Training Qualifications UK

TQUK Level 4 End-Point Assessment for ST0007 **Lead Practitioner in Adult Care** V1.0, V1.1 and V1.2

Qualification Number: 610/1942/2

Standard Specification

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Key Information

Reference:	ST0007
Version:	V1.0, V1.1 and V1.2
Level:	4
Typical duration to gateway:	18 months
Typical EPA period:	4 months
Maximum funding:	£7,000
Route:	Care services
Approved for delivery:	31 March 2020
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Lars code:	551
EQA provider:	Ofqual
Qualification Number	610/1942/2

Apprenticeship Summary

Overview of the Role

Managing teams of frontline carers to look after vulnerable adults with care needs.

Occupation Summary

The Lead Practitioner in Adult Care will guide and inspire team members or colleagues 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. A Lead Practitioner has achieved a greater depth of knowledge and expertise of particular conditions being experienced by the user of services. They will have specialist skills and knowledge in their area of responsibilities which will allow them to lead in areas such as care needs assessment, occupational therapy, physiotherapy, rehabilitation and enablement, telecare and assistive technology. They may be a coach and mentor to others, or have a role in assessing performance and quality of care delivery. Lead Practitioners in Adult Care may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings. As well as covering Lead Practitioners in Adult Care this standard also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

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

Typical Job Titles

Dementia Lead, Re-ablement Worker, Physiotherapy Assistant, Occupational Therapy Assistant, Public Health Associate Worker, Keeping in Contact Worker, Community Care/Support Officer, Social Care Assessor, Care Assessment Officer, Social Services Officer, Brokerage Worker, Rehabilitation and Reablement Assistant, Independence Support Assistant, Reablement Support Workers/Officer, Telecare Assistant and Assistive Technology Co-Ordinator/Officer.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods/ components:

Observation

Professional Discussion

Assessment Order

Assessment must be completed over a maximum total assessment time of two days and can take place in any order.

EPA Window

All assessment components must be completed within four months of the EPA gateway.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Portfolio of evidence
- Level 4 Diploma in Adult Care (RQF) or equivalent
- Valid DBS Certificate
- Portfolio of evidence
- Observation Scope and Checklist

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Observation of Practice

Observation of Location and Duration

The observation can take place face-to-face or remotely.

The total observation period will last **75 minutes.** This will typically comprise a **60-minute direct observation** and a **15-minute questioning session**. The End-Point Assessor has the discretion to increase the total time of the observation and questioning by up to 10% to allow the apprentice to complete their last task or answer. No new tasks will be observed after the time limit has been reached.

Observation of Practice Scope and Checklist

Suitable planning for the observation activity is **essential,** and the apprentice is required to use the observation of practice scope and checklist to ensure that the planned observation activity has the scope to cover the required skills and behaviours assigned to this assessment method.

The apprentice may submit supporting documentation along with the checklist, i.e., a PowerPoint Presentation or relevant supporting documentation. Should the apprentice choose to do this, they must share any such documentation with the End-Point Assessor at least seven days before the observation.

The observation of practice scope and checklist must be completed prior to gateway and submitted as part of the gateway evidence. Following allocation, the appointed End-Point Assessor will review the scope before the assessment planning meeting, where this will be discussed between the apprentice, employer and End-Point Assessor.

If the scope is not agreed, feedback will be provided at the bottom of the checklist for the apprentice to use when reworking planned activity for a further submission.

Planning the Observation

The observation of practice must enable the apprentice to demonstrate their skills, behaviours, 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 TQUK (see observation of practice below).

Following the gateway, the apprentice will be given a **minimum of two weeks and a maximum of four weeks** to prepare for this activity.

The apprentice must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. The selected activity must be based on a real-life improvement for the employer and the people who use their services.

Examples of observed activities could include:

- 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.
- 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.
- 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.
- Development of service provision so that it can improve service delivery to more effectively meet the needs and aspirations of the people that use the services. For example, this may be in the form of presenting some information or analysing data in relation to evidence-based practice to develop or improve the service provision.

