

**Level 4 Lead Practitioner in Adult Care  
Apprenticeship Standard ST0007 / AP01**



**End-point Assessment Toolkit**

<b>Contents</b>	<b>Page</b>
Introduction	3
Abbreviations	3
The Lead Practitioner in Adult Care role	3
End-point Assessment Process	4
The Gateway	5
Access arrangements / Reasonable Adjustments	5
Registering an Apprentice for End-point Assessment	5
Booking an Apprentice onto End-point Assessment	6
Remote assessments	6
Planning assessment dates	6
Cancellation	6
ID requirements	7
The End-point Assessment	7
Observation of Practice	8
Portfolio of Evidence	8
Professional Discussion	9
Feedback	9
Re-sitting / Retaking End-point Assessment	9
Re-sit / Retake fees	9
Results	10
Appeals	10
Appendix 1 – Gateway meeting form	11
Appendix 2 – Grading	12
Appendix 3 – Mapping of knowledge, skills and behaviours (KSBs)	15
Appendix 4 – Portfolio Evidence Reference Record	18
Appendix 5 – Statement of Attribution	20
Appendix 6 – Scope of Observation Record	21
Appendix 7 – Guidance for Apprentices	23

## Introduction

VTCT Skills is an approved End-point Assessment Organisation (EPAO) for the Lead Practitioner in Adult Care Level 4 Apprenticeship Standard. We have produced this toolkit to help you understand our approach to this standard.

To ensure that our assessments are robust, credible and consistent, VTCT Skills will operate in accordance with the external quality assurance body appointed for this standard, Ofqual.

## Abbreviations

<b>EPA</b>	End-point Assessment
<b>EPAO</b>	End-point Assessment Organisation
<b>ESFA</b>	Education and Skills Funding Agency
<b>AAS</b>	Apprenticeship Assessment Service
<b>IEA</b>	Independent End-point Assessor
<b>IQA</b>	Internal Quality Assurer
<b>LIEA</b>	Lead Independent End-point Assessor
<b>LPAC</b>	Lead Practitioner in Adult Care
<b>KSB</b>	Knowledge Skills & Behaviour
<b>PD</b>	Professional Discussion
<b>SEPA</b>	VTCT Skills End-point assessment system

## The Lead Practitioner in Adult Care

The Lead Practitioner in Adult Care will guide and inspire team members to make positive differences to someone's life when they are faced with physical, practical, social, emotional, psychological or intellectual challenges. They will have achieved a level of self-development to be recognised as a lead practitioner within the care team, contributing to, promoting and sustaining a values-based culture at an operational level.

## End-point Assessment Process



## The Gateway

To meet the minimum requirements set out in the apprenticeship standard an apprentice needs to:

- ✓ Display occupational competency
- ✓ Have evidence of having passed functional skills level 2 in English and maths
- ✓ Have achieved Adult Care Diploma qualification (Level 4)
- ✓ Submit a portfolio of evidence to underpin the professional discussion.
- ✓ Meet the minimum duration for their apprenticeship training, typically a minimum of 18 months

Only apprentices who complete Gateway successfully can start the EPA.

The Employer, in conjunction with the Provider, will formally sign-off that the Apprentice has met the minimum requirements in regards to the knowledge, skills and behaviours outlined in the standard. The Apprentice must also confirm that they feel ready to move onto their EPA.

However, both the employer and training provider have a shared responsibility to decide whether the apprentice has demonstrated the knowledge, skills and behaviours required to be competent in their job role.

It is important to refer back to the assessment plan when approaching gateway in order to check that the apprentice is able to demonstrate all of the required knowledge, skills and behaviours and can do so in a live EPA.

A copy of the standard should be available during the gateway meeting to ensure all parties have a clear overview of what is required. This is located in the link below:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/lead-practitioner-in-adult-care-v1-0>

VTCT Skills has a process in place to support apprentices who have any additional learning requirements. Please refer to the VTCT Skills Reasonable Adjustments and Special Considerations policy for further information, this is available on our website.

### Access arrangements / Reasonable Adjustments

It is important that Apprentices are able to access all types of assessment. Where Apprentices have disabilities, learning difficulties or temporary injuries that may disadvantage them, it is possible to apply to VTCT Skills for a Reasonable Adjustment.

It is the responsibility of the Provider to apply for these arrangements - on behalf of the Apprentice - prior to the EPA taking place. For more information on access arrangements, please refer to the VTCT Skills Reasonable Adjustments Policy for guidance or email [enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk) for further information.

