City & Guilds Level 4 End-point Assessment for Lead Practitioner in Adult Care (9047-12)

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End-Point Assessment Pack

For Centres / End-Point Assessment Customers / Employers

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1 Introduction

About this apprenticeship occupation

This End-point Assessment (EPA) pack has been designed to assess all requirements as stipulated in the Level 4 Lead Practitioner in Adult Care v1.1 and v1.2.

A Lead Practitioner has a greater depth of knowledge and expertise of 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 occupational therapy, physiotherapy, care needs assessment, rehabilitation and enablement, telecare and assistive technology. They will be a coach and mentor to others and will have a role in assessing performance and quality of care delivery.

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

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. Example job roles include Dementia Lead, Reablement Worker, Physiotherapy Assistant, Occupational Therapy Assistant, Public Health Associate Worker, Keeping in Contact Worker, Community Care/Support Worker, Social Care Assessor, Care Assessment Officer, Social Services Officer, Brokerage Worker, Rehabilitation and Reablement Assistant, Independence Support Assistant, Reablement Support Worker, Telecare Assistant and Assistive Technology Coordinator.

What is in this document

- The occupation standard
- Resource requirements for end-point assessment
- Timeline for end-point assessment
- End assessment tasks and guidance on grading

This document must be used alongside the **9047-12 EPA recording forms for centres** document.

End-point assessments

Apprentices are expected to achieve a number of end-point assessments (EPA) to conclude their apprenticeship. All EPAs are formal summative assessments that conclude the apprenticeship programme. The Lead Practitioner in Adult Care apprenticeship is assessed in a number of ways to provide a clear indication of the apprentice's knowledge and skills. For this apprenticeship the following assessment methods need to be achieved:

- work based tasks / evidence from the workplace
- oral assessments - professional discussions / vivas / interviews.

The focus of the EPA is for the apprentice to fully demonstrate the values, knowledge, skills and behaviours set out in the apprenticeship standard and to be able to demonstrate this level of professional competence in authentic workplace contexts.

Grading

This apprenticeship is graded Fail, Pass and Distinction. The End-point assessment components will be assessed and graded by City & Guilds independent end-point assessors, more information about how each assessment is graded and how the overall apprenticeship grade is determined can be found in later sections of this document.

Entry requirements for end-point assessment

To be eligible for EPA the apprentice must have successfully achieved the following:

- Spent typically 18 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.
- The Level 4 Diploma in Adult Care
- Level 2 mathematics and Level 2 English qualifications (or relevant equivalent) either during or before their apprenticeship.
- A portfolio to support the Professional Discussion.

Gateway – prior to end-point assessment

The Gateway process is designed to provide an opportunity for the employer/tutor to review progress of the apprentice and confirm that they are eligible for carrying out EPA. The employer/tutor will review the apprentice's achievements to date, ensuring that all entry requirements have been met and that the apprentice is proficient in all areas of the standard.

Remote Assessment

Remote assessment is live assessment that is supported by technology where the IEPA and the apprentice are not in the same physical location when the assessment takes place

The following assessments can be conducted remotely.

- Observation of Practice
- Professional Discussion

2 Apprenticeship Occupation standard

Knowledge	What the Lead Practitioner in Adult Care on completion must know and understand:
Tasks and responsibilities	
K1	Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services
K2	Theories underpinning own practice and competence relevant to the job role
K3	Principles of assessment and outcome-based practice
K4	Principles of risk management
Dignity and human rights	
K5	How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice
Communication	
K6	Effective communication and solutions to overcoming barriers
K7	Legal and ethical frameworks in relation to confidentiality and sharing information
K8	Range of technologies to enhance communication
Safeguarding	
K9	Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements
Health and wellbeing	
K10	Models of monitoring, reporting and responding to changes in health and wellbeing
K11	Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches
K12	Importance of effective partnerships, inter-agency, joint and integrated working
Professional development	
K13	Goals and aspirations that support own professional development and how to access available opportunities

Skills	What the Lead Practitioner in Adult Care on completion must be able to do:
Tasks and responsibilities	
S1	Apply professional judgement, standards and codes of practice relevant to the role
S2	Develop and sustain professional relationships with others
S3	Identify and access specialist help required to carry out role
S4	Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments
S5	Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered
S6	Contribute to the implementation of processes to implement and review support plans
S7	Provide leadership and mentoring to others for whom they are responsible
S8	Apply risk management policies
S9	Contribute to the quality assurance of the service provided
Dignity and human rights	
S10	Implement a culture that actively promotes dignity and respects diversity and inclusion
S11	Model high levels of empathy, understanding and compassion
Communication	
S12	Model effective communication skills
S13	Identify and address barriers to communication using appropriate resources
S14	Apply organisational processes to record, maintain, store and share information
S15	Provide meaningful information to support people to make informed choices
Safeguarding	
S16	Apply and support others to adhere to safeguarding procedures
S17	Work in partnership with external agencies to respond to safeguarding concerns

Health and wellbeing	
S18	Apply person centred approaches to promote health and wellbeing
S19	Collaborate with external partners to achieve best outcomes in health and wellbeing
Professional development	
S20	Evaluate own practice and access identified development opportunities
S21	Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance
S22	Value individuals to develop effective teams in order to achieve best outcomes
S23	Contribute to the development of an effective learning culture
S24	Lead robust, values-based recruitment and selection processes
S25	Contribute to the induction process by developing the knowledge of individuals within their role
S26	Lead and support others in professional development through personal development plans, supervision, reflective practice, research, evidence-based practice and access to learning and development opportunities
Behaviours: Personal attributes and behaviours expected of all Lead Practitioners in Adult Care carrying out their roles	
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
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

3 End-point assessment guidance for centres/end-point assessment customers

Introducing end-point assessment to the apprentice

Employers/training providers should make the apprentice aware of the different assessment methods that make up the end-point assessment (EPA) of the apprenticeship prior to the Gateway process.

