



Highfield Level 2 End-Point Assessment for ST0005 Adult Care Worker

End-Point Assessment Kit



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EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA Kit.

Introduction	4
The Highfield approach	8
Gateway	10
The Adult Care Worker apprenticeship standard	12
Assessment summary	51
Assessing the situational judgement test	54
Assessing the professional discussion	57

Versions:

ST0005 / v1.3

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How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Adult Care Worker apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Adult Care Worker apprenticeship standard.

The EPA Kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful.

Highfield also offers the Highfield Adult Care Worker Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Adult Care Worker end-point assessment.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

To work in care is to make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. Adult Care Workers need to have the right values and behaviours developing competences and skills to provide high quality compassionate care and support. They are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives which is at the heart of person-centred care. Job roles are varied and determined by and relevant to the type of the service being provided and the person supported. Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.

This standard covers both adult care workers and personal assistants. Personal assistants do the same job as an Adult Care Worker and work directly for one individual usually within their own home. Working with people, feeling passionate about supporting and enabling them to live a more independent and fulfilling life is a rewarding and worthwhile job that provides excellent career opportunities.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Adult Care Worker apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the situational judgement test and completion of the Level 2 Diploma in Care.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 1 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- completion of the 15 standards set out in the Care Certificate.
- completion of the Level 2 Diploma in Care. In the last three months of the apprenticeship following the completion of the Diploma, collate testimonies from people who use services. This must be submitted to the end point assessor to support the professional discussion assessment.
- completion of an ongoing assessment by the employer and provider, for example, meetings with apprentice, employer and learning provider, observations of workplace and gathering evidence.
- completion of a self-assessment in the last month of the apprenticeship to enable the apprentice to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted to Highfield as a source of evidence to prepare for the professional discussion.

Use of artificial intelligence (AI) in the EPA

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the

submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Additional, relevant on-programme qualification

The required on-programme regulated qualification for this apprenticeship is the Level 2 Diploma in Care.

Readiness for end-point assessment

For an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved level 1 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- the apprentice must have completed a self-assessment exercise in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted to Highfield as a source of evidence to prepare for the professional discussion.
- the apprentice must have successfully completed the Level 2 Diploma in Care. In the last three months of the apprenticeship following the completion of the Diploma, collate testimonies from people who use services. This must be submitted to the end point assessor to support the professional discussion assessment.
- the apprentice must have successfully completed the 15 standards set out in the Care Certificate.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.

- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your Apprenticeship Customer Engagement Manager at Highfield Assessment.

Order of end-point assessments

The order of end-point assessment will be as follows: the assessment of the situational judgement test followed by the professional discussion.

[Click here to return to contents](#)

The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Specific considerations

In developing valid end-point assessments, Highfield has interpreted the requirements of the Adult Care Worker assessment plan in specific ways. The knowledge elements of the standard are assessed through the situational judgement test, while the skills and behaviours are assessed through the professional discussion. Coverage of the required skills is inferred from the apprentice's demonstration of these skills, supported by the information provided through their self-assessment.

Highfield Assessment has included amplification for the knowledge and skills requirements in this EPA Kit. These are provided as guidance to support apprentice preparation. However, during assessment, apprentices will be assessed against the assessment criteria set out in the standard itself rather than the indicative criteria presented in the EPA Kit.

The flexibility framework removes any requirement to complete assessment methods in a set order, even where this is stated in the assessment plan. As a result, Highfield has removed the need for apprentices to complete the situational judgement test before the professional discussion. Assessment methods may therefore take place at any point during the assessment window, and a Pass is not required in one method before attempting the others. Resit and retake guidance within this EPA Kit has been written to align with the additional guidance provided by the EQAO and the Adult Care Handbook for End-Point Assessment.

The end-point assessment plan states that the professional discussion must be a structured discussion between the apprentice and the end-point assessor. The employer may be present to support the apprentice and to confirm information when requested by the assessor but must not lead the apprentice or add new examples. Highfield encourages employers, training providers and apprentices to plan for the professional discussion and consider what resources may be brought to support the apprentice. All evidence must be the apprentice's own work and will only be used to support their discussion. The assessor retains sole responsibility for determining whether the apprentice has passed the end-point test.

For grading the professional discussion, Highfield provides guidance to support apprentices aiming for higher-level outcomes. To achieve a Pass, apprentices must demonstrate that they have met all required elements for the assessment method. A Merit is awarded to apprentices who actively engage in and take forward their discussion, showing insight in applying the knowledge, skills and behaviours of the standard consistently and across a range of situations, with an ability to reflect on

aspects of their practice. A Distinction is awarded to apprentices who demonstrate exceptional understanding and application of the knowledge, skills and behaviours, showing consistent understanding of relevant concepts and theories in relation to their own practice and demonstrating the qualities of a reflective practitioner.

