

**Level 5 Leader in Adult Care
Apprenticeship Standard ST0008 / AP02**



End-point Assessment Toolkit

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Introduction

VTCT Skills is an approved End-point Assessment Organisation (EPAO) for the Leader in Adult Care Level 5 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.

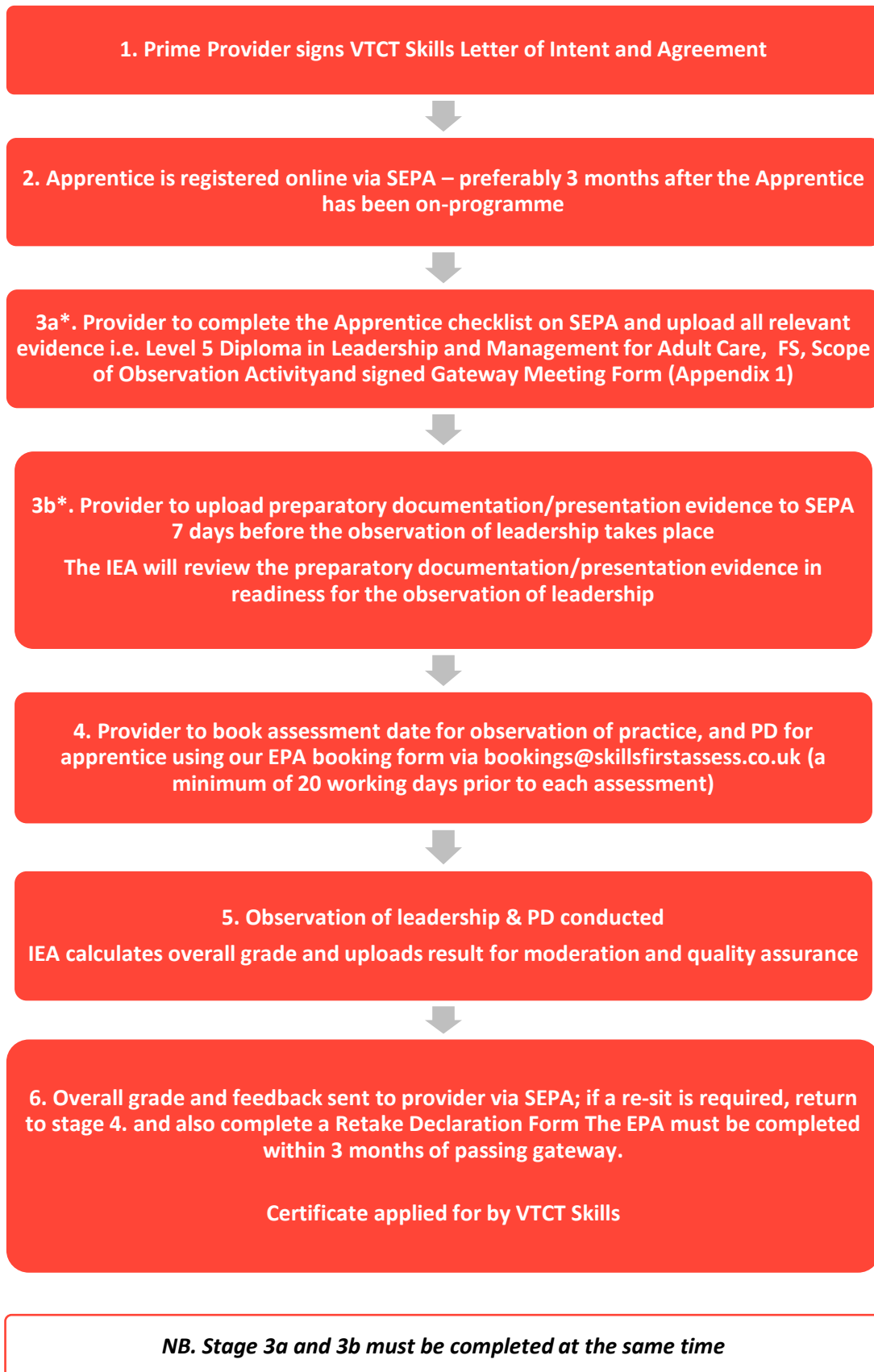
Abbreviations

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
AAS	Apprenticeship Assessment Service
The Institute	Institute for Apprenticeships and Technical Education
IEA	Independent End-point Assessor
IQA	Internal Quality Assurer
LIEA	Lead Independent End-point Assessor
LAC	Leader in Adult Care
KSB	Knowledge Skills & Behaviour
PD	Professional Discussion
SEPA	VTCT Skills End-point assessment system