While EPAs will be assessed by the City & Guilds Independent End-point Assessor (IEPA), for this apprenticeship the following assessment methods it is the responsibility of the employer/training provider to introduce the assessments to the apprentice ahead of the EPA visit.

- Observation of Practice
- Professional Discussion

Further information around what can be shared and the timelines around this can be found in the **Task Instructions for Centres/end-point assessment customers/employers** sections within this document. When introducing any assessments a realistic timeframe should be set for completion of each task, in line with the timeline agreed with City & Guilds when booking EPA. If tasks are not completed within the agreed timeframe without the Apprentice having a good reason, the timeline for any EPA visit may be reviewed.

For any assessments that occur over a longer duration employers/training providers should work with apprentices to develop a submission schedule that aligns with the overall timeline for assessments and with the timelines agreed with City & Guilds when booking EPA.

Health and safety / Codes of practice

The importance of safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry **must** always be adhered to.

The requirement to follow safe working practices is an integral part of all City & Guilds assessments, and it is the responsibility of the tutor/employer to ensure that all relevant health and safety requirements are in place when working on any projects or before apprentices begin any practical assessment.

Observation of Practice

Should an apprentice fail to follow correct health and safety practices and procedures during EPA and/or are putting themselves, client or other staff members at risk, the assessment **must be stopped** by the IEPA and the apprentice advised of the reasons why. The apprentice should be informed that they have not reached the standard of assessment required.

The IEPA is required to contact their Lead Independent End-point Assessor (LIEPA) and the City & Guilds EPA team before making any decision on whether the EPA can continue. The IEPA must also log the details on the IEPA Assessment Confirmation Form within the Incidents section.

Professional Discussion

Should an IEPA identify something, when assessing evidence submitted for the apprenticeship or pick up on something during an oral assessment that indicates that health and safety practices and procedures may not have been adhered to, they will feed this back to City & Guilds EPA team.

Authenticating the apprentice's work

When making judgements on evidence of unobserved tasks, the IEPA must ensure all decision satisfy VACS (valid, authentic, current and sufficient). For evidence produced outside controlled conditions the apprentice will be required to

- sign a declaration that the work is their own
- reference all sources.

The centre/employer can also aid authentication by:

- supplementary (oral) questioning to gauge familiarity with the topic
- looking out for any changes to the apprentices usual writing style, unusual sources/examples or the use of e.g. US spellings or phrases that might indicate cutting and pasting from the internet
- requiring access to evidence of steps in the process e.g. drafts, notes, planning etc.

City & Guilds have produced evidence reference forms that include a declaration of authenticity form, these must be completed when submitting evidence and can be found in the EPA recording forms for EPA customers/employers/training provider's document. These should be completed and signed by both the employer and the apprentice.

Recording forms

City & Guilds have designed specific recording forms for apprentices and centres / EPA customers / employers to use for this apprenticeship.

These can be found in **9047-12 EPA recording forms for centres** document.

Centres must use the forms provided by City & Guilds in the format laid out in this document.

Notes on the grading criteria

Each assessment will be individually assessed and graded by a City & Guilds IEPA. The grade will be determined using the grading criteria detailed in the tasks.

Determining the overall apprenticeship grade

The IEPA will be responsible for completing grading for all tasks, and in communicating these outcomes to City & Guilds for overall grading of the apprenticeship.

All assessments must be achieved at a minimum of pass for the apprenticeship to be achieved. The contribution of the assessments towards the apprenticeship grade is as follows:

Assessment method	Grade scale
Observation of Practice	P/X
Professional Discussion	D/P/X

The overall grade for the apprenticeship should be determined in line with the following:

A pass is gained by achieving pass criteria for all behaviours, knowledge and skills. A distinction is gained by successfully achieving all pass criteria and through meeting at least 21 of the distinction criteria within the Professional Discussion.

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

If any of the assessment tasks are a resit or a retake, then a pass is the highest grade that can be awarded for that task component and overall.

Feedback

The IEPA will not provide any feedback to the apprentice during or immediately following the end assessment process. Feedback (if given) will only be provided to fail apprentices, following submission of evidence to City & Guilds and after any grade determination has been carried out.

Results submission and Certification

The City & Guilds IEPA will submit the apprentice results to City & Guilds. City & Guilds will issue the End Assessment record of achievement confirming the grade achieved and will notify the appropriate body who will issue the Apprenticeship certificate.

Opportunities to retake/resit or improve results for end-point assessments

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit/retake. A resit is where the apprentice takes the assessment again without the need for new learning. A retake is where the employer determines new learning is needed first.

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

Apprentices are only required to retake/resit the element of the EPA they have failed. Apprentices will be offered the opportunity to take a resit/retake. In all cases the apprentice's employer will need to agree that a resit or retake is an appropriate course of action.

Where an EPA assessment has been interrupted, postponed or cancelled as a result of unforeseen technical or work-related reasons, this should not be counted as an assessment occasion.

Apprentices should have a supportive action plan provided by the training provider and/or employer to prepare for the resit/retake. Resits/retakes are not offered to apprentices wishing to move from pass to distinction, unless City & Guilds deems there to be exceptional circumstances warranting consideration. Application of this is at the discretion of City & Guilds.

Apprentices will be required to undertake an Observation of Practice activity with a new subject focus and/or a Professional Discussion which utilises different discussion points.

An individual EPA method resit/retake must be taken within a period of three months from the fail notification of the original assessment method, otherwise the entire EPA must be re-taken.

When a resit or retake is involved in one or more assessment methods**, only a pass can be accessed as an overall grade;** unless there are exceptional circumstances to explain the failing performance.

