**Highfield Level 4 End-Point Assessment for**

**Lead Practitioner in Adult Care**

**Portfolio of Evidence Matrix Sheet**

This document should be used to map the apprentice’s portfolio of evidence to the Lead Practitioner in Adult care standards and should accompany the portfolio when submitted to Highfield Assessment.

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| **Apprentice Name:** |       |
| **Employer:** |       |
| **Training Provider:** |       |

**Evidence Index**

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| **Evidence name** | **Evidence Ref** | **Evidence Type** |
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| **Ref** | **Assessment Criteria** | **Evidence Ref** | **Location/Page in evidence** |
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| **Behaviours** |
| B3.1 | Describes how they ensured the rights of others were promoted and advocated for a person they support where they were at risk (Pass). |       |       |
| B6.1 | Analyses how person-centred care is provided to improve the experience of people accessing care and support (Pass). |       |       |
|  | **Tasks and Responsibilities**  |
| S3.1 | Describes how they have accessed specialist help when support was needed to carry out their role (Pass). |       |       |
| S3.2 | *Analyses the impact of the specialist support provided and explains how they implement continuous improvement processes based on best practice (Distinction).* |       |       |
| S4.1 | Explains how they have performed the lead role in the specialist assessment of an individual’s care and support needs (Pass). |       |       |
| S4.2 | *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 (Distinction).* |       |       |
| S8.1 | Explains how they have applied relevant risk management policies to the setting (Pass). |       |       |
| S8.2 | *Evaluates the impact of the relevant risk management policies implemented within the setting (Distinction).* |       |       |
| S9.1 | Explains how their work has contributed to their service’s improved quality assurance processes (Pass). |       |       |
| K1.1 | Explains how the safe delivery of services is underpinned by statutory frameworks, standards, guidance and codes of practice (Pass). |       |       |
| K1.2 | *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 (Distinction).* |       |       |
| K2.1 | Identifies relevant theories that underpin their own practice and competence (Pass).  |       |       |
| K2.2 | *Explains how the relevant theories have impacted upon their job role and the service provided (Distinction).* |       |       |
| K3.1 | Describes the principles of assessment and outcome-based practice (Pass). |       |       |
| K3.2 | *Explains the impact made through implementing assessment and outcome-based practices (Distinction).* |       |       |
| K4.1 | Describes the principles of risk management (Pass). |       |       |
| K4.2 | *Describes the impact made through improved risk assessment and management processes on service provision (Distinction).* |       |       |
|  | **Dignity and Human Rights**  |
| K5.1 | Explains how they promote and maintain a culture of dignity (Pass). |       |       |
| K5.2 | *Analyses the impact of their behaviours on maintaining a culture of dignity (Distinction).* |       |       |
|  | **Communication**  |
| S13.1 | Explains how they have identified and addressed barriers to communication through using appropriate resources to overcome them (Pass). |       |       |
| S13.2 | *Analyses how resources used in the setting have been implemented to overcome barriers to communication (Distinction).* |       |       |
| S15.1 | Explains how information is adapted to ensure accessibility to enable informed choices to be made (Pass). |       |       |
| S15.2 | *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 (Distinction).* |       |       |
| K6.1 | Identifies communication barriers and approaches used to overcome them (Pass). |       |       |
| K6.2 | *Analyses approaches used to agree solutions which overcame communication barriers (Distinction).* |       |       |
| K7.1 | Identifies legal and ethical frameworks regarding confidentiality and information sharing relevant to the setting (Pass). |       |       |
| K7.2 | *Analyses how the legal and ethical frameworks relating to confidentiality and information sharing have been applied (Distinction).* |       |       |
| K8.1 | Identifies technologies available to enhance communication in your setting (Pass). |       |       |
| K8.2 | *Evaluates how the technologies used have enhanced communication (Distinction).* |       |       |
|  | **Safeguarding** |
| S16.1 | Explains with examples how they apply and ensure compliance with safeguarding procedures in their setting (Pass). |       |       |