### Registering an Apprentice for End Point Assessment

The Provider can register your Apprentices for EPA via VTCT Skills online registration and booking platform, SEPA. They can be registered at any time during their apprenticeship at no additional upfront cost. You will need to use the Apprentices ULN when registering them via SEPA along with their name and date of birth.

Further information on registering your Apprentices will be supplied once we have received your signed EPAO agreement and Letter of Intent.

### Booking an Apprentice onto End-point Assessment

Providers must confirm that the apprentice has completed all of the mandated components of the standard via the apprentice checklist on SEPA.

- ✓ EPA bookings must be made a minimum of 20 working days in advance of the desired assessment date(s)
- ✓ You will need to indicate preferred dates of assessment on the EPA booking form and send this to [bookings@skillsfirstassess.co.uk](mailto:bookings@skillsfirstassess.co.uk)
- ✓ The VTCT Skills EPA team will seek to match an Independent End-point Assessor (IEA) to your request
- ✓ The EPA team will formally confirm the booking by email and via SEPA

### Remote assessments

The assessments will ordinarily be conducted through a Smart Room, a video conferencing platform provided through SEPA. The apprentice will receive automated emails containing a link to their Smart Room within 72 hours of the assessment being booked. The link is required by the apprentice to complete the relevant assessment.

For further information on Smart Room, our Smart Room Guidance for Apprentices document is available via SEPA.

### Planning assessment dates

Prior to the assessment taking place you will receive automated emails with:

- ✓ Confirm start time and expected duration of the assessments
- ✓ Access all relevant customer systems and resources

### Cancellation

Under some circumstances it may be necessary to cancel an EPA, should this happen, you must contact the EPA team immediately. Please note, if a cancellation occurs within 10 working days of the assessment taking place there will be a cancellation charge applied in line with our Cancellation Policy.

If the Customer cancels the EPA:

- ✓ prior to the date of the EPA then the Customer must inform VTCT Skills by email; [enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk)
- ✓ on the day of the EPA, then the Customer must inform VTCT Skills immediately by telephone (0121 270 5100 ex 3)

Cancellation of an EPA within 10 working days prior to the assessment taking place will incur **full cost** of the EPA. For further details you can locate our Cancellation Policy via SEPA or our Website. Should the apprentice wish to re-sit at a later date a new booking form will be required. Further information on re-sit can be found in this toolkit.

### ID Requirements

VTCT Skills is required to check the apprentice’s identity. As all assessments are remote, the apprentice will be required to show their photo identification prior to the assessment starting via the virtual meeting room. Should there be any technical difficulties, contingencies will be put in place to allow the assessment to continue.

VTCT Skills will accept the following as proof of the apprentices’ identity:

- ✓ A valid passport
- ✓ A signed UK photo card driving licence
- ✓ Employee ID card

The IEA will certify they have seen ID before proceeding with an assessment and confirm the correct spelling of the name in readiness for certification.

### The End-point Assessment

Assessment Method	Weighting	Duration	To achieve a Pass	To achieve a Distinction
Observation of practice	50%	Maximum 60 minutes for uninterrupted observation + 15 minutes of post-observation questioning (+ 10% discretionary extension to complete last answer)	100% All of the Pass criteria must be met	N/A
Professional discussion underpinned by a portfolio of evidence	50%	90 minutes (+ 10% discretionary extension to complete last answer)	100% All of the Pass criteria must be met	All of the Pass criteria must be met and at least 21 of the distinction criteria

### Apprenticeship Grading

A pass is gained by achieving all the pass criteria for both assessment methods. A distinction is gained by successfully achieving all the pass criteria for both assessment methods and through meeting at least 21 of the 27 distinction criteria within the professional discussion.

Observation of Practice	Professional Discussion	EPA grade
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

### Observation of practice

Observation of practice must include the ability to demonstrate their skills, behaviour and leadership to external/internal stakeholders. In line with the nature of the job role, this observation is expected to involve internal and/or external stakeholders. For example external stakeholders, could be specialist external dementia specialists, local authority social worker, or anyone working beyond the immediate care employer that has a reason to be at the meeting.

The Scope of the planned observed activity must be uploaded at the gateway, VTCT Skills will review this and agree that the planned activity will sufficiently cover the required KSBs (Appendix 6). The apprentice must lead the observed activity and will have prepared for this after the gateway in agreement with the employer and VTCT Skills.