4 End-Point Assessment Resources list

Resource required	
Observation of Practice	Any additional resources required for the apprentice's chosen observation subject and setting.
	A suitable room for the questioning to take place. To be held in controlled conditions.
	Where applicable, internet access and suitable equipment for remote assessment as outlined in the manual for end-point assessment services.
Professional Discussion	A suitable room for the professional discussion to take place. To be held in controlled conditions.
	Seating area or room for any other apprentices to wait
	Access to water and cups
	Where applicable, internet access and suitable equipment for remote assessment as outlined in the manual for end-point assessment services

5 End-point assessment timeline

Timeline	Activity
On-going prior to completion (a minimum of a 12 month period on-programme)	**EPA Customer** • Reviews progress and ensures apprentices' performance is on track as part of the regular performance management system. • Identifies gaps and creates a plan for the end assessment with the apprentice. **Apprentice** • Completes the English and maths components of the Apprenticeship. • Completes the Level 4 Diploma in Adult Care • Creates a Portfolio of Evidence to support the Professional Discussion Knowledge Skills and Behaviours. (supporting portfolio)
Gateway process	The apprentice and EPA customer review progress and confirm that the apprentice is ready for end-point assessment. The Apprentice • Creates a file with all documentation regarding the intended Observation and information on the apprentice's role profile/job description and organisation The EPA customer submits the: • completed **Observation Activity Proposal Form** • completed **supporting portfolio** and the **Portfolio of Evidence Mapping Form** • completes a declaration and e-signature on behalf of the provider and employer in the Proficient platform.
Book end-point assessment in line with City& Guilds booking timelines*	**EPA customer** • Makes end-point assessment booking with City & Guilds. Assessments can be completed on the same day or on different days . **EPA Team** • Arranges the review of the **Observation Activity Proposal Form and the supporting portfolio.**
Completion of assessment tasks	• City & Guilds will liaise with the EPA customer to make the appointment for the Observation of Practice and Professional Discussion.

Timeline	Activity
	• EPA customer submits any documentation/information for the observation activity **seven working days** before the observation activity date.

* further information around City & Guilds booking process and timelines can be found in the Manual for the End-point Assessment Service.

Assessment 700 Observation of Practice

Assessment specification

Component	Description	Coverage	Grading
700	Observation of Practice	Skills: S1, S2, S5, S6, S7, S10, S11, S12, S14, S18, S22 Behaviours: B1, B2, B4, B5	P/X

Assessment 700 Observation of Practice

Task instructions for EPA centres

The City & Guilds Independent End-point assessor (IEPA) will spend 60 minutes observing the apprentice's ability to demonstrate leadership to external and internal stakeholders. The IEPA will then have 15 mins to question the apprentice. The observation activity is graded at a pass/fail only.

Preparation

Apprentices must submit a written proposal on a work-based activity that includes the ability to demonstrate skills, behaviours and leadership to external and internal stakeholders. The selected activity must be based on real-life improvement to the apprentice's employer and the people who use their services.

The apprentice will provide information on their organisation and their role along with the proposal on the Observation Activity Proposal Form at Gateway for approval by the City & Guilds Independent End-point Assessor (IEPA).

The employer should discuss the subject of the proposal in advance with the apprentice to confirm appropriateness for the business and to ensure it is relevant to the apprentice's role. The planned observation activity should cover all the criteria in the assessment specification and have scope to allow the grading criteria section to be met during the observation. The selected activity must be based on real-life improvement to the apprentice's employer and the users of their services.

The IEPA will review the suitability of the proposal and provide feedback. The feedback from the IEPA will include the suitability of the proposed observation activity and if the proposal has given sufficient information on whether the content is likely to cover all stated criteria. In the case where insufficient content or detail has been given, the apprentice will be required to revise and resubmit the proposal or submit a new proposal.

When the time and date for the observation and questioning is arranged, the apprentice will have a maximum of four weeks to prepare for the observation activity.

Apprentices must ensure that the appropriate external and internal staff are present at the activity and are notified in advance of the activity. The apprentice will only prepare for the observation once the Gateway process has been confirmed as completed and the proposal has been agreed by the IEPA. Any preparatory documentation/ information should be mapped to require skills and behaviours and will need to be shared with the IEPA prior to the observation **seven working days** before the observation date.

It is important that the EPA customer ensures that the proposed and planned observation can take place at a suitable time and place for both the apprentice and the IEPA more than likely at the apprentices' normal place of work. The selected activity must be based on real-life improvement to the apprentice's employer and the people who use their services.

EPA customers can prepare apprentices by:

- explaining the purpose of the observation and the role of the City & Guilds Independent End-point Assessor
- issuing them with the task instructions for apprentices

- providing them with a copy of the grading criteria (apprentices cannot refer to this during the observation)
- referring them to the apprenticeship standards and organisation's processes, policies and agreed ways of working.
- supporting the apprentice in reviewing the chosen activity against the standards prior to submission to the City & Guilds Independent End-point Assessor for approval.
- reviewing the **Observation Activity Proposal Form** prior to submission.

The employer, apprentice and City & Guilds Independent End-point Assessor must comply with the requirements of the GDPR and all other safeguarding duties.

For example:

- permissions from other parties, where applicable, if they are to be discussed during the course of the observation.
- the permissions of those in the room for this to be the focus of an EPA and for permission to record, if it is to be recorded.
- taking proportionate action if any safeguarding concerns become apparent during the course of the observation that aren't identified by the apprentice.

If the IEPA believes that planned activity will not cover required skills and behaviours then this must be communicated to the employer and apprentice.

Timings

The observation activity must take no longer than 60 minutes (+10% variation at the discretion of the IEPA to allow the apprentice to complete the task).

The post-observation questioning should take 15 minutes (+10% variation at the discretion of the IEPA to allow the apprentice to complete their last answer).