The Leader in Adult Care

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

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 Level 5 Diploma in Leadership and Management for Adult Care
- ✓ 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/leader-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 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
- ✓ 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
- ✓ 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 Leadership	50%	Maximum 60 minutes for observation + 30 minutes of post-observation questioning (+10% discretionary extension to allow apprentice to complete last answer)	100% All of the Pass criteria must be met	N/A
Professional Discussion	50%	90 minutes (+10% discretionary extension to allow apprentice to complete last answer)	100% All of the Pass criteria must be met	All of the Pass criteria must be met + at least 19 of the distinction criteria

Overall EPA grading

The IEA will individually grade each assessment method. This will be fail or pass for the Observation of Leadership and fail, pass and distinction for the Professional Discussion.

The IEA will combine the grades of both assessment methods to determine the EPA grade.

To achieve an EPA pass overall, the apprentice must achieve a pass in both assessment methods.

To achieve an EPA distinction overall, the apprentice must achieve a pass in the Observation of Leadership method or a distinction in the Professional Discussion method. See grading combinations table below.

Observation of Leadership	Professional Discussion	Overall Grading
Fail	Fail	Fail
Pass	Fail	Fail
Fail	Pass	Fail
Fail	Distinction	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Observation of Leadership

Observation of Leadership must include the ability to demonstrate leadership to an organisational audience. 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 will be given a minimum of 2 weeks and a maximum of 4 weeks to prepare for this activity following entering gateway. Apprentices must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. Organisational staff will most likely be internal staff and, in line with the nature of the standard and the requirements of the occupation, this intervention should be primarily about the running of the care unit/establishment.

At gateway the Scope of the Observation must be uploaded and 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.

The Scope for the Observation Activity must be uploaded and VTCT Skills will review and agree it will sufficiently cover all KSBs required.

This will be in areas such as:

- Service development/improvement plans, for example: presenting or reporting on frontline delivery work in supporting those who use services to improve outcomes.
- A response to regulatory and legislative requirements, for example: working with external partners, funders, stakeholders. In the form of a meeting to plan for changes to service provision based on regulatory and legislative requirements arising from inspections.
- Development of service provision, for example, this may be in the form of presenting some information or analysing data in relation to evidence based practice to develop or improve the service provision.
- Setting up new service provision, for example, presenting outcomes from market research in relation to unmet need, financial viability and local strategic direction. This could include invitations tender applications.
- When and how to trigger a best interest meeting, who should be involved and what their roles and responsibilities should be. For example, preparing for a best interest meeting, the rationale around the need to trigger the meeting and interrogating internal procedures and processes in relation to this.

The selected leadership activity must be based on real-life improvement to the apprentice's employer and the users of their services.

Professional Discussion

The professional discussion is an in-depth, two-way discussion between the apprentice and the IEA. The professional discussion must take 90 minutes + 10% at the discretion of the IEA to allow the apprentice to finish their 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. See Appendix 2 and 3.

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 which will impact on 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 but must evidence additional learning has taken place.

Apprentices are only permitted to re-sit or re-take each assessment method once.

Any assessment method re-sit or re-take must be taken during the maximum EPA period, 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	
Apprentice has achieved all criteria for the standard	Yes/No	Is the Apprentice ready for EPA	Yes/No
Prerequisite requirement on standard	Achieved	Date	Evidence uploaded
Achieved Level 5 Diploma in Leadership and Management for Adult Care			
Achieved Maths Level 2			
Achieved English Level 2			
Exemption evidence uploaded to SEPA			
Please confirm that the above-named Apprentice consents that VTCT Skills can apply for their Apprenticeship Certificate on their behalf.			
Standard Title	Leader in Adult Care Level 5		Meeting Date
Apprentice Signature			
Employer Signature			
Provider Signature			