The apprentice should be given **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 mapped against the required KSBs and should be shared with VTCT Skills **7 days** before the observation.

### **Portfolio of evidence**

For the professional discussion underpinned by the portfolio, the apprentice is required to submit a portfolio of evidence adhering to the following requirements:

- Evidence must demonstrate the apprentice's knowledge, skills and behaviours (KSBs) that will be assessed by the professional discussion.
- Evidence must be mapped against the KSBs being assessed by the professional discussion.
- Evidence must relate to 'real' work completed by the apprentice; evidence from simulated activities is not allowed.
- Evidence could contain some direct observation of practice, undertaken by the employer and written up as a witness testimony. Good practice would suggest that this observation is aware of the KSBs being addressed, and identifies these within the witness testimony.
- It is expected that there will be typically around **6 pieces** of evidence providing examples of how the apprentice has met the relevant KSBs. The evidence will be holistic and will illustrate how they have applied the KSBs to their working practice. .

The guidance below should be followed when submitting the evidence:

- ✓ The apprentice's employer must provide a written statement confirming the evidence is attributable to the apprentice. Please see Appendix 5
- ✓ Work products produced by the apprentice, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records.
- ✓ All work products and records must be anonymised.
- ✓ Employer feedback/review.
- ✓ Any employer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions.

***N.B Reflective accounts and self-evaluations cannot be included as evidence.***

### **Professional Discussion**



The professional discussion is an in-depth, two-way discussion between the apprentice and the independent assessor.

The professional discussion must take 90 minutes + 10% at the discretion of the independent assessor to allow the apprentice to finish their last point. The room should be quiet and free from distraction.

The independent assessor will ensure that a minimum of one question is asked for each of the knowledge, skills and behaviour groups that are mapped to this assessment method.

### **Feedback**

The IEA will provide a summary of the assessment that has taken place and allow the apprentice the opportunity to ask questions, comment on the session or provide feedback should they wish to. If the apprentice has any questions / comments or feedback, the IEA should record this on the assessment record.

However, the IEA will not provide the apprentice (or their manager) with a preliminary grade, as it will be subject to the internal quality assurance processes. VTCT Skills will **aim** to confirm the apprentice's final and overall grade approximately 10 working day following the last assessment

### **Re-sitting / Retaking End-point Assessment**

**Re-sit** – an apprentice will be able to undertake a re-sit where there are extenuating circumstances that will impact the assessment grade e.g. illness, accident on the way to the test, etc. The apprentice must provide evidence in order for a re-sit decision to be made.

**Retake** – an apprentice will be able to retake an assessment the apprentice's employer decides how many attempts an apprentice may have to resit/re-take. Apprentices should have a supportive action plan to prepare for the re-sit or re-take.

Any assessment method re-sit or re-take must be taken during the maximum EPA period of 3 months from fail notification, otherwise, the entire EPA must be taken again unless in the opinion of VTCT Skills exceptional circumstances apply outside the control of the apprentice or their employer.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless VTCT Skills determines there are exceptional circumstances requiring a re-sit or re-take.

### **Re-sitting / Retaking Fees**

The fees for re-sits / retakes will be agreed with the Head of Assessment Services at VTCT Skills and the Employer / Provider.

Employers and training providers should agree in advance who will pay for re-sits / retakes not included in their contract. Employers are expected to financially support apprentices until completion of their apprenticeship, including paying the cost of re-sits / retakes, when necessary. Re-sits / retakes are ineligible costs and are not funded by the Government.

The training provider is not responsible for re-sit / retake costs but may agree to contribute and can include this in their agreement at the beginning of the apprenticeship.

### **Results**

Following the completion of all assessments, the IEA will send all completed marking sheets and feedback reports to the EPA Moderation team, who will then provide final grades following IQA/moderation. These final grades will be submitted to the Apprenticeship Assessment Service via the portal within 10 days of the final grade being awarded. The AAS will then issue an Apprenticeship completion certificate for the standard; a copy of the certificate number along with the date will then be input onto the apprentice's record on SEPA by VTCT Skills.

These certificates will confirm that the apprentice has passed the EPA and has demonstrated full competency across the standard. They will be sent to the employer for distribution and celebration. We would advise providers to check with employers that the certificate has been received and a copy has been taken for their records. Should the Certificate need to be sent directly to the Apprentice, this must be agreed upon by the employer and correct information added to SEPA prior to EPA completion.