Assessment 700 Observation of Practice

Task instructions for apprentices

Task 1a Observation of Practice

You will work with your employer to review the skills and behaviours and the grading criteria for this task and choose a suitable work-based activity for you to lead on. The task must include the ability to demonstrate skills, behaviours and leadership to external and internal stakeholders. The selected activity must be based on real-life improvement to your employer and the people who use their services.
You will submit a summary of the proposed activity using the **Observation Activity Proposal Form** along with information on your organisation and your role. The Independent End-point assessor will review the proposal form and additional information submitted.

In the case where insufficient content or detail has been given, you will be required to revise and resubmit the proposal or submit a new proposal.

The time and date for your observation and questioning will be arranged and you will be given a maximum of four weeks to prepare for the Observation of Practise activity.

It is expected that you will lead the activity and will have prepared for this in advance and have all necessary information and documentation prepared beforehand. The information and documentation must be submitted to City & Guilds **seven working days** before the observation activity date.

The selected observation activity must be based on real-life improvements to your employer and the service users.

You will need to ensure that the appropriate external and internal stakeholders are present at the activity and that they are notified in advance. There is an expectation that there may be staff interaction during the activity such as asking questions or creating open discussion. This would be controlled, directed and managed by you to meet the needs of the activity.

The activity could cover areas such as:

- 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 you 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.

Task 1b questioning regarding the Observation of Practice

After the observation, the City & Guilds Independent End-point assessor will ask you questions based on the observation activity undertaken. The City & Guilds Independent End-point assessor will also base the questions on areas of skills and behaviours for the observation activity that require further clarification.

The City & Guilds Independent End-point assessor will be assessing how you demonstrate the skills and behaviours as set out in the grading criteria. Your employer will provide you with copy of the grading criteria in advance of the assessment, however you will not be permitted to refer to this during your assessment.

Conditions of assessment

- You must work independently in unsupervised conditions.
- You must complete the activity in a controlled environment, which will be in your normal place of work.

Timings

The observation must take no longer than 60 minutes (+10% variation at the discretion of the IEPA to allow you to complete the activity).

The post-observation questioning should take 15 minutes (+10% variation at the discretion of the IEPA to allow you to complete your last answer).

Assessment 700 Observation of Practice

Recording forms

All recording forms can be found in **Assessment recording form** document that is available in a word format. Please see below summary of the recording forms that are available for this assessment.

Recording form	Purpose	Who should complete	Where can it be found
Observation Activity Proposal Form	To map and cross reference the proposed observation activity against the relevant knowledge skills and behaviours.	EPA Customer Apprentice IEPA	End-point assessment Recording forms for EPA customers.

Assessment 700 Observation of Practice

Grading criteria

Descriptors		
Area of Standard	**Behaviours (B), Knowledge (K) and Skills (S)**	**Pass Criteria** The Apprentice must display all of the following:
Behaviours	B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives	Demonstrates a caring attitude towards others, assessing how they are making a positive difference to the lives of others and considering ways they could make further improvements.
	B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect	Demonstrates a compassionate attitude when encouraging others to consider ways they could contribute to further improvements.
	B4: Communication – good communication is central to successful caring relationships and effective team working	Demonstrates appropriate communication skills in communicating effectively in caring and team work roles.
	B5: Competence – is applying knowledge and skills to provide high quality care and support	Applies knowledge and skills to the delivery of high quality care.
Task and responsibilities	S1: Apply professional judgement, standards and codes of practice relevant to the role	Applies professional judgement, accessing relevant standards and codes of practice relevant to their role when needed.
	S2: Develop and sustain professional relationships with others	Demonstrates they can build and maintain positive relationships with key stakeholders.
	S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered	Demonstrates they can provide effective mentoring support.
	S6: Contribute to the implementation of processes to implement and review support plans	Demonstrates how they have used processes to develop and review support plans.

	S7: Provide leadership and mentoring to others for whom they are responsible	Provides leadership and mentoring to others for whom they are responsible with a focus on making improvement to practice for those accessing services.
Professional Development	S22: Value individuals to develop effective teams in order to achieve best outcomes	Demonstrates how they value individuals' contributions to the team to achieve the best outcomes for the service.
Dignity and human rights	S10: Implement a culture that actively promotes dignity and respects diversity and inclusion	Demonstrates how their actions contribute to a culture which actively supports promotion of diversity, dignity and inclusion.
	S11: Model high levels of empathy, understanding and compassion	Demonstrates how they model empathy, understanding and compassion.
Communication	S12: Model effective communication skills	Demonstrates their ability to communicate effectively, providing information in a way that is accessible, meaningful and complete.
	S14: Apply organisational processes to record, maintain, store and share information	Identifies legal and ethical frameworks regarding confidentiality and information sharing and demonstrates working practices in line with organisational processes. Applies ethical frameworks regarding confidentiality and information sharing in line with organisational requirements.
Health and wellbeing	S18: Apply person-centred approaches to promote health and wellbeing	Demonstrates the impact of their approach in supporting those accessing care and support, identifying holistic solutions that support different people, and is able to assess how their approach improves health and wellbeing.

Assessment 710 Professional Discussion

Assessment specification

Component	Description	Coverage	Grading
710	Professional Discussion	Skills: S3, S4, S8, S9, S13, S15, S16, S17, S19, S20, S21, S23, S24, S25, S26 Knowledge: K1, K2, K3, K4, K5. K6, K7, K8, K9, K10, K11, K12, K13 Behaviours: B3, B6	D/P/X

Assessment 710 Professional Discussion

Task instructions for EPA centres

Portfolio requirements

The apprentice will have completed a supporting portfolio throughout their on-programme and this will be discussed between the EPA customer and the apprentice whilst on-programme to ensure the apprentices readiness for EPA. The supporting portfolio must contain sufficient evidence to show that it covers the knowledge skills and behaviours assigned to the Professional Discussion in Appendix1. The supporting portfolio must be finalised before passing through the Gateway. The supporting portfolio should (typically) contain six holistic pieces of evidence.

