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| Level 5 End-point Assessment for ST0008/AP02 Leader in Adult Care (9046-12)    **June 2022 Version 1.1** |

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| Version and date | Change detail | Section |
| V1 May 2021 | Created |  |
| V1.1 June 2022 | Guidance and form for Observation activity updated  Gateway declaration form removed |  |

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1. Introduction

### What is in this document

Recording forms to be used by Centres / Employers / End-point Assessment Customers.

* Observation Activity Proposal Form

This document must be used alongside the End-point Assessment pack for Centres / Employers / End-point Assessment Customers.

### How to use these 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, The EPA customer should check it and agree to the proposed activity. The completed for must be submitted to City& Guilds as part of the end-point assessment booking process. If the Independent end-point assessor does not sign off on this proposal, feedback will be given and an opportunity to amend the proposal will be given. If an amended proposal is requested, please submit the same form again and highlight the changes that have been made to the proposal in line with the feedback given.



### Assessment 700: 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.**

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| --- | --- |
| **Background** |  |
| **Outline of the issue/opportunity** |  |
| **Justification for the project** |  |
| **Justification of links to the four mandatory topics in relation to K12** | **The principles of adult safeguarding** |
| **Relevant legislation** |
| **CQC regulatory requirements** |
| **CQC Key lines of enquiry (KLOE)** |
| **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** |  |

### Assessment 700: Observation Activity Proposal Form cont.

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| --- | --- | --- | --- | --- |
| **Level 5 Adult Care Observation - Knowledge, Skills and Behaviours** | | | | |
| **Standard reference** | | **Details of the intended observation activity mapped to KSBs to ensure proposal is valid.**  **Apprentice to complete the sections below** |  |  |
|  | | | | |
| **Behaviours** | B1: Care – is caring consistently and enough about individuals to make a positive difference to their lives |  | | |
|  | | | | |
|  | B2: Compassion – is delivering care and support with kindness, consideration, dignity, empathy and respect |  | | |
|  | | | | |
|  | B3: Courage – is doing the right thing for people and speaking up if the individual they support is at risk |  | | |
|  | | | | |
| **Task and responsibilities** | S1: Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures |  | | |
|  | | | | |
|  | S2: Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care |  | | |
|  | | | | |
|  | S3: Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery |  | | |
|  | | | | |
|  | S4: Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals |  | | |
|  | | | | |
|  | S5: Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates |  | | |
|  | | | | |
|  | S6: Manage all resources in delivering complex care and support efficiently and effectively |  | | |
|  | | | | |
| **Dignity and human rights** | S7: Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace |  | | |
|  | | | | |
|  | S8: Develop and lead a culture that values courage in working in ways that may challenge workers’ own cultural and belief systems |  | | |
|  | | | | |
| **Communication** | S10: Translate policy and guidance into understandable information for a range of audiences including people who access care and support, carers and families and other colleagues |  | | |
|  | | | | |
| **Health and wellbeing** | K12: Models of monitoring, reporting and responding to changes in health and wellbeing |  | | |
|  | | | | |
| **Professional development** | S16 Apply evaluated research and evidence-based practice in own setting |  | | |
|  | | | | |
| **Leadership** | S19: Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture |  | | |
|  | | | | |
|  | S20: Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported |  | | |
|  | | | | |
|  | S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required |  | | |
| **IEPA to complete the section** | | | | |
| Can the observation activity go ahead as described?  Yes  No – give details below | | |  |  |  |  | | --- | --- | --- | --- | | **IEPA** | Name | **Date** | DD/MM/YY | | | |
| **IEPA Comments only –** please comment below only on areas of the proposed observation activity which may be at risk of not covering the KSB it is assigned to. Comments written below will be passed to the employer, training provider and apprentice. | | | | |
|  | | | | |



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**Giltspur House, 5-6 Giltspur Street, London, EC1A 9DE. www.cityandguilds.com**