Questioning Session

Immediately following the observation, a **15-minute questioning session** will take place. The End-Point Assessor may extend this by 10% to allow the apprentice to complete their final answer or point.

The questioning session will be conducted one-to-one, away from the group activity that the apprentice was observed leading.

The End-Point Assessor will ask a minimum of three questions based on the leadership activity they observed. They may ask additional questions to seek clarification on points which may not have been clear.

Grading

This assessment is graded pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Observation of Practice - KSBs and Grading Criteria

Behaviours	
KSBs	**Pass Criteria**
B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives.	Demonstrates a caring attitude towards others, assessing how they are making a positive difference to the lives of others and considering ways they could make further improvements.
B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy, and respect.	Demonstrates a compassionate attitude when encouraging others to consider ways they could contribute to further improvements.
B4: Communication – good communication is central to successful caring relationships and effective team working.	Demonstrates appropriate communication skills in communicating effectively in caring and team work roles.
B5: Competence – is applying knowledge and skills to provide high quality care and support.	Applies knowledge and skills to the delivery of high quality care.
Tasks and Responsibilities	
KSBs	**Pass Criteria**
S1: Apply professional judgement, standards, and codes of practice relevant to the role.	Applies professional judgement, accessing relevant standards and codes of practice relevant to their role when needed.
S2: Develop and sustain professional relationships with others.	Demonstrates they can build and maintain positive relationships with key stakeholders.
S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered.	Demonstrates they can provide effective mentoring support.
S6: Contribute to the implementation of processes to implement and review support plans.	Demonstrates how they have used processes to develop and review support plans.
S7: Provide leadership and mentoring to others for whom they are responsible.	Provides leadership and mentoring to others for whom they are responsible with a focus on making improvement to practice for those accessing services.

Professional Development	
KSBs	**Pass Criteria**
S22: Value individuals to develop effective teams in order to achieve best outcomes.	Demonstrates how they value individuals' contributions to the team to achieve the best outcomes for the service.

Dignity and Human Rights	
KSBs	**Pass Criteria**
S10: Implement a culture that actively promotes dignity and respects diversity and inclusion.	Demonstrates how their actions contribute to a culture which actively supports promotion of diversity, dignity, and inclusion.
S11: Model high levels of empathy, understanding and compassion.	Demonstrates how they model empathy, understanding and compassion.
Communication	
KSBs	**Pass Criteria**
S12: Model effective communication skills.	Demonstrates their ability to communicate effectively, providing information in a way that is accessible, meaningful, and complete.
S14: Apply organisational processes to record, maintain, store and share information.	Identifies legal and ethical frameworks regarding confidentiality and information sharing and demonstrates working practices in line with organisational processes. Applies ethical frameworks regarding confidentiality and information sharing in line with organisational requirements.
	Adapts information to ensure accessibility which enables people to make informed choices.
Health and Well-Being	
KSBs	**Pass Criteria**
S18: Apply person-centred approaches to promote health and well-being.	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 well-being.

Portfolio of Evidence

To support the professional discussion, the apprentice must produce a Portfolio of Evidence. The Portfolio is not directly assessed by the End-Point Assessor, however it will be reviewed in preparation for the professional discussion.

The Portfolio will include **a minimum of six pieces of evidence**.

The evidence will be holistic and will illustrate how the apprentice has applied the KSBs to their working practices. Types of evidence may include, but are not limited to:

- planning documents
- health and safety documentation and company policies and procedures in line with the company confidentiality and safeguarding policies and procedures
- progress review documentation
- witness testimonies, and
- feedback from colleagues and service users

Reflective accounts and self-evaluations cannot be included as evidence. Any employer contributions must focus on direct observation of evidence (for example witness statements) rather than opinions.

Professional Discussion

The professional discussion can take place face-to-face or remotely.

The training provider will submit the apprentice's Portfolio of Evidence at gateway. The End-Point Assessor will then prepare questions for the professional discussion based on the contents of the apprentice's Portfolio and relevant to the KSBs assigned to this assessment.

