in professional development through personal development plans, supervision, reflective practice, research, evidence based practice and access to learning and development opportunities		X
Knowledge - must know and understand:	K13: Goals and aspirations that support own professional development and how to access available opportunities		X