The portfolio is a showcase of the apprentice's evidence, a collection from the breadth of available evidence. It must efficiently demonstrate the apprentice's performance in relation to the specified criteria and showcase their highest quality work. It is expected that the evidence presented is concise and covers all of the knowledge, skills and behaviours as outlined in the grading criteria for the Professional Discussion.

All evidence must be of the apprentice's own work and, for any group work, must clarify and focus only on their contribution. **Evidence must be kept to a minimum and anything deemed excessive by the IEPA will be returned for rework**.

Where necessary, confidentiality and data protection requirements must be adhered to.

Selecting Evidence

Before selecting the evidence to form the portfolio, the apprentice should review the assessment requirements stated in the standard:

- The criteria to be covered by the portfolio.
- The grading for the criteria.
- The type of evidence that can be presented (see the apprentices' instructions).
- The amount of evidence that should be presented.

Evidence collected towards the end of their apprenticeship programme, as they become independent in their work, is likely to provide the most holistic evidence – i.e. covering a number of criteria at once. They should select evidence that **most efficiently** meets all the relevant criteria and which demonstrated their **best performance**. It is required that (typically) **six holistic** pieces of evidence should be submitted for the knowledge skills and behaviours for the Professional Discussion assessment. Reflective accounts and self-evaluation cannot be included as evidence. Any employer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions. Evidence gathered on-programme can meet both qualification and EPA portfolio requirements but clear links must be stablished between the evidence and the KSBs allocated to the professional discussion.

Confirming the evidence selection

When the apprentice has selected the evidence to form their portfolio, this must be reviewed by the EPA customer to ensure:

- All knowledge, skills and behaviours (KSBs) requirements have been met
- There is no **unnecessary duplication of evidence** against the same criteria outside of the required (typically) **six holistic** pieces of evidence for the KSBs.
- The work selected represents the best evidence available in relation to grading requirements.

- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence.
- Authenticity of evidence has been established.

The EPA customer is responsible for providing guidance to the apprentice on compiling the portfolio whilst on programme and this is to be reviewed by the EPA customer prior to triggering the Gateway. The employer should provide suitable work for the apprentice to apply themselves to and discuss at the Professional Discussion. The apprentice must be advised by the EPA customer about the shortfalls or excess in evidence for the portfolio and how this can be addressed prior to submission at Gateway.

A portfolio checklist has been provided to support the apprentice in the submission of the documentation – Appendix 2

Preparing evidence for submission

Evidence being uploaded for end-point assessment must be presented as follows:

- Evidence must have a header on each page containing the name and e-signature of the apprentice together with the date the evidence was produced. Each piece of evidence must be referenced to the Knowledge, Skills and Behaviours criteria it is being submitted against.
- Along with the **City & Guilds Portfolio Header and Declaration Form** which must be completed to
    - cross-reference each criterion to the relevant piece of evidence.
    - formally declare the authenticity of all evidence.

The apprentice should have access to the supporting portfolio before and during the Professional Discussion. The apprentice will use the portfolio to support them in demonstrating their knowledge, skills and behavioural understanding and can use it to provide tangible evidence, backing-up their accounts of their work during the Professional Discussion.

The portfolio is not directly assessed but is used as the basis for the Professional Discussion. The evidence in the portfolio will not be judged or marked by the independent end-point assessors. The Independent end-point assessors use the portfolio to familiarise themselves with the apprentice's work and to base the questions on in preparation for the discussion. The EPA customer is not expected to mark or grade the portfolio.

Submission to City & Guilds

The apprentice is required to complete the relevant sections in the **Portfolio Header and Declaration Form.** The work evidenced in the portfolio must have been carried out by the apprentice.

The EPA customer will review the portfolio and form to ensure it meets the requirements. The EPA customer will then sign the **Portfolio Header and Declaration Form**.

Once the **Portfolio Header and Declaration Form** has been signed by all parties, the following documents must be uploaded to the City & Guilds Proficient platform:

1. the completed portfolio.
2. the completed **Portfolio Header and Declaration Form**.

Refer to the **End-point Assessment Recording forms for Centres/End-point Assessment Customers/Employers** for guidance on how to complete these forms.

Purpose of the Professional Discussion

The purpose of the Professional Discussion is to:

- question across the criteria indicated in Appendix 1
- allow the apprentice to self-reflect on performance, demonstrating knowledge and how appropriate skills and behaviours have been applied.

Planning the Professional Discussion

City & Guilds will arrange the time and dates of the Professional Discussion with the EPA customer and the apprentice.

In preparation for the Professional Discussion, the EPA customer should support the apprentice by providing

- grading descriptors for the Professional Discussion, see Appendix 1.
- standards assigned to the Professional Discussion.
- the information submitted at Gateway regarding the apprentice's employer and role.

During the Professional Discussion the IEPA will ask the apprentice questions in relation to knowledge, skills and behaviours as set out in Assessment specification and Grading criteria sections of this pack.

Assessment environment

The EPA customer is responsible to ensure that any assessment takes place in appropriate surroundings which are free from distractions and interruptions and that the Professional Discussion is conducted under controlled conditions. This could include ensuring that appropriate signposting and other arrangements are in place that will maintain a suitable environment throughout the duration of the assessment activity.

Time allowed for the Professional Discussion

The Professional Discussion will last 90 minutes, and the assessor will have the discretion to increase the time of the discussion by up to 10% to allow the apprentice to finish their response to the last question.

Assessment 710 Professional Discussion

Task instructions for apprentices

Professional Discussion

Portfolio requirements

You will be required to assemble a portfolio during your apprenticeship which will successfully demonstrate the required knowledge, skills and behaviours associated with the Professional Discussion.