The professional discussion must take **90 minutes**. An additional 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to finish the apprentice's final answer or point. No new questions will be asked after the time limit has been reached.

The End-Point Assessor will ask the apprentice a minimum of one question per KSB grouping.

- Behaviours
- Task and Responsibilities
- Dignity and Human Rights
- Communication
- Safeguarding
- Health and Well-Being
- Professional Development

The questions will be tailored to the apprentice based on the evidence submitted in the Portfolio. Apprentices may be asked follow-up questions for clarity. During the discussion, apprentices may refer to the Portfolio and to notes.

Grading

This assessment is graded distinction, pass or fail according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, the apprentice must meet all the pass criteria and 21 out of 24 of the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - KSBs and Grading Criteria

Behaviours		
KSBs	**Pass Criteria**	**Distinction Criteria**
B3: Courage – is doing the right thing for people and speaking up if the person they support is at risk.	Describes how they ensured the rights of others were promoted and advocated for a person they support where they were at risk.	N/A
B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred.	Analyses how person-centred care is provided to improve the experience of people accessing care and support.	N/A
Task and Responsibilities		
KSBs	**Pass Criteria**	**Distinction Criteria**
S3: Identify and access specialist help required to carry out role.	Describes how they have accessed specialist help when support was needed to carry out their role.	Analyses the impact of the specialist support provided and explains how they implement continuous improvement processes based on best practice.
S4: Lead the specialist assessment of social, physical, emotional, and spiritual needs of individuals with cognitive, sensory and physical impairments.	Explains how they have performed the lead role in the specialist assessment of an individual's care and support needs.	Explains how they have implemented findings of the assessment within their lead role, identifying recommendations which have led to continuous improvements and ensuring positive outcomes.
S8: Apply risk management policies.	Explains how they have applied relevant risk management policies to the setting.	Evaluates the impact of the relevant risk management policies implemented within the setting.
S9: Contribute to the quality assurance of the service provided.	Explains how their work has contributed to their service's improved quality assurance processes.	N/A

Task and Responsibilities		
KSBs	**Pass Criteria**	**Distinction Criteria**
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.	Explains how the safe delivery of services is underpinned by statutory frameworks, standards, guidance, and codes of practice. Identifies relevant theories that underpin their own practice and competence.	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. Explains how the relevant theories have impacted upon their job role and the service provided.
K3: Principles of assessment and outcome-based practice.	Describes the principles of assessment and outcome-based practice.	Explains the impact made through implementing assessment and outcome-based practices.
K4: Principles of risk management.	Describes the principles of risk management.	Describes the impact made through improved risk assessment and management processes on service provision.
Dignity and Human Rights		
KSBs	**Pass Criteria**	**Distinction Criteria**
K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice.	Explains how they promote and maintain a culture of dignity.	Analyses the impact of their behaviours on maintaining a culture of dignity.

Communication		
KSBs	**Pass Criteria**	**Distinction Criteria**
S13: Identify and address barriers to communication using appropriate resources.	Explains how they have identified and addressed barriers to communication through using appropriate resources to overcome them.	Analyses how resources used in the setting have been implemented to overcome barriers to communication.
S15: Provide meaningful information to support people to make informed choices.	Explains how information is adapted to ensure accessibility to enable informed choices to be made.	Implements adaptations to ensure informed choices have been made and are understood. That individual choices have been supported by providing meaningful information and evaluate its impact.
K6: Effective communication and solutions to overcoming barriers.	Identifies communication barriers and approaches used to overcome them.	Analyses approaches used to agree solutions which overcame communication barriers.
K7: Legal and ethical frameworks in relation to confidentiality and sharing information.	Identifies legal and ethical frameworks regarding confidentiality and information sharing relevant to the setting.	Analyses how the legal and ethical frameworks relating to confidentiality and information sharing have been applied.
K8: Range of technologies to enhance communication.	Identifies technologies available to enhance communication in the apprentice's setting.	Evaluates how the technologies used have enhanced communication.