[Click here to return to contents](#)

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 1 English.
- Achieved level 1 maths.
- Undertaken a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted to Highfield as a source of evidence to prepare for the professional discussion.
- Completed the 15 standards as set out in the Care Certificate.
- Completed the Level 2 Diploma in Care. In the last three months of the apprenticeship following the completion of the Diploma, collate testimonies from people who use services. This must be submitted to the end point assessor to support the professional discussion assessment.

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of

this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all three parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield. If you require any support completing the Gateway Readiness Report, please contact your Apprenticeship Customer Engagement Manager at Highfield Assessment.

Reasonable adjustments

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment policies for further information/guidance.

ID requirements

Highfield Assessment will complete an identification check before starting any assessment and will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, such as an employee ID card or travel card

[Click here to return to contents](#)

The Adult Care Worker apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

The job they have to do, their main tasks and responsibilities	
Knowledge	
Situational judgement test	
KA1	The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care
KA2	Professional boundaries and limits of their training and expertise
KA3	Relevant statutory standards and codes of practice for their role
KA4	What the 'duty of care' is in practice
KA5	How to contribute towards the development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported
KA6	How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals
KA7	How to access, follow and be compliant with regulations and organisational policies and procedures
Amplification and guidance	
<ul style="list-style-type: none"> • Tasks and responsibilities include: <ul style="list-style-type: none"> ○ supporting with social activities ○ monitoring health ○ assisting with eating ○ assisting with mobility 	

- assisting with personal care
- **Professional boundaries** refer to the limits that define the relationship between a care worker and an individual receiving support. These limits ensure that a safe and respectful relationship is maintained. Examples include:
 - not accepting gifts, such as money or food hampers from individuals
 - not sharing personal contact details with individuals
 - not discussing personal issues with individuals
- **Limits of their training and expertise** refer to the boundaries of what is expected and allowed of a care worker. For example:
 - not being involved with medication administration
 - not assisting with moving and positioning if not trained to do so
 - reporting safeguarding concerns but not investigating them
- **Statutory standards** could include:
 - Codes of practice
 - Regulations
 - Minimum standards
 - National occupational standards
 - Care Certificate
 - Deprivation of Liberty Safeguards
 - The Care Quality Commission's 5 standards:
 - safe
 - effective
 - caring
 - responsive
 - well-led
 - Equality legislation

- Care Act
- Health and Social Care Act

- **Duty of care** means that a worker must aim to provide high quality care to the best of their ability and say if there are any reasons why they may be unable to do so.

- **Care plan** may be known by other names, for example, support plan or individual plan. It is the document where day-to-day requirements and preferences for care and support are detailed.

- **Physical, social and emotional needs of individuals** could include:
 - physical:
 - personal hygiene
 - nutrition and hydration
 - mobility
 - rest
 - pain management
 - social:
 - opportunities for conversation
 - participation in group activities
 - maintaining positive relationships with friends and family
 - emotional:
 - feeling respected and valued
 - feeling safe and secure
 - support during times of loss, change and anxiety
 - confidence and independence

- **Access, follow and be compliant** refers to an adult care worker's ability to locate the correct regulations, policies and procedures, apply them consistently in their daily tasks and work in a way that meets legal and organisational requirements.
 - Access could include:
 - finding the safeguarding policy in the organisation's online system when unsure how to report a concern
 - checking the infection prevention and control procedure before supporting a person with personal care
 - locating the moving and handling guidance when using equipment they have not used recently
 - asking a supervisor where updated policies are kept if they cannot locate them
 - using policy folders or electronic records to confirm the correct process for administering medication
 - Follow could include:
 - wearing gloves and aprons as stated in the infection control procedure during personal care
 - recording information in care plans using the organisation's approved format
 - completing medication administration exactly as outlined in the medication policy
 - supporting a person with mobility using the steps detailed in the moving and handling procedure
 - carrying out fire evacuation steps as outlined in the fire safety procedure
 - Compliant could include:
 - storing personal information securely in line with data protection regulations
 - reporting safeguarding concerns immediately through the correct channels
 - completing mandatory training to remain compliant with workforce requirements
 - following health and safety laws by checking equipment before use and reporting faults
 - adhering to legislation by supporting individuals' rights, such as gaining consent before care tasks

The importance of having the right values and behaviours

Knowledge

Situational judgement test

KB8 How to **support and enable individuals** to achieve their personal aims and goals