The portfolio is a showcase of your best pieces of evidence, a concise collection of evidence selected from the breadth of available evidence. It will efficiently demonstrate your performance in relation to the specified criteria and will showcase your highest quality work. The evidence must cover all of the criteria outlined for the Professional Discussion.

The portfolio is not directly assessed by the City & Guilds Independent End-point assessors but is used as the basis for the Professional Discussion.

Types of evidence

Ideally the evidence should be produced in electronic format or scanned/ photographed to give a clear electronic representation, as it must be submitted electronically for end-point assessment.

The evidence in the portfolio must be chosen to provide valid evidence for the specified criteria being assessed and should cover a variety of types of evidence:

- Task evidence – e.g. Electronic documents such as letters, memos, reports, plans.
- Observation evidence – a statement from a suitably qualified person describing your performance in the workplace while carrying out naturally occurring activities..
- Supporting evidence from 3rd parties - a relevant witness such as a manager or a service user/individual giving their account of what you have done in your job role.
- Evidence to support the knowledge, skills and behaviours of the apprenticeship standard that are mapped to the Professional Discussion assessment method. Each of these knowledge skills and behaviour statements must be evidenced (evidence can be provided through a range of sources, for example, work reviews, department feedback) and mapped to the relevant KSBs. Each piece of evidence will cover multiple KSBs.
- Confirmation from your employer that the tasks evidenced in the portfolio were completed to the required standard of the organisation.

All evidence for any group work, must clarify and focus only on your contribution. **Evidence must be kept to a minimum and anything deemed excessive by the IEPA will be returned for rework**. It is required that typically **six holistic** pieces of evidence should be submitted.

Where necessary, confidentiality and data protection requirements must be adhered to.

Selecting Evidence

Before selecting the evidence to form the portfolio, you should review the assessment requirements stated in the standard:

- The criteria to be covered by the portfolio.
- The grading of the criteria to be covered.
- The type of evidence that can be presented (see above).

- The amount of evidence that should be presented.

To assemble the portfolio, you should consider all the evidence you have available that shows you have met the requirements being assessed. Evidence collected towards the end of your apprenticeship programme, as you become independent in your work, is likely to provide the most holistic evidence – i.e. covering a number of criteria at once. You should select evidence that **most efficiently** meets all the relevant criteria and which demonstrates your **best performance**. It is required that typically **six holistic** pieces of evidence should be submitted in your portfolio for the KSBs for the Professional Discussion assessment. Reflective accounts and self-evaluation cannot be included as evidence.

Any employer contributions should focus only direct observation of evidence (for example witness statements) rather than opinions. Evidence gathered on-programme can meet both qualification and EPA portfolio requirements but clear links must be stablished between the evidence and the KSBs allocated to the professional discussion.

There are two questions that you should consider when selecting work to from your portfolio:

1. *Which pieces holistically (most efficiently) give evidence that together cover all of the relevant criteria?*
2. *Is this the **best** evidence I have, showing that I have met all of the requirements for the grades?*

Confirming the evidence selection

When you have selected the evidence to form your portfolio, this must be reviewed by your employer to ensure:

- All assessment requirements have been met
- There is no **unnecessary duplication of evidence** against the same criteria outside of the (typically) **six holistic** pieces of evidence for the KSBs
- The work selected represents the best evidence available in relation to grading requirements
- The clarity of any images or scanned evidence is sufficient to determine the quality of the original evidence
- Authenticity of evidence has been established.

Your employer will work with you to ensure that any shortfalls in meeting the required evidence are met prior to your completion of the Gateway.

A portfolio checklist has been provided to support you in the gathering and the submission of the documentation – Appendix 2.

Preparing evidence for submission

Evidence being submitted for end-point assessment must be presented as follows:

- Evidence must have a header on each page containing your name and e-signature of the together with the date the evidence was produced. Each piece of evidence must be referenced to the Knowledge, Skills and Behaviours criteria it is being submitted against.
- The **City & Guilds Portfolio Header and Declaration Form** which must be completed to
    - cross-reference each KSB to the relevant piece of evidence.
    - formally declare the authenticity of all evidence.

You are permitted to access your portfolio before and during the Professional Discussion. You will use the portfolio to support your evidence during the professional which will aid you in demonstrating your knowledge, skills and behaviours and can use it to provide tangible evidence, backing-up your accounts of your work.

The portfolio is not directly assessed but is used as the basis for the Professional Discussion. The evidence in the portfolio will not be judged or marked by the independent end-point assessors. The Independent end-point assessors use the portfolio to familiarise themselves with your work and to base the questions on in preparation for the Professional Discussion. Your employer/centre must not mark or grade the portfolio.

Guidance on submitting the portfolio

Your employer will submit your portfolio to City & Guilds at Gateway. The work evidenced in the portfolio must have been carried out by yourself and a signed **Portfolio Header and Declaration Form** must be submitted along with the portfolio. You will need to have access to the portfolio during the Professional Discussion.

The purpose of the Professional Discussion

The purpose is to

- Sample across the Standard as indicated in Appendix 1
- Allow you to self-reflect on your performance, demonstrating your knowledge and how the appropriate skills and behaviours have been applied.

Prior to the Professional Discussion

Your training provider /employer will provide you with:

- Grading descriptors for the Professional Discussion
- Knowledge, skills and behaviours for the Professional Discussion
- Your submitted portfolio.

Content of the Professional Discussion

The independent end-point assessor will ask questions to ensure all the relevant behaviours, knowledge and skills that are mapped to this assessment method are covered. The focus of the discussion will be on how you have performed during your apprenticeship against the standards and will allow you to self-reflect on your performance, demonstrating your knowledge and how the appropriate skills and behaviours have been applied. You should use your portfolio to assist you in drawing on your performance. The independent end-point assessor will be interested in your approach to your work which demonstrates the standard to which you perform. During the discussion you should draw upon specific examples of experiences and work practices during your apprenticeship. The Independent end-point assessor is looking for evidence that you can apply the standards to your job role and that you can support your answers with examples from your own work practice. They will ask you questions based on your portfolio, which will allow you to demonstrate that you have developed the Knowledge, Skills and Behaviours required.

