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| Level 4 End-point Assessment for ST0007/AP01 Lead Practitioner in Adult Care  (9047-12)  **September 2021 Version 1.1** |

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| Version and date | Change detail | Section |
| V1 January 2021 | Created |  |
| V1.1 September 2021 | Gateway declaration form removed |  |
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1. Introduction

### What is in this document

Recording forms to be used by End-point Assessment customers/Employers/Training providers

* Observation Activity Proposal Form
* Portfolio Header and Declaration Form

This document must be used alongside the assessment pack for training providers/employers.

### How to use the forms

Centres/End-point assessment customers/Employers/Training providers must use the forms provided by City & Guilds in the format laid out in this document.

**Observation Activity Proposal Form**

The apprentice must complete this form. Please ensure that not only is the information about the proposal completed on the 1st page but also the mapping of the proposed activity on the to the Standard criteria allocated to this assessment on the subsequent pages. The EPA customer should check it and agree to the proposed activity. The completed form must be submitted to City& Guilds as part of the end-point assessment booking process. The form must be uploaded in Word format. If the Independent end-point assessor does not sign off this proposal, feedback will be given and an opportunity to amend the proposal will be given. Please submit the same form again and highlight the changes that have been made to the proposal in line with the feedback given.

**Portfolio Header and Declaration Form**

The apprentice must complete this form. This form must be submitted to City& Guilds as part of the gateway process. The form must be uploaded in Word format.

### Observation Activity Proposal Form

|  |  |  |  |
| --- | --- | --- | --- |
| Apprentice | Name | Enrolment  number | 1234567 |
| **Place of work – Name and Address** |  | | |

**Description of the project activity including the required/anticipated outcomes.**

|  |  |
| --- | --- |
| **Background** |  |
| **Outline of the issue/opportunity** |  |
| **Justification for the project** |  |
| **Consideration of legislation, regulation, industry and organisational policies, procedures and requirements** |  |
| **Proposed plan for implementation/delivery including who the audience will be and their roles/job titles** |  |
| **Measures of success** |  |

**Observation Activity Proposal Form**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4 Lead Practitioner in Adult Care Observation - Skills and Behaviours** | | | | | |
| **Standard reference** | | **Details of the intended observation activity mapped to the skills and behaviours to ensure proposal is valid**  **Apprentice to complete the sections below** | |  | **IEPA comments/notes**  **IEPA only** |
|  | | | | | |
| **Behaviours** | B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives |  | |  |  |
|  | | | | | |
|  | B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect |  | |  |  |
|  | | | | | |
|  | 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 |  | |  |  |
|  | | | | | |
| **Task and responsibilities** | S1: Apply professional judgement, standards and codes of practice relevant to the role |  | |  |  |
|  | | | | | |
|  | S2: Develop and sustain professional relationships with others |  | |  |  |
|  | | | | | |
|  | S5: Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered |  | |  |  |
|  | | | | | |
|  | S6: Contribute to the implementation of processes to implement and review support plans |  | |  |  |
|  | | | | | |
|  | S7: Provide leadership and mentoring to others for whom they are responsible |  | |  |  |
|  | | | | | |
| **Professional Development** | S22: Value individuals to develop effective teams in order to achieve best outcomes |  | |  |  |
|  | | | | | |
| **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 |  | |  |  |
|  | | | | | |
|  | S14: Apply organisational processes to record, maintain, store and share information |  | |  |  |
|  | | | | | |
| **Health and wellbeing** | S18: Apply person-centred approaches to promote health and wellbeing |  | |  |  |
| **IEPA to complete the section** | | | | | |
| Can the observation activity go ahead as described?  🞎 Yes  🞎 No – give details below | | | |  |  |  |  | | --- | --- | --- | --- | | **IEPA** | Name | **Date** | DD/MM/YY | | | |
| **Comments (IEPA only)** | | | | | |
|  | | | | | |

### Portfolio Header and Declaration Form

|  |  |  |  |
| --- | --- | --- | --- |
| Apprentice | Name | Enrolment  number | 1234567 |