Safeguarding		
KSBs	**Pass Criteria**	**Distinction Criteria**
S16: Apply and support others to adhere to safeguarding procedures.	Explains with examples how they apply and ensure compliance with safeguarding procedures in their setting.	Demonstrates how they have improved practices as a result of monitoring compliance with safeguarding procedures.
S17: Work in partnership with external agencies to respond to safeguarding concerns.	Discusses how they have applied strategies and processes for partnership working with external agencies to respond to safeguarding concerns.	Evaluates how strategies and processes led to positive outcomes for individuals within the care setting from the partnership approaches and the improvements that have been made on safeguarding processes.
K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements.	Identifies legislation and national and local solutions for the safeguarding of adults and children including reporting requirements.	Explains how they have interpreted and applied safeguarding procedures, legislation, local and national solutions, and reporting requirements in their setting.
Health and Well-Being		
KSBs	**Pass Criteria**	**Distinction Criteria**
S19: Collaborate with external partners to achieve best outcomes in health and well-being.	Demonstrates, with examples, how partnership approaches have been used to improve health and well-being outcomes.	Provides evidence of how they have influenced their employer to embed collaborative working to improve health and well-being of all users of services.
K10: Models of monitoring, reporting, and responding to changes in health and well-being.	Identifies models of monitoring, reporting, and responding to changes in health and well-being.	Evaluates relevant models of monitoring, reporting, and responding to changes in health and well-being.
K11: Range of holistic solutions to promote and maintain health and well-being using person centred approaches.	Describes a range of holistic solutions using person centred approaches used to promote and maintain health and well-being.	Analyses the impact of holistic solutions on the health and well-being of people accessing services.
K12: Importance of effective partnerships, inter-agency, joint and integrated working.	Identifies relevant partnerships developed with other agencies.	Analyses the impact collaboration with partner agencies has had on outcomes for people accessing services.

Professional Development		
KSBs	**Pass Criteria**	**Distinction Criteria**
S20: Evaluate own practice and access identified development opportunities.	Describes and evaluates how a review of own practice resulted in a development opportunity.	Critically analyses the opportunities available and explains the impact of their choice on development activities undertaken.
S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance.	Evaluates the effectiveness of their leadership, mentoring and supervision skills and discuss the actions they have taken to address their own development.	Critically analyses the impact that development activities have had on own practice as a lead practitioner.
S23: Contribute to the development of an effective learning culture.	Describes how they contribute to ensuring an ongoing effective learning culture by identifying and valuing the team's abilities.	Explains the rationale that identified their target/s defined as needing development to make it more effective, how they determined success measures of meeting effective targets and how many success measures were met.
S24: Lead robust, values-based recruitment and selection processes.	Explains how they have led the values based recruitment and selection processes within the care setting.	Evaluates the impact of using values based approaches and implementing best practise strategies for recruitment and selection within care setting.
S25: Contribute to the induction process by developing the knowledge of individuals within their role.	Explains how they have applied the induction process and how all relevant workers have completed a full induction into the sector, the organisation and service.	Analyses how the induction process has positively impacted and supported the development of new staff within their roles.
S26: Lead and support others in professional development through personal development plans, supervision, reflective practices, research, evidence based practice and access to learning and development opportunities.	Demonstrates how they have effectively led and supported others in their personal development.	Explains how they have measured the distance travelled between the existing and required skills and knowledge of their staff as a result of their intervention.
K13: Goals and aspirations that support own professional development and how to access available opportunities.	Explains how professional development opportunities have been planned and accessed in their own role.	Evaluates the impact professional development opportunities have had on their knowledge and practice.

Overall Grading

The overall grades available for this apprenticeship are fail, pass, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Observation of Practice	Professional Discussion	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. A resit does not need further learning, whereas a retake does.

The apprentice's employer decides how many attempts an apprentice may have to resit or retake. The apprentice should have a supportive action plan to prepare for a resit or a retake.

Failed assessment methods must be resat or retaken within a three-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

When taking a resit or retake, apprentices will complete a different observation of practice activity and their professional discussion will include different questions.

If an apprentice requires a resit or retake, their grade for that component will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.