| S16.2 | *Demonstrates how they have improved practices as a result of monitoring compliance with safeguarding procedures (Distinction).* |       |       |
| S17.1 | Discusses how they have applied strategies and processes for partnership working with external agencies to respond to safeguarding concerns (Pass). |       |       |
| S17.2 | *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 (Distinction).* |       |       |
| K9.1 | Identifies legislation and national and local solutions for the safeguarding of adults and children including reporting requirements (Pass). |       |       |
| K9.2 | *Explains how they have interpreted and applied safeguarding procedures, legislation, local and national solutions and reporting requirements in their setting (Distinction).* |       |       |
|  | **Health and Wellbeing** |
| S19.1 | Demonstrates, with examples, how partnership approaches have been used to improve health and wellbeing outcomes (Pass). |       |       |
| S19.2 | *Provides evidence of how they have influenced their employer to embed collaborative working to improve health and wellbeing of all users of services (Distinction).* |       |       |
| K10.1 | Identifies models of monitoring, reporting and responding to changes in health and wellbeing (Pass). |       |       |
| K10.2 | *Evaluates relevant models of monitoring, reporting and responding to changes in health and wellbeing (Distinction).* |       |       |
| K11.1 | Describes a range of holistic solutions using person centred approaches used to promote and maintain health and wellbeing (Pass). |       |       |
| K11.2 | *Analyses the impact of holistic solutions on the health and wellbeing of people accessing services (Distinction).* |       |       |
| K12.1 | Identifies relevant partnerships developed with other agencies (Pass). |       |       |
| K12.2 | *Analyses the impact collaboration with partner agencies has had on outcomes for people accessing services (Distinction).* |       |       |
| **Ref** | **Assessment Criteria** | **Evidence Ref** | **Location/Page in evidence** |
|  | **Professional Development** |
| S20.1 | Describes and evaluates how a review of own practice resulted in a development opportunity (Pass). |       |       |
| S20.2 | *Critically analyses the opportunities available and explains the impact of their choice on development activities undertaken (Distinction).* |       |       |
| S21.1 | Evaluates the effectiveness of their leadership, mentoring and supervision skills and discuss the actions they have taken to address their own development (Pass). |       |       |
| S21.2 | *Critically analyses the impact that development activities have had on own practice as a lead practitioner (Distinction).* |       |       |
| S23.1 | Describes how they contribute to ensuring an ongoing effective learning culture by identifying and valuing the team’s abilities (Pass). |       |       |
| S23.2 | *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 (Distinction).* |       |       |
| S24.1 | Explains how they have led the values-based recruitment and selection processes within the care setting (Pass). |       |       |
| S24.2 | *Evaluates the impact of using values-based approaches and implementing best practise strategies for recruitment and selection within care setting (Distinction).* |       |       |
| S25.1 | 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 (Pass).  |       |       |
| S25.2 | *Analyses how the induction process has positively impacted and supported the development of new staff within their roles (Distinction).* |       |       |
| S26.1 | Demonstrates how they have effectively led and supported others in their personal development (Pass). |       |       |
| S26.2 | *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 (Distinction).* |       |       |
| K13.1 | Explains how professional development opportunities have been planned and accessed in their own role (Pass). |       |       |
| K13.2 | *Evaluates the impact professional development opportunities have had on their knowledge and practice (Distinction).* |       |       |

**Apprentice Declaration**

*I confirm that the evidence contained within this portfolio is all my own work and any assistance given and/or sources used have been acknowledged.*

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| **Apprentice signature:** |       | **Date:**  |       |

Please ensure this Portfolio Matrix Sheet is submitted with your portfolio and that all evidence submitted is saved in one of the following file formats:

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| *.docx* | *.xlsx* | *.pptx* |
| *.pdf* | *.jpg* | *.png* |
| *.mp3* | *.mp4* | *.m4a* |