Appendix 2
Grading
Assessment method 1: Observation of Leadership

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

KSBs	Pass
B1	Evaluates enrichment of quality of life for the users of their services
B2	Promotes and improve the delivery of compassionate care within the setting
B3	Evaluates the effectiveness of staff practice and their application of knowledge and policy compliance
S1	Formulates fit for purpose systems and processed, efficiently ensuring that compliance with regulations and organisational policies and procedures are met
S2	Correctly applies strategies to support others management of risks whilst balancing individual rights and professional duty of care
S3	Formulates fit for purpose systems and processes efficiently ensuring that a personalised, strength-based approach is utilised across the service
S4	Correctly applies strategies to lead and support others work in a person-centred way, whilst encouraging active participation which enhances the well-being and quality of life of individuals
S5	Demonstrates that leadership models have been referenced in their approach to co-production when encouraging and enabling the team and people who access services
S6	Demonstrates all resources are delivered and managed in an efficient and effective manner
S7 S8	Leads practices, clearly aligned to diversity, equality and inclusion legislation and policy. Promotes a culture of dignity and respect, and where others are able to work in ways that may challenge their own beliefs.
S10	Develops communications that break down policy and guidance to communicate key messages with a range of audiences for example: people who access care and support, carer and families and other colleagues
K12	Identifies and applies relevant models of monitoring, reporting and responding to changes in health and wellbeing
S16	Applies the evidence-based practice around current drivers in the Adult Care landscape to their own setting
S19	Exhibits values-based behaviours and identifies how they impact upon others within the work settings
S20	Establishes a culture that values initiatives and innovation through identification and recognition of the variety of skills within the service
S21	Supports and leads a team through valuing the contributions and skills of workers

Assessment method 2: Professional Discussion

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 19 of the 24 distinction criteria.

KSBs	Pass	Distinction
B4	Demonstrates how they manage communications between staff and between staff and users of services	Analyses communications systems on a regular basis to demonstrate improvements
B5	Applies the relevant knowledge and skills for the benefit of the users of their services	Evaluates the impact of their knowledge and skills in relation to quality assurance exercise (e.g. health and safety risk assessment, safeguarding)
B6	Demonstrates how they apply person centred care principles	Reviews their person-centred care plans regularly to clearly reflect the desired outcomes of the user of services
K1	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to the safe delivery of services
K2	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to health, safety and risk management	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to health, safety and risk management
K3	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to risk management and outcome-based practice	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to outcome-based practice
K4	Describe the change management theories, processes and tools used	Evaluates the outcome of the change management approaches used and the effectiveness of the techniques implemented
K5	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to quality standards
K6	Explain theories and models that underpin performance and appraisal including disciplinary procedures	Evaluates relevant underpinning theories and models around performance management and how these have been applied (application may include disciplinary procedures).
K7	Describes legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to their workplace	Analyses legislative requirements and policy initiatives about diversity, equality and inclusion, evaluating their practices against such legislation and policy to ensure dignity and human rights are promoted in their workplace.
S9	Explain organisational processes have been developed and implemented in relation to recording, reporting and confidentiality	Analyse how processes to record and communicate have been applied. Further evaluates their effectiveness in communicating concisely, keeping information safe and preserving confidentiality.
K8	Explain legal and ethical frameworks relating to confidentiality and information sharing to devise. Implement processes to record information effectively and safely	Analyse how legal and ethical frameworks have been applied and further evaluate their effectiveness
K9	Explains a range of communication enhancing tools and strategies, including technologies	Appraises how effective communication strategies are throughout the organisation
S11	Explains safeguarding principles across all organisational policies and procedures	Evaluates safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/or unsafe practices, including the culture of whistleblowing. This