KB9 What **dignity** means in how to work with individuals and others

KB10 The importance of **respecting diversity and treating everyone equally**

Amplification and guidance

- **Support and enable individuals** can be done through using person centred values. This could include:
 - individuality
 - rights
 - choice
 - privacy
 - independence
 - dignity
 - respect
 - care
 - compassion
 - courage
 - communication
 - competence
 - partnership

- **Dignity** includes protecting rights, honouring preferences and treating individuals as unique. Examples of respecting individuals dignity could include:
 - involving individuals in decisions about their care

- supporting independence
- maintaining confidentiality

- **Respecting diversity and treating everyone equally** means recognising, valuing and respecting the difference between people and treating everyone fairly and ensuring they have the same opportunities, rights and access, regardless of personal characteristics. This may include differences in background, ethnicity and religion. This could include:

- adhering to equality legislation
- respecting religions, beliefs and values
- being inclusive and ensuring accessibility for everyone
- ensuring fairness and challenging discrimination
- recognising and embracing uniqueness and difference
- honouring individual needs and preferences, for example, dietary, communication and personal care

The importance of communication

Knowledge

Situational judgement test

KC11 The **barriers to communication**

KC12 The impact of non-verbal **communication**

KC13 The importance of **active listening**

KC14 How the way they communicate can affect **others**

KC15 About different forms of **communication** e.g. signing, **communication** boards

KC16 How to find out the best way to communicate with the individual they are supporting

KC17 How to make sure **confidential information** is kept safe

Amplification and guidance

- **Barriers to communication** could include:
 - environmental - location, time, noise or distractions
 - technological - lack of technological aids
 - emotional/psychological - distress or upset
 - behavioural - challenging behaviour or aggression
 - cognitive - mental ill health, dementia or learning disabilities
 - physical - disability
 - other - use of jargon or lack of resources
 - services to support barriers to communication could include:
 - translation services
 - interpreting services
 - speech and language services
 - advocacy services

- **Communication** methods could include:

- verbal:
 - vocabulary
 - linguistic tone
 - pitch
 - accent/regional variations
 - jargon/complex terminology
- non-verbal:
 - position/proximity
 - eye contact
 - touch
 - signs
 - symbols and pictures
 - physical gestures
 - body language
 - behaviour
 - writing
 - objects of reference
 - human and technological aids
 - facial expressions

- **Active listening** is the practice of attentively listening and observing verbal and non-verbal cues. Active listening is done by asking clarifying questions, maintaining eye contact and paraphrasing what has been said.
- **Others** may include:
 - individuals
 - team members
 - other colleagues
 - those who use or commission their own health or care services
 - families, carers and advocates
- **Confidential information** refers to personal or sensitive details about an individual that must be protected and handled responsibly.

- Managing confidential information could include:
 - paper-based records
 - electronic records
 - sharing information verbally
- Confidentiality must be maintained in situations such as:
 - monitoring behavioural, mental or physical health
 - ensuring financial wellbeing
 - sharing safeguarding concerns
- Maintaining confidential records includes:
 - locking away all paper-based records
 - storing electronic records on password-protected or unshared devices
 - discussing information only with authorised colleagues in appropriate settings

How to support individuals to remain safe from harm (Safeguarding)

Knowledge

Situational judgement test

KD18 What **abuse** is and what to do when they have concerns someone is being abused

KD19 The **national and local strategies** for safeguarding and protection from **abuse**

KD20 **What to do when receiving comments and complaints**

KD21 How to recognise **unsafe practices** in the workplace

KD22 The importance and process of **whistleblowing**

KD23 How to address any **dilemmas they may face between a person's rights and their safety**

Amplification and guidance

- **Abuse** may be covert and subtle as well as overt. Signs and symptoms of different types of abuse could include:
 - physical abuse:
 - unexplained bruises
 - burns
 - fractures
 - fear of physical contact
 - domestic violence (including control and coercion):
 - isolation from friends and family
 - constant fear or anxiety
 - financial control
 - frequent injuries with unlikely explanations
 - sexual abuse:
 - bruising or pain in sensitive areas
 - reluctance to be touched

- withdrawal from relationship
- inappropriate sexual knowledge or behaviour
- psychological abuse:
 - low self-esteem, anxiety and depression
 - confusion
 - withdrawal
 - fearfulness
- financial/material abuse:
 - sudden financial difficulties
 - missing money or possessions
 - unusual transactions
 - reluctance to discuss finances
- modern slavery:
 - untreated medical issues
 - fear of authorities
 - restricted freedom
 - working long hours for little or no pay
 - poor living conditions
- discriminatory abuse:
 - exclusion from activities
 - derogatory remarks
 - unequal treatment due to race, gender, disability, age or other protected characteristics
- organisational abuse:
 - rigid routines
 - neglect of individual needs
 - overuse of medication or restraint
- neglect/acts of omission:

