Training Qualifications UK

TQUK Level 5 End-Point Assessment for ST0008 **Leader in Adult Care** V1.0

Qualification Number: 610/1943/4

Standard Specification

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Key Information

Reference:	ST0008
Version:	V1.0
Level:	5
Typical duration to gateway:	18 months
EPA period:	3 months
Maximum funding:	£7000
Route:	Care services
Approved for delivery:	3 February 2020
Date updated:	04/01/2023
Lars code:	537
EQA provider:	Ofqual

Apprenticeship Summary

Overview of the Role

Leading the care service and managing teams of carers to look after adults with care needs.

Occupation

Role Profile (what the successful candidate should be able to do at the end of the apprenticeship)

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

A Leader in Adult Care has responsibility for managing community or residential based services. This role has a large element of leadership, whether with other care workers and networks or in leading the service itself. A successful apprentice will have met all the requirements. They have a responsibility to ensure the service is safe, effective, caring, responsive to people's needs and well-led. They may be a registered manager of a Service, Unit, Deputy or Assistant Manager. They will be responsible for ensuring regulatory compliance of the care given and the values and training of staff with established standards and regulations.

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

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

Leaders in Adult Care may work in residential or nursing homes, domiciliary care, community day centres, a person's own home or some clinical healthcare settings. The role of Leader in Adult Care in this standard also covers Personal Assistants who operate in a management role but they may only work directly for one individual who needs support and/or care services.

Typical Job Titles

Registered, Assistant, Deputy, Unit or Service Manager.

Assessment Methods

This end-point assessment (EPA) consists of two assessment methods:

Observation

Professional Discussion

Assessment Order

Both assessments 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 three 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
- Level 5 Diploma in Leadership and Management for Adult Care
- Valid DBS Certificate
- 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

Location and Duration of Observation

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

The total observation period will last a total of 90 minutes and is comprised of two stages, which must take place on the same day. The observation **must** take 60 minutes. The post-observation question session will take 30 minutes and will follow the observation.

The End-Point Assessor will observe the apprentice and carry out follow-up questions during the post-observation questioning. They may increase the total time of the observation and questioning by 10% to allow the apprentice to complete their last task or answer.

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 (checklist) to ensure that the planned observation activity has the scope to cover the required knowledge, skills and behaviours assigned to this assessment method.

Together with the checklist, the apprentice may submit supporting documentation i.e., a PowerPoint presentation or relevant supporting documentation. The 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, the 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 their planned activity for a further submission.

Planning the Observation

The 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 two weeks and a maximum of four weeks to prepare for this activity following the gateway.

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

The apprentice 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.

Examples of possible activities to be observed include:

- 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, and 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.

As the types of tasks mentioned above are not likely to occur on a daily or weekly basis, suitable planning is essential.

Undertaking the Observation

The observation period will last 60 minutes. A 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to complete their task.

The apprentice, the employer and End-Point Assessor must comply with the requirements of the GDPR and all other safeguarding duties during the assessment. It is advised that if discussing a service user during an observation, a pseudonym (e.g. Service User X) is used to ensure their identity and any associated sensitive data remains anonymous for the purposes of assessment.

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

Questioning Session

Post-observation questioning should take 30 minutes The End-Point Assessor may increase the total time of this by 10% to allow the apprentice to complete their last answer.

This will take place on a one-to-one basis, away from the group activity which the apprentice were observed leading.

The End-Point Assessor must ask a minimum of **four set open questions** to assess related underpinning knowledge linked to K12. These will be set in advance. The apprentice should be given the opportunity to explain how they have considered K12 when demonstrating leadership via questioning which will be focused on the following four areas:

- The principles of adult safeguarding - empowerment, prevention, proportionality, protection, partnership and accountability
- Relevant legislation
- CQC regulatory requirements
- CQC key lines of enquiry (KLOE) - safe, effective, caring, responsive and well-led

The End-Point Assessor will base their questions on the leadership activity they have just observed to seek clarification on points which were not clear. They may also ask further questions to probe any required KSBs that were not covered in the observation, although these will be kept to a minimum.

Grading

This assessment is graded as 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.