		should include reporting requirements relating to both adults and children.
K10	Explains safeguarding principles across all legislative and local and national requirements	Evaluates safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/or unsafe practices, including the culture of whistleblowing. This should include reporting requirements relating to both adults and children.
K11	Explains how they ensure that staff are trained and supported on how to recognise and respond to potential signs of abuse and or unsafe practices including the culture of whistleblowing. This should include reporting requirements relating to both adults and children	Evaluates safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/or unsafe practices, including the culture of whistleblowing. This should include reporting requirements relating to both adults and children.
S12	Evaluates the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems and processes	
S13	Explains how to remain compliant with legislation, standards and guidance in relation to health, safety and risk management	Analyses evidence from the evaluation of health and wellbeing to make improvements to ensure policies, procedures and practices have a significant, positive impact on compliance, standards and guidance
S14	Explains how they monitor, evaluate and improve health and well-being policies and practices	Analyses evidence from the evaluation of health and wellbeing to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being
S15	Explains how they monitor, evaluate and improve health, safety and risk management practices	Analyses evidence from the evaluation of health and wellbeing to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being
S18	Explains the systems used to demonstrate improvement of performance of self and colleagues	Explains how they maximise systems and utilises learning and development opportunities to improve performance of self and others
K13	Explains principles of professional development	Evaluates the impact of the principles of professional development
K14	Explains their professional goals and aspirations and outlines the available opportunities to support their development	Assesses appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind their decisions
K15	Explains what is required to create a culture that values professional development and reflective practice	Appraises a culture that nurtures continuous professional development
K16	Describes the systems and processes that are in place support professional development opportunities	Evaluates current systems implemented to support professional development
K17	Identifies and explains theories of management and leadership and their application to adult care	Critiques theories of management and leadership and their application to adult care
K18	Identifies the knowledge of key elements of effective team performance	Analyses and evaluates individual team member performance and uses this to implement improvements in effectiveness

Appendix 3
Mapping of knowledge, skills and behaviours (KSBs)
Assessment method 1: Observation of leadership

Knowledge
Behaviours
B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives
B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect
B3: Courage – is doing the right thing for people and speaking up if the individual they support is at risk
Tasks and Responsibilities
Skills
S1: Develop and apply systems and processes needed to ensure compliance with regulations and Organisational policies and procedures
S2: Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care
S3: Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery
S4: Lead and support others to work in a person-centred way and to ensure active participation which enhances the well-being and quality of life of individuals
S5: Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates
S6: Manage all resources in delivering complex care and support efficiently and effectively
Dignity and Human Rights
Skills
S7: Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace
S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems
Communication
Skills
S10: Translate policy and guidance into understandable information for a range of audiences including people who access care and support, carers and families and other colleagues
Health and Wellbeing
Knowledge
K12: Models of monitoring, reporting and responding to changes in health and wellbeing
Skills
S16: Apply evaluated research and evidence-based practice in own setting
Leadership
Skills
S19: Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture
S20: Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported
S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required

Assessment method 2: Professional Discussion

Knowledge
Behaviours
B4: Communication – good communication is central to successful caring relationships and effective team working
B5: Competence – is applying knowledge and skills to provide high quality care and support
B6: Commitment – to improving the experience of people who need care and support ensuring it is person-centred
Tasks and Responsibilities
Knowledge
K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services
K2: Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management
K3: Principles of risk management, assessment and outcome-based practice
K4: Principles and underpinning theories of change management including approaches, tools and techniques that support the change process
K5: Legislative and regulatory frameworks which inform quality standards
K6: Theories and models that underpin performance and appraisal including disciplinary procedures
Dignity and Human Rights
Knowledge
K7: Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead
Communication
Skills
S9: Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality
Knowledge
K8: Legal and ethical frameworks in relation to confidentiality and sharing information
K9: Range of tools and strategies to enhance communication including technology
Safeguarding
Skills
S11: Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and or unsafe practices, following organisational policies and procedures
S12: Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding
Knowledge
K10: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements
K11: The elements needed to create a culture that supports whistleblowing in the organisation
Health and Wellbeing
Skills
S13: Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance
S14: Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation
S15: Monitor, evaluate and improve health, safety and risk management policies and practices in the service

S17: Take initiative to research and disseminate current drivers in the adult care landscape *please note S17 does not have grading criteria and will be assessed indirectly through leadership skills
S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities
Knowledge
K13: Principles of professional development
K14: Goals and aspirations that support own professional development and how to access available opportunities
K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence-based practice
K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers
Leadership
Knowledge
K17: Theories of management and leadership and their application to adult care
K18: Features of effective team performance

Appendix 4
Scope Observation for Leadership Activity
The guidance and template for Observation of leadership

Observation of Leadership must include the ability to demonstrate leadership to an organisational audience. It is expected that the Apprentice will lead the activity and will have prepared for this in advance and have all necessary information and evidence prepared beforehand.

The apprentice will be given a minimum of 2 weeks and a maximum of 4 weeks to prepare for this activity following the gateway. Apprentices must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. Organisational staff will most likely be internal staff and, in line with the nature of the standard and the requirements of the occupation, this intervention should be primarily about the running of the care unit/establishment. Any preparatory documentation/ presentation will be shared with the EPAO prior to the observation. Preparation for the planned observation should commence, once the Gateway process has been confirmed with VTCT Skills.