**Apprentice declaration:**

**I confirm that all work submitted is my own, and that I have acknowledged any sources I have used.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Apprentice** | Signature | **Date** | DD/MM/YY |

**Line Manager declaration:**

**I confirm that all work was conducted under conditions designed to assure the authenticity of the apprentice’s work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the apprentice.**

**I confirm that the evidence presented by the apprentice is ready for End-point Assessment. It is valid, authentic, reliable and current and sufficient to meet the requirements of the relevant standard.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Line manager** | Signature | **Date** | DD/MM/YY |

**Training Provider declaration (if appropriate):**

**I confirm that the evidence presented by the apprentice is ready for End-point assessment. It is valid, authentic, reliable and current and sufficient to meet the requirements of the relevant standard.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Training Provider** | Name & Signature | **Date** | DD/MM/YY |

|  |  |  |  |
| --- | --- | --- | --- |
| Apprentice | Name | Enrolment  number | 1234567 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 4 Lead Practitioner in Adult Care Portfolio Header Form** | | | | | |
| **Standard reference** | | **Write section reference(s) of where in the Portfolio this reference is covered Apprentice only** | **Checked to ensure evidence is Valid Employer/Centre only** | **IEPA reference check**  **IEPA only** | **IEPA comments**  **IEPA only** |
|  | | | | | |
| **B3** | Courage – is doing the right thing for people and speaking up if the person they support is at risk. |  |  |  |  |
|  | | | | | |
| **B6** | Commitment – to improving the experience of people who need care and support ensuring it is person centred. |  |  |  |  |
|  | | | | | |
| **S3** | Identify and access specialist help required to carry out role |  |  |  |  |
|  | | | | | |
| **S4** | Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments |  |  |  |  |
|  | | | | | |
| **S8** | Apply risk management policies |  |  |  |  |
|  | | | | | |
| **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 |  |  |  |  |
|  | | | | | |
| **S13** | Identify and address barriers to communication using appropriate resources |  |  |  |  |
|  | | | | | |
| **S15** | Provide meaningful information to support people to make informed choices |  |  |  |  |
|  | | | | | |
| **K6** | Effective communication and solutions to overcoming barriers |  |  |  |  |
|  | | | | | |
| **K7** | Legal and ethical frameworks in relation to confidentiality and sharing information |  |  |  |  |
|  | | | | | |
| **K8** | Range of technologies to enhance communication |  |  |  |  |
|  | | | | | |
| **S16** | Apply and support others to adhere to safeguarding procedures |  |  |  |  |
|  | | | | | |
| **S17** | Work in partnership with external agencies to respond to safeguarding concerns |  |  |  |  |
|  | | | | | |
| **K9** | Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements |  |  |  |  |
|  | | | | | |
| **S19** | Collaborate with external partners to achieve best outcomes in health and wellbeing |  |  |  |  |
|  | | | | | |
| **K10** | Models of monitoring, reporting and responding to changes in health and wellbeing |  |  |  |  |
|  | | | | | |
| **K11** | Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches |  |  |  |  |
|  | | | | | |
| **K12** | Importance of effective partnerships, inter-agency, joint and integrated working |  |  |  |  |
| **S20** | Evaluate own practice and access identified development opportunities |  |  |  |  |
|  | | | | | |
| **S21** | Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance |  |  |  |  |
|  | | | | | |
| **S23** | Contribute to the development of an effective learning culture |  |  |  |  |
|  | | | | | |
| **S24** | Lead robust, values-based recruitment and selection processes |  |  |  |  |
|  | | | | | |
| **S25** | Contribute to the induction process by developing the knowledge of individuals within their role |  |  |  |  |
|  | | | | | |
| **S26** | Lead and support others in professional development through personal development plans, supervision, reflective practices, research, evidence based practice and access to learning and development opportunities |  |  |  |  |
|  | | | | | |
| **K13** | Goals and aspirations that support own professional development and how to access available opportunities |  |  |  |  |
|  | | | | | |
|  | |  | | | |
|  | **IEPA only** | **Overall comments plus notes of any themes or areas to follow up in Technical Interview** | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **IEPA** | Name | **Date** | DD/MM/YY | | | | | | |





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