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.	Evaluates enrichment of quality of life for the users of their services.
B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy, and respect.	Promotes and improve the delivery of compassionate care within the setting.
B3: Courage – is doing the right thing for people and speaking up if the individual they support is at risk.	Evaluates the effectiveness of staff practice and their application of knowledge and policy compliance.
Tasks and Responsibilities	
KSBs	**Pass Criteria**
S1: Develop and apply systems and processes needed to ensure compliance with regulations and organisation policies and procedures.	Formulates fit for purpose systems and processed, efficiently ensuring that compliance with regulations and organisational policies and procedures are met.
S2: Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care.	Correctly applies strategies to support others management of risks whilst balancing individual rights and professional duty of care.
S3: Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery.	Formulates fit for purpose systems and processes efficiently ensuring that a personalised, strength-based approach is utilised across the service.
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.	Correctly applies strategies to lead and support others e work in a person centred way, whilst encouraging active participation which enhances the well-being and quality of life of individuals.
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.	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: Manage all resources in delivering complex care and support efficiently and effectively.	Demonstrates all resources are delivered and managed in an efficient and effective manner.

Dignity and Human Rights	
KSBs	**Pass Criteria**
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.	Leads practices, clearly aligned to diversity, equality and inclusion legislation and policy.
S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems.	Promotes a culture of dignity and respect, and where others are able to work in ways that may challenge their own beliefs.
Communication	
KSBs	**Pass Criteria**
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.	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.
Health and Well-being	
KSBs	**Pass Criteria**
K12: Models of monitoring, reporting, and responding to changes in health and well-being.	Identifies and applies relevant models of monitoring, reporting, and responding to changes in health and well-being.
Professional Development	
KSBs	**Pass Criteria**
S16: Apply evaluated research and evidence-based practice in own setting.	Applies the evidence-based practice around current drivers in the Adult Care landscape to their own setting.
Leadership	
KSBs	**Pass Criteria**
S19: Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture.	Exhibits values-based behaviours and identifies how they impact upon others within the work settings.
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.	Establishes a culture that values initiatives and innovation through identification and recognition of the variety of skills within the service.
S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required.	Supports and leads a team through valuing the contributions and skills of workers.

Professional Discussion

Undertaking the Professional Discussion

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

The professional discussion will take 90 minutes. A 10% variance is permitted at the End-Point Assessor's discretion to allow the apprentice to finish their final answer or point.

The End-Point Assessor will ask at least one question for each of the knowledge, skills and behaviours groups that are mapped to this assessment method, as defined in the standard (e.g., tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, professional development, leadership). They may also ask follow-up questions to seek clarification.

Grading

This assessment is graded as 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, they must meet all the pass criteria and at least **19 of the 24** distinction criteria within the professional discussion.

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

KSBs and Grading Criteria

Behaviours		
KSBs	**Pass Criteria**	**Distinction Criteria**
B4: Communication – good communication is central to successful caring relationships and effective team working.	Demonstrates how they manage communications between staff and between staff and users of services.	Analyses communications systems on a regular basis to demonstrate improvements.
B5: Competence – is applying knowledge and skills to provide high quality care and support.	Applies the relevant knowledge and skills for the benefit of the users of their services.	Evaluates the impact of their knowledge and skills in relation to quality assurance exercise (e.g. health and safety risk assessment, safeguarding).
B6: Commitment – to improving the experience of people who need care and support ensuring it is person-centred.	Demonstrates how they apply person-centred care principles.	Reviews their person-centred care plans regularly to clearly reflect the desired outcomes of the user of services.
Tasks and Responsibilities		
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.	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: Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management.	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to health, safety, and risk management.	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to health, safety, and risk management.
K3: Principles of risk management, assessment and outcome based practice.	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to risk management and outcome based practice.	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to outcome based practice.