### **Appeals**

Should an apprentice or employer wish to appeal the grade received, please refer to the VTCT Skills Appeals Policy, which is available via SEPA or the VTCT Skills website.

**Appendix 1**
**Gateway Ready Meeting Form**

GATEWAY READY MEETING			
Apprentice Name			
ULN		Date of Birth	
<b>Apprentice has achieved all criteria for the standard</b>	Yes/No	<b>Is the Apprentice ready for EPA</b>	Yes/No
<b>Prerequisite requirement on standard</b>	<b>Achieved</b>	<b>Date</b>	<b>Evidence uploaded</b>
Achieved Adult Care Level 4			
Achieved Maths Level 2			
Achieved English Level 2			
Exemption evidence uploaded to SEPA			
Portfolio of evidence to support the professional discussion			
<b>Please confirm that the above-named Apprentice consents that VTCT Skills can apply for their Apprenticeship Certificate on their behalf.</b>			
<b>Standard Title</b>	<b>Lead Practitioner in Adult Care Level 4</b>		<b>Meeting Date</b>
Apprentice Signature			
Employer Signature			
Provider Signature			

## Appendix 2

### Grading

#### Assessment method 1: Observation of Practice LPAC

Fail	Pass
Does not meet the pass criteria.	The apprentice must meet all of the Pass criteria

KSBs	Pass
<b>B1</b>	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.
<b>B2</b>	Demonstrates a compassionate attitude when encouraging others to consider ways they could contribute to further improvements.
<b>B4</b>	Demonstrates appropriate communication skills in communicating effectively in caring and team work roles.
<b>B5</b>	Applies knowledge and skills to the delivery of high-quality care.
<b>S1</b>	Applies professional judgement, accessing relevant standards and codes of practice relevant to their role when needed.
<b>S2</b>	Demonstrates they can build and maintain positive relationships with key stakeholders.
<b>S5</b>	Demonstrates they can provide effective mentoring support.
<b>S6</b>	Demonstrates how they have used processes to develop and review support plans.
<b>S7</b>	Provides leadership and mentoring to others for whom they are responsible with a focus on making improvement to practice for those accessing services.
<b>S22</b>	Demonstrates how they value individuals' contributions to the team to achieve the best outcomes for the service.
<b>S10</b>	Demonstrates how their actions contribute to a culture which actively supports promotion of diversity, dignity and inclusion.
<b>S11</b>	Demonstrates how they model empathy, understanding and compassion.
<b>S12</b>	Demonstrates their ability to communicate effectively, providing information in a way that is accessible, meaningful and complete
<b>S14</b>	Identifies legal and ethical frameworks regarding confidentiality and information sharing and demonstrates working practices in line with organisational processes. Applies ethical frameworks regarding confidentiality and information sharing in line with organisational requirements. Adapts information to ensure accessibility which enables people to make informed choices.
<b>S18</b>	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.

#### Assessment method 2: Professional Discussion Underpinned by a Portfolio - LPAC

Fail	Pass	Distinction
Does not meet the pass criteria.	The apprentice must meet all of the pass criteria.	The apprentice must meet all of the pass criteria. To achieve a distinction, the apprentice must also meet <b>21</b> out of <b>27</b> of the distinction criteria.

<b>KSBs</b>	<b>Pass</b>	<b>Distinction</b>
<b>B3</b>	Describes how they ensured the rights of others were promoted and advocated for a person they support where they were at risk.	
<b>B6</b>	Analyses how person-centred care is provided to improve the experience of people accessing care and support.	
<b>S3</b>	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.
<b>S4</b>	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.
<b>S8</b>	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.
<b>S9</b>	Explains how their work has contributed to their service's improved quality assurance processes.	
<b>K1</b>	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.
<b>K2</b>	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.
<b>K3</b>	Describes the principles of assessment and outcome-based practice.	Explains the impact made through implementing assessment and outcome-based practices.
<b>K4</b>	Describes the principles of risk management.	Describes the impact made through improved risk assessment and management processes on service provision.
<b>K5</b>	Explains how they promote and maintain a culture of dignity.	Analyses the impact of their behaviours on maintaining a culture of dignity.
<b>S13</b>	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.
<b>S15</b>	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.
<b>K6</b>	Identifies communication barriers and approaches used to overcome them.	Analyses approaches used to agree solutions which overcame communication barriers.
<b>K7</b>	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.
<b>K8</b>	Identifies technologies available to enhance communication in your setting.	Evaluates how the technologies used have enhanced communication.
<b>S16</b>	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.