Conditions of assessment:

You must answer the questions independently without support and comply with the relevant conditions if the assessment is being conducted remotely.

You must be aware of confidentially when providing examples from the workplace.

Time allowed for the Professional Discussion

The Professional Discussion will last 90 minutes with a City & Guilds Independent End-point assessor (they have the discretion to increase the time of the discussion by up to 10% to allow you to complete your final response).

Assessment 710 Professional Discussion

Recording forms

All recording forms can be found in the **Assessment pack recording form** document that is available in a word format. Please see below summary of the recording forms that are available for this assessment.

Recording form	Purpose	Who should complete	Where can it be found
Portfolio Header and Declaration Form	To provide a mapping of the evidence presented and declare that the work evidenced in the portfolio has been carried out by the apprentice	Apprentices/EPA Customer	End-point assessment recording forms for EPA customers.

Assessment 710 Professional Discussion

Grading criteria

Descriptors			
Area of Standard	**Behaviours (B), Knowledge (K) and Skills (S)**	**Pass Criteria** The Apprentice must display all of the following	**Distinction Criteria** In addition to the pass criteria the Apprentice must meet at least 21 of the distinction criteria
Behaviours	B3: Courage – is doing the right thing for people and speaking up if the person they support is at risk	Describes how they ensured the rights of others were promoted and advocated for a person they support where they were at risk	
	B6: Commitment – to improving the experience of people who need care and support ensuring it is person centred	Analyses how person-centred care is provided to improve the experience of people accessing care and support.	
Tasks and responsibilities	S3: Identify and access specialist help required to carry out role	Describes how they have accessed specialist help when support was needed to carry out their role.	Analyses the impact of the specialist support provided and explains how they implement continuous improvement processes based on best practice.
	S4: Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments	Explains how they have performed the lead role in the specialist assessment of an individual's care and support needs.	Explains how they have implemented findings of the assessment within their lead role, identifying recommendations which have led to continuous improvements and ensuring positive outcomes

	S8: Apply risk management policies	Explains how they have applied relevant risk management policies to the setting.	Evaluates the impact of the relevant risk management policies implemented within the setting.
	S9: Contribute to the quality assurance of the service provided	Explains how their work has contributed to their service's improved quality assurance processes.	
	K1: Statutory frameworks, standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services	Explains how the safe delivery of services is underpinned by statutory frameworks, standards, guidance and codes of practice.	Explains how they identify, use and measure the impact of statutory frameworks, standards, guidance and codes of practice in relation to the safe delivery of services.
	K2: Theories underpinning own practice and competence relevant to the job role	Identifies relevant theories that underpin their own practice and competence.	Explains how the relevant theories have impacted upon their job role and the service provided.
	K3: Principles of assessment and outcome-based practice	Describes the principles of assessment and outcome-based practice.	Explains the impact made through implementing assessment and outcome based practices.
	K4: Principles of risk management	Describes the principles of risk management	Describes the impact made through improved risk assessment and management processes on service provision.
Dignity and human rights	K5: How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice	Explains how they promote and maintain a culture of dignity.	Analyses the impact of their behaviours on maintaining a culture of dignity.
Communication	S13: Identify and address barriers to communication using appropriate resources	Explains how they have identified and addressed barriers to communication through using appropriate resources to overcome them	Analyses how resources used in the setting have been implemented to overcome barriers to communication.
	S15: Provide meaningful information to support people to make informed choices	Explains how information is adapted to ensure accessibility to enable informed choices to be made.	Implements adaptations to ensure informed choices have been made and are understood. That individual choices have been supported by providing

			meaningful information and evaluate its impact
	K6: Effective communication and solutions to overcoming barriers	Identifies communication barriers and approaches used to overcome them.	Analyses approaches used to agree solutions which overcame communication barriers.
	K7: Legal and ethical frameworks in relation to confidentiality and sharing information	Identifies legal and ethical frameworks regarding confidentiality and information sharing relevant to the setting.	Analyses how the legal and ethical frameworks relating to confidentiality and information sharing have been applied.
	K8: Range of technologies to enhance communication	Identifies technologies available to enhance communication in your setting.	Evaluates how the technologies used have enhanced communication.
Safeguarding	S16: Apply and support others to adhere to safeguarding procedures	Explains with examples how they apply and ensure compliance with safeguarding procedures in their setting.	Demonstrates how they have improved practices as a result of monitoring compliance with safeguarding procedures.
	S17: Work in partnership with external agencies to respond to safeguarding concerns	Discusses how they have applied strategies and processes for partnership working with external agencies to respond to safeguarding concerns.	Evaluates how strategies and processes led to positive outcomes for individuals within the care setting from the partnership approaches and the improvements that have been made on safeguarding processes
	K9: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements	Identifies legislation and national and local solutions for the safeguarding of adults and children including reporting requirements.	Explains how they have interpreted and applied safeguarding procedures, legislation, local and national solutions and reporting requirements in their setting.
Health and wellbeing	S19: Collaborate with external partners to achieve best outcomes in health and wellbeing	Demonstrates, with examples, how partnership approaches have been used to improve health and wellbeing outcomes.	Provides evidence of how they have influenced their employer to embed collaborative working to improve health and wellbeing of all users of services.
	K10: Models of monitoring, reporting and responding to changes in health and wellbeing	Identifies models of monitoring, reporting and responding to changes in health and wellbeing.	Evaluates relevant models of monitoring, reporting and responding to changes in health and wellbeing.