Leader in Adult Care Observation of Practice	
Apprentice Name:	
Employer:	
Observation areas this may cover:	
<ul style="list-style-type: none"> • service development/improvement plans, for example: presenting or reporting on frontline delivery work in supporting those who use services to improve outcomes. • a response to regulatory and legislative requirements, for example: working with external partners, funders, stakeholders. In the form of a meeting to plan for changes to service provision based on regulatory and legislative requirements arising from inspections. • development of service provision, for example, this may be in the form of presenting some information or analysing data in relation to evidence based practice to develop or improve the service provision. • setting up new service provision, for example, presenting outcomes from market research in relation to unmet need, financial viability and local strategic direction. This could include invitations tender applications. • when and how to trigger a best interest meeting, who should be involved and what their roles and responsibilities should be. For example, preparing for a best interest meeting, the rationale around the need to trigger the meeting and interrogating internal procedures and processes in relation to this. 	
Will your observation activity cover the Knowledge, Skills and behaviours required for this assessment method	Yes (please tick)
Care – is caring consistently and enough about individuals to make a positive difference to their lives	<input type="checkbox"/>
Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect	<input type="checkbox"/>
Courage – is doing the right thing for people and speaking up if the individual they support is at risk	<input type="checkbox"/>
Develop and apply systems and processes needed to ensure compliance with regulations and Organisational policies and procedures	<input type="checkbox"/>

Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care	
Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery	
Lead and support others to work in a person centred way and to ensure active participation which enhances the wellbeing and quality of life of individuals	
Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates	
Manage all resources in delivering complex care and support efficiently and effectively	
Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace	
Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems	
Translate policy and guidance into understandable information for a range of audiences including people who access care and support, carers and families and other colleagues	
Models of monitoring, reporting and responding to changes in health and wellbeing	
Apply evaluated research and evidence-based practice in own setting	
Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture	
Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported	
Adopt a team approach, recognising contributions of team members and able to lead a team where required	
Detail of Activity to be observed and record who will be present	
When uploading this document, you are confirming that activity has been agreed by Employer and Apprentice	
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

Appendix 5

Guidance for Apprentices Leader in Adult Care L5

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 Leader 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 Leader 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

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
AAS	Apprenticeship Assessment Service
IEA	Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
SJT	Situational Judgement Test
LIEA	Lead End-point Assessor
PD	Professional Discussion
SEPA	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; of Leader 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 Leader in Adult Care apprenticeship standard include the following components:

Observation of Leadership

This must include the ability to demonstrate leadership to an organisational audience. You must lead the observed activity and will have prepared for this after the gateway in agreement with the employer and VTCT Skills.

You will be given a **minimum of 2 weeks and a maximum of 4 weeks** to prepare for this activity following entering gateway. You must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. Organisational staff will most likely be internal staff and, in line with the nature of the standard and the requirements of the occupation, this intervention should be primarily about the running of the care unit/establishment.

At gateway the Scope of the Observation must be uploaded and 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.

The Scope for the Observation Activity must be uploaded and VTCT Skills will review and agree it will sufficiently cover all KSBs required.

This will be in areas such as:

- service development/improvement plans, for example: presenting or reporting on frontline delivery work in supporting those who use services to improve outcomes.
- a response to regulatory and legislative requirements, for example: working with external partners, funders, stakeholders. In the form of a meeting to plan for changes to service provision based on regulatory and legislative requirements arising from inspections.
- development of service provision, for example, this may be in the form of presenting some information or analysing data in relation to evidence based practice to develop or improve the service provision.
- setting up new service provision, for example, presenting outcomes from market research in relation to unmet need, financial viability and local strategic direction. This could include invitations tender applications.

- When and how to trigger a best interest meeting, who should be involved and what their roles and responsibilities should be. For example, preparing for a best interest meeting, the rationale around the need to trigger the meeting and interrogating internal procedures and processes in relation to this.

The selected leadership activity must be based on real-life improvement to your employer and the users of their services.

Professional Discussion

The professional discussion is an in-depth, two-way discussion between the apprentice and the IEA. The professional discussion must take 90 minutes + 10% at the discretion of the IEA to allow the apprentice to finish their 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

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>