<b>S17</b>	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.
<b>K9</b>	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.
<b>S19</b>	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.
<b>K10</b>	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
<b>K11</b>	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.
<b>K12</b>	Identifies relevant partnerships developed with other agencies.	Analyses the impact collaboration with partner agencies has had on outcomes for people accessing services.
<b>S20</b>	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.
<b>S21</b>	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.
<b>S23</b>	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.
<b>S24</b>	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
<b>S25</b>	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.
<b>S26</b>	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.
<b>K13</b>	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.

**Appendix 3**

**Mapping of knowledge, skills, and behaviours (KSBs)**

**Assessment method 1: Observation of practice LPAC**

<b>Knowledge</b>
<b>Behaviours</b>
B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives
B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect
B4: Communication – good communication is central to successful caring relationships and effective team working
B5: Competence – is applying knowledge and skills to provide high quality care and support
<b>Tasks and Responsibilities</b>
<b>Skills</b>
S1: Apply professional judgement, standards and codes of practice relevant to the role
S2: Develop and sustain professional relationships with others
S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered
S6: Contribute to the implementation of processes to implement and review support plans
S7: Provide leadership and mentoring to others for whom they are responsible
<b>Dignity and Human Rights</b>
<b>Skills</b>
S10: Implement a culture that actively promotes dignity and respects diversity and inclusion
S11: Model high levels of empathy, understanding and compassion
<b>Communication</b>
<b>Skills</b>
S12: Model effective communication skills
S14: Apply organisational processes to record, maintain, store and share information
<b>Health and Wellbeing</b>
<b>Skills</b>
S18: Apply person-centred approaches to promote health and wellbeing
<b>Professional Development</b>
<b>Skills</b>
S22: Value individuals to develop effective teams in order to achieve best outcomes

**Assessment method 2: Professional Discussion underpinned by a portfolio - LPAC**

<b>Knowledge</b>
<b>Behaviours</b>
B3: Courage – is doing the right thing for people and speaking up if their care and support is at risk
B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred

<b>Tasks and Responsibilities</b>
<b>Skills</b>
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
<b>Knowledge</b>
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
<b>Dignity and Human Rights</b>
<b>Knowledge</b>
K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice
<b>Communication</b>
<b>Skills</b>
S13: Identify and address barriers to communication using appropriate resources
S15: Provide meaningful information to support people to make informed choices
<b>Knowledge</b>
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
<b>Safeguarding</b>
<b>Skills</b>
S16: Apply and support others to adhere to safeguarding procedures
S17: Work in partnership with external agencies to respond to safeguarding concerns
<b>Knowledge</b>
K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements
<b>Health and Wellbeing</b>
<b>Skills</b>
S19: Collaborate with external partners to achieve best outcomes in health and wellbeing
<b>Knowledge</b>
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
<b>Professional Development</b>
<b>Skills</b>
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 practice, research, evidence-based practice and access to learning and development opportunities
<b>Knowledge</b>
K13: Goals and aspirations that support own professional development and how to access available opportunities

**Appendix 4**

**Portfolio Evidence Reference Record LPAC**

For the Professional Discussion underpinned by the Portfolio for Lead Practitioner Adult Care, the apprentice will be required to submit a portfolio of evidence mapped to KSB using this record. This record should be uploaded with the evidence and adhering to the following requirements:

- Evidence must demonstrate the apprentice’s knowledge, skills and behaviours (KSBs) that will be assessed by the Professional Discussion.
- Evidence must be mapped using this record against the KSBs being assessed by the professional discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs.
- Evidence must relate to ‘real’ work completed by the apprentice; evidence from simulated activities is not allowed.
- **It must contain typically around 6 pieces of evidence in total which should be annotated against the relevant KSBs.**
- The apprentice’s employer must provide a written statement confirming the evidence is attributable to the apprentice (see Appendix 5).