	K11: Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches	Describes a range of holistic solutions using person centred approaches used to promote and maintain health and wellbeing	Analyses the impact of holistic solutions on the health and wellbeing of people accessing services.
	K12: Importance of effective partnerships, inter-agency, joint and integrated working	Identifies relevant partnerships developed with other agencies.	Analyses the impact collaboration with partner agencies has had on outcomes for people accessing services.
Professional development	S20: Evaluate own practice and access identified development opportunities	Describes and evaluates how a review of own practice resulted in a development opportunity	Critically analyses the opportunities available and explains the impact of their choice on development activities undertaken.
	S21: Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance	Evaluates the effectiveness of their leadership, mentoring and supervision skills and discuss the actions they have taken to address their own development.	Critically analyses the impact that development activities have had on own practice as a lead practitioner.
	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,	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.

	research, evidence based practice and access to learning and development opportunities		
	K13: Goals and aspirations that support own professional development and how to access available opportunities	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.

6 Appendices

Appendix 1 Knowledge, Skills and Behaviours assessment matrix

Lead Practitioner in Adult Care

Knowledge Code	Knowledge Statements	Assessed by Observation of Practice	Assessed by Professional Discussion supported by a portfolio
K1	Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services		✓
K2	Theories underpinning own practice and competence relevant to the job role		✓
K3	Principles of assessment and outcome-based practice		✓
K4	Principles of risk management		✓
K5	How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice		✓
K6	Effective communication and solutions to overcoming barriers		✓
K7	Legal and ethical frameworks in relation to confidentiality and sharing information		✓
K8	Range of technologies to enhance communication		✓
K9	Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements		✓
K10	Models of monitoring, reporting and responding to changes in health and wellbeing		✓

Knowledge Code	Knowledge Statements	Assessed by Observation of Practice	Assessed by Professional Discussion supported by a portfolio
K11	Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches		✓
K12	Importance of effective partnerships, inter-agency, joint and integrated working		✓
K13	Goals and aspirations that support own professional development and how to access available opportunities		✓

Skills code	Skills Statements	Assessed by Observation of Practice	Assessed by Professional Discussion supported by a portfolio
S1	Apply professional judgement, standards and codes of practice relevant to the role	✓	
S2	Develop and sustain professional relationships with others	✓	
S3	Identify and access specialist help required to carry out role		✓
S4	Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments		✓
S5	Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered	✓	
S6	Contribute to the implementation of processes to implement and review support plans	✓	

Skills code	Skills Statements	Assessed by Observation of Practice	Assessed by Professional Discussion supported by a portfolio
S7	Provide leadership and mentoring to others for whom they are responsible	✓	
S8	Apply risk management policies		✓
S9	Contribute to the quality assurance of the service provided		✓
S10	Implement a culture that actively promotes dignity and respects diversity and inclusion	✓	
S11	Model high levels of empathy, understanding and compassion	✓	
S12	Model effective communication skills	✓	
S13	Identify and address barriers to communication using appropriate resources		✓
S14	Apply organisational processes to record, maintain, store and share information	✓	
S15	Provide meaningful information to support people to make informed choices		✓
S16	Apply and support others to adhere to safeguarding procedures		✓
S17	Work in partnership with external agencies to respond to safeguarding concerns		✓
S18	Apply person centred approaches to promote health and wellbeing	✓	

Skills code	Skills Statements	Assessed by Observation of Practice	Assessed by Professional Discussion supported by a portfolio
S19	Collaborate with external partners to achieve best outcomes in health and wellbeing		✓
S20	Evaluate own practice and access identified development opportunities		✓
S21	Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance		✓
S22	Value individuals to develop effective teams in order to achieve best outcomes	✓	
S23	Contribute to the development of an effective learning culture		✓
S24	Lead robust, values-based recruitment and selection processes		✓
S25	Contribute to the induction process by developing the knowledge of individuals within their role		✓
S26	Lead and support others in professional development through personal development plans, supervision, reflective practice, research, evidence-based practice and access to learning and development opportunities		✓

Behaviours code	Behaviour Statements	Assessed by Observation of Practice	Assessed by Professional Discussion
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	✓	

Behaviours code	Behaviour Statements	Assessed by Observation of Practice	Assessed by Professional Discussion
B3	Courage – is doing the right thing for people and speaking up if the individual they support is at risk		✓
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		✓

Appendix 2 Portfolio Checklist

City & Guilds have created a 'portfolio checklist' to help apprentices and centres ensure that all relevant information is accounted for.

Portfolio checklist		Tick when confirmed
1.	Is all evidence signed by the apprentice and dated? * E-signatures are also acceptable	
2.	Is all evidence valid, authentic, current and sufficient (VACS)?	
3.	Does evidence clearly show it is the apprentice's individual work (and if involved in teamwork is it clear the specific contribution the apprentice made)?	
4.	Does the evidence clearly demonstrate their relevant knowledge?	
5.	Has the **City & Guilds Portfolio Header and Declaration Form** been completed? Has all evidence been referenced?	
6.	Does it showcase the apprentice's best pieces of work?	
7.	Is the majority of the evidence holistic in its nature?	
8.	Has the portfolio been checked that it does not include any pieces of evidence that are duplicated or not relevant? **Portfolios that contain excessive evidence will be returned for re-working.**	
9.	Is there sufficient evidence to cover the whole of the criteria that it has been referenced to?	
10.	Is there any observation evidence from employers or supporting evidence from 3rd parties?	
11.	Have all external sources of information been appropriately documented and referenced to the original source, showing clear understanding of how they relate to the criteria?	
12.	Has the appropriate stakeholder(s) eg employer/training provider checked whether the apprentice's portfolio covers all the required criteria and grading descriptors?	
Reminder: You must upload the completed Portfolio Header and Declaration Form to the EPA portal in word format		

* where witness testimonies are included as a piece of evidence these do not need to be signed by the apprentice but instead must be signed/authenticated by the witness.

Contact us

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City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

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