K4: Principles and underpinning theories of change management including approaches, tools and techniques that support the change process.	Describe the change management theories, processes and tools used.	Evaluates the outcome of the change management approaches used and the effectiveness of the techniques implemented.
K5: Legislative and regulatory frameworks which inform quality standards.	Explains how they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards.	Critically evaluates statutory standards guidance and codes of practice which underpin practice in relation to quality standards.
K6: Theories and models that underpin performance and appraisal including disciplinary procedures.	Explain theories and models that underpin performance and appraisal including disciplinary procedures.	Evaluates relevant underpinning theories and models around performance management and how these have been applied (application may include disciplinary procedures).
Dignity and Human Rights		
KSBs	**Pass Criteria**	**Distinction Criteria**
K7: Legislation and policy initiatives on the promotion of diversity, equality, and inclusion in services they lead.	Describes legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to their workplace.	Analyses legislative requirements and policy initiatives about diversity, equality, and inclusion, evaluating their practices against such legislation and policy to ensure dignity and human rights are promoted in their workplace.
Communication		
KSBs	**Pass Criteria**	**Distinction Criteria**
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.	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: Legal and ethical frameworks in relation to confidentiality and sharing information.	Explain legal and ethical frameworks relating to confidentiality and information sharing to devise. Implement processes to record information effectively and safely.	Analyse how legal and ethical frameworks have been applied and further evaluate their effectiveness.
K9: Range of tools and strategies to enhance communication including technology.	Explains a range of communication enhancing tools and strategies, including technologies.	Appraises how effective communication strategies are throughout the organisation.
Safeguarding		
KSBs	**Pass Criteria**	**Distinction Criteria**
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.	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 whistle-blowing. This should include reporting requirements relating to both adults and children.* *(This distinction criterion for S11, K10 and K11 need only to be demonstrated once).
K10: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements.	Explains safeguarding principles across all legislative and local and national requirements.	
K11: The elements needed to create a culture that supports whistle-blowing in the organisation.	Explains how they ensure that staff are trained and supported on how to recognise and respond to potential signs of abuse and or unsafe practices including the culture of whistle-blowing. This should include reporting requirements relating to both adults and children.	
S12: Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding.	Evaluates the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems and processes.	N/A

Health and Well-being		
KSBs	**Pass Criteria**	**Distinction Criteria**
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.	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 well-being to make improvements to ensure policies, procedures and practices have a significant, positive impact on compliance, 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.	Explains how they monitor, evaluate, and improve health and well-being policies and practices.	Analyses evidence from the evaluation of health and well-being to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being.
S15: Monitor, evaluate and improve health, safety and risk management policies and practices in the service.	Explains how they monitor, evaluate, and improve health, safety and risk management practices.	Analyses evidence from the evaluation of health, safety, and risk management practices to make improvements to ensure policies, procedures and practices have a significant, positive impact on culture that values health and well-being.
S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities.	Explains the systems used to demonstrate improvement of performance of self and colleagues.	Explains how they maximise systems and utilises learning and development opportunities to improve performance of self and others.

Professional Development		
KSBs	**Pass Criteria**	**Distinction Criteria**
K13: Principles of professional development.	Explains principles of professional development.	Evaluates the impact of the principles of professional development.
K14: Goals and aspirations that support own professional development and how to access available opportunities.	Explains their professional goals and aspirations and outlines the available opportunities to support their development.	Assesses appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind their decisions.
K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice.	Explains what is required to create a culture that values professional development and reflective practice.	Appraises a culture that nurtures continuous professional development.
K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers.	Describes the systems and processes that are in place support professional development opportunities.	Evaluates current systems implemented to support professional development.
Leadership		
KSBs	**Pass Criteria**	**Distinction Criteria**
K17: Theories of management and leadership and their application to adult care.	Identifies and explains theories of management and leadership and their application to adult care.	Critiques theories of management and leadership and their application to adult care.
K18: Features of effective team performance.	Identifies the knowledge of key elements of effective team performance.	Analyses and evaluates individual team member performance and uses this to implement improvements in effectiveness.

Overall Grading

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

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

Resits and Retakes

Only apprentices who fail an assessment component, and therefore the EPA in the first instance, will be eligible to resit or retake any failed assessment component only. The apprentice is permitted to resit or retake each assessment component once. A resit does not require further learning, whereas a retake does.

The apprentice should have a supportive action plan to prepare for the resit or a retake. The employer will need to agree that either a resit or retake is an appropriate course of action.

The apprentice will undertake an observation of leadership activity with a new subject focus and the professional discussion will utilise different questions, when taking a resit or retake.

The timescales for a resit or retake are agreed between the employer and Training Qualifications UK. A resit must be taken within four months of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required and must be taken within seven months of the EPA outcome notification.

The maximum grade awarded to a resit or retake will be pass, unless the Training Qualifications UK identifies exceptional circumstances accounting for the original fail.

Appeals

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