Knowledge, Skills, and Behaviours	Evidence Reference Number
<b>Behaviours</b>	
B3: Courage – is doing the right thing for people and speaking up if their care and support is at risk	
B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred	
<b>Task and responsibilities</b>	
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	
<b>Professional Development</b>	
K13: Goals and aspirations that support own professional development and how to access available opportunities	
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	
<b>Dignity and human rights</b>	
K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice	
<b>Communication</b>	
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	
<b>Health and wellbeing</b>	
S19: Collaborate with external partners to achieve best outcomes in health and wellbeing	
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	
<b>Safeguarding</b>	
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	

**Appendix 5**
**Statement of Attribution by the Apprentice**

This document has been formed as a template statement in line with the Lead Practitioner in Adult Care Level 4 Assessment Plan which states the Employer must provide a written statement confirming the apprentice has attributed to the evidence uploaded as part of their portfolio of evidence.

By signing this document, you are confirming that the apprentice has attributed to the work within their portfolio. Ascribing all work documents, products, comments and explanations to the apprentices own practice and/or performance.

I confirm that (*Insert Apprentice Name*) has attributed to the evidence that has been uploaded as part of their portfolio of evidence.

Apprentice		
Name	Signature	Date
Employer		
Name	Signature	Date

**Appendix 6**

**Scope of Observation Activity**

The guidance and template for Observation of Lead Practitioner

Observation of Practice must include the ability to demonstrate their skills, behaviour and leadership to external/internal stakeholders. The apprentice must lead the observed activity and will have prepared for this after the gateway in agreement with the employer and EPAO. The Scope for the planned Observed activity must be uploaded at gateway and VTCT Skills will review and agree that the activity sufficiently covers all the KSBs required in this assessment. The apprentice will be given 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 mapped against the required KSBs and should be shared with the EPAO seven days before the observation

Lead Practitioner in Adult Care Observation of Practice	
<b>Apprentice Name :</b>	
<b>Employer :</b>	
<b>Observation areas this may cover:</b> <ul style="list-style-type: none"> <li>- Preparing for a 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.</li> <li>- 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.</li> <li>- A 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 so as to deliver positive change to the people being supported by the service.</li> <li>- Development of service provision so that it can improve service delivery to more</li> </ul>	
<b>Will your observation activity cover the Knowledge, Skills and behaviours required for this assessment method</b>	<b>Yes</b> (please tick)
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	
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	
Apply professional judgement, standards and codes of practice relevant to the role	
Develop and sustain professional relationships with others	
Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered	
Contribute to the implementation of processes to implement and review support plans	
Provide leadership and mentoring to others for whom they are responsible	

Implement a culture that actively promotes dignity and respects diversity and inclusion	
Model high levels of empathy, understanding and compassion	
Model effective communication skills	
Apply organisational processes to record, maintain, store and share information	
Apply person-centred approaches to promote health and wellbeing	
Value individuals to develop effective teams in order to achieve best outcomes	
<b>Detail of Activity to be observed and record who will be present</b>	
<b>When uploading this document, you are confirming that activity has been agreed by Employer and Apprentice</b>	
VTCT Skills Administration only; Agreed by: Job Title: Date:	

If you have any queries regarding the above or about End-point Assessment with VTCT Skills, please do not hesitate to contact the VTCT Skills team on 0121 270 5100 (option 3) or via email at [enquiries@skillsfirstassess.co.uk](mailto:enquiries@skillsfirstassess.co.uk)

## Appendix 7

### Guidance for Apprentices Lead Practitioner in Adult Care

VTCT Skills is an End-point Assessment Organisation (EPAO); you will be assessed by an Independent End-point Assessor (IEA) to ensure that you are meeting the requirements of the Lead Practitioner in Adult Care Apprenticeship Standard. The IEA will independently assess your competency after you have completed the on-programme training and learning.

Each IEA will carry identification as proof of who they are before commencing an assessment. EPA's will be carried out by an IEA, who is an assessment expert and has the required occupational expertise within the sector. IEA's will carry out the range of required assessments securely and safely in your workplace or remotely.

Successful completion of EPA demonstrates that you are competent in your role and will result in the award of the apprenticeship certificate from the Institute. This certificate will be applied for by VTCT Skills and will be sent directly to your employer from the Apprenticeship Assessment Service (AAS).

The purpose of this document is to ensure you, the apprentice, know about the requirements within the Lead Practitioner in Adult Care Apprenticeship Standard. This will help you to meet the assessment requirements

#### On programme training and learning

On programme training and learning must meet the requirements set out in the apprenticeship standard. Your employer and provider will support you throughout your apprenticeship; this should take a minimum of 12 months.

#### Abbreviations

<b>EPA</b>	End-point Assessment
<b>EPAO</b>	End-point Assessment Organisation
<b>AAS</b>	Apprenticeship Assessment Service
<b>IEA</b>	Independent End-point Assessor
<b>KSB</b>	Knowledge Skills & Behaviour
<b>SJT</b>	Situational Judgement Test
<b>LIEA</b>	Lead End-point Assessor
<b>PD</b>	Professional Discussion
<b>SEPA</b>	VTCT Skills End-point assessment system

## Your identification (ID) requirements

VTCT Skills will need to ensure that you are the right person undertaking an assessment, therefore the IEA will need to see photo ID from you, and this can be:

- ✓ A valid passport
- ✓ A signed UK photo card driving licence
- ✓ Employee ID card

The IEA will need to confirm they have seen your ID before they proceed, so please ensure you have this with you on the day. Failure to do so may result in the assessment being cancelled and a charge being incurred by your employer and provider. Should there be any technical difficulties, contingency arrangements will be implemented to allow the assessment to continue.

## Gateway to End-point Assessment

Once you have completed the relevant on-programme training and learning, you, your employer and your provider will confirm that you are ready for EPA. Confirmation is via a Gateway meeting and once you have all agreed you are ready, you will be booked in for your EPA on an appropriate date for you, your employer, and your provider.

## End-point Assessment

The EPA is the final assessment of your apprenticeship. It will test your knowledge, skills, and behaviours; the Lead Practitioner in Adult Care apprenticeship standard is made up of two different assessment methods, the IEA will grade these as a fail, pass, or distinction. We have provided your employer and provider with guidance regarding what you will need to know and how to achieve a pass or distinction.

## Methods of assessment

The EPA methods for the Lead Practitioner in Adult Care apprenticeship standard include the following components:

**Observation of practice** – this must include the ability to demonstrate your skills, behaviour and leadership to external/internal stakeholders. In line with the nature of the job role, this observation is expected to involve internal and/or external stakeholders. For example external stakeholders, could be specialist external dementia specialists, local authority social worker, or anyone working beyond the immediate care employer that has a reason to be at the meeting.

The Scope of the planned observed activity must be uploaded at the gateway, VTCT Skills will review this and agree that the planned activity will sufficiently cover the required KSBs (Appendix 6). You must lead the observed activity and will have prepared for this after the gateway in agreement with the employer and VTCT Skills.

You should be given **4 weeks to prepare for this activity following the gateway**. You 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 mapped against the required KSBs and should be shared with VTCT Skills **7 days** before the observation via SEPA a login will be sent to you.



## Professional Discussion (underpinned by Portfolio)

The professional discussion is an in-depth, two-way discussion between you and the IEA. The professional discussion must take 90 minutes + 10% at the discretion of the IEA to allow you to finish your last point. The room should be quiet and free from distraction.

The IEA will ensure that a minimum of one question is asked for each of the knowledge, skills and behaviour groups that are mapped to this assessment method. This discussion is underpinned by your Portfolio of Evidence.

## Portfolio of evidence

For the professional discussion underpinned by the portfolio, you are required to submit a portfolio of evidence adhering to the following requirements:

- Evidence must be mapped against the KSBs being assessed by the professional discussion.
- Evidence must relate to 'real' work completed by you; evidence from simulated activities is not allowed.
- Evidence could contain some direct observation of practice, undertaken by the employer and written up as witness testimony. Good practice would suggest that this observation is aware of the KSBs being addressed, and identifies these within the witness testimony.
- It is expected that there will be typically around **6 pieces** of evidence providing examples of how you have met the relevant KSBs. The evidence will be holistic and will illustrate how you have applied the KSBs to their working practice. .

The guidance below should be followed when submitting the evidence:

- ✓ Your employer must provide a written statement confirming the evidence is yours
- ✓ Work products produced by you, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records.
- ✓ All work products and records must be anonymised.
- ✓ Employer feedback/review.
- ✓ Any employer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions.

**N.B Reflective accounts and self-evaluations cannot be included as evidence.**

**Before the Assessment you should ensure:**

- ✓ You are aware of the date and time of your assessment and are able to access the Smartroom; discuss this with your Employer and/or Training Provider
- ✓ You reflect on your experience and understand what is required of you to meet the standard.

Good luck with your Apprenticeship, we look forward to meeting you.

Please feel free to view our website for further information

<https://www.skillsfirst.co.uk/end-point-assessment>