- poor hygiene
- malnutrition and dehydration
- untreated medical conditions
- lack of essential care or support
- self-neglect:
 - extreme poor hygiene
 - hoarding and unsafe living conditions
 - refusal of care
 - malnutrition
 - lack of medical attention
- online abuse:
 - secrecy around using electronic devices
 - sudden, unexplained financial transactions
 - withdrawal from family and friends
 - talking about new friends
- ways to ensure evidence of abuse is preserved could include:
 - avoiding washing clothing or bedding
 - not cleaning wounds
 - keeping record of written or digital messages
- **National and local strategies:**
 - National strategies could include:
 - Making Safeguarding Personal (MSP) - ensures safeguarding is focused on individual outcomes rather than just procedures
 - Care Quality Fundamental Standards
 - Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England
 - Adult Safeguarding: Roles and Competencies Framework - defines key skills and responsibilities for safeguarding adults
 - NHS Safeguarding Accountability and Assurance Framework - outlines the safeguarding duties of healthcare organisations

- Local strategies could include:
 - Employer/organisational policies and procedures
 - Multi-agency adult protection arrangements for a locality
 - The roles of different agencies in safeguarding and protecting individuals from abuse
 - Safeguarding Adults Boards (SABs)
 - Safeguarding Adults Reviews (SARs)

- **What to do when receiving comments and complaints** includes taking appropriate action and ensuring actions are implemented in a timely manner.

- **Unsafe practices** could include:
 - poor working practices
 - resource difficulties
 - operational difficulties
 - restrictive practices
 - poor hygiene
 - unsafe practices that may affect the wellbeing of individuals could include:
 - social
 - emotional
 - cultural
 - spiritual
 - intellectual
 - economic

- **Whistleblowing** is when a worker reports suspected wrongdoing at work. Officially this is called 'making a disclosure in the public interest' and may sometimes be referred to as 'escalating concerns'. You must report things that you feel are not right, are illegal or if anyone at work is

neglecting their duties. This includes when someone's health and safety is in danger, damage to the environment, a criminal offence, that the company is not obeying the law (like not having the right insurance) or covering up wrongdoing.

- **Dilemmas they may face between a person's rights and their safety** could include:
 - refusal of medication
 - refusal of personal care
 - leaving a setting unaccompanied
 - refusal of food or drink

How to promote health and wellbeing for the individuals they support and work colleagues

Knowledge

Situational judgement test

KE24 The **health and safety responsibilities** of self, employer and workers

KE25 How to **keep safe in the work environment**

KE26 What to do when there is an **accident or sudden illness**

KE27 What to do with **hazardous substances**

KE28 How to promote **fire safety**

KE29 How to reduce the spread of **infection**

KE30 What a **risk assessment** is and how it can be used to promote person-centred care safely

Amplification and guidance

- **Health and safety responsibilities** relating to adult care could include the following:
 - individuals
 - team members
 - other colleagues
 - those who use or commission their own health or care services
 - families, carers and advocates
 - legislation and regulations related to the health and safety responsibilities could include:
 - Health and Safety at Work etc. Act
 - Control of Substances Hazardous to Health (COSHH)
 - Manual Handling Operations Regulations
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - Food Safety Act and Regulations
 - Health and Safety (First Aid) Regulations

- **Keep safe in the work environment** refers to the agreed ways of working refers to organisational policies and procedures. This could include:
 - those less formally documented by individual employers
 - formal policies and codes of practice
 - care plans
 - risk assessments
 - health and safety tasks that should only be carried out with specialist training could include:
 - administering medication
 - handling hazardous substances
 - moving and handling

- **Accident or sudden illness:**
 - accident refers to an unexplained event or incident, which may result in injury or damage. This could include:
 - slips, trips and falls
 - burns and scalds
 - choking
 - manual handling injuries
 - cuts and bruises
 - needlestick injuries
 - sudden illness is an immediate and unpredicted deterioration in the health and well-being of an individual, which may require emergency medical intervention. This could include:
 - heart attack
 - stroke
 - seizure
 - allergic reaction (anaphylaxis)
 - fainting
 - breathing difficulties such as an asthma attack or chronic obstructive pulmonary disease (COPD) exacerbation

- **Hazardous substances** could include:
 - skin irritants
 - blood and bodily fluids
 - sharps
 - used personal protective equipment (PPE)
 - used dressings and equipment
 - hygiene waste
 - spillage kits
 - medicines and drugs
 - cleaning products

- **Fire safety:**
 - prevent fires from starting or spreading could include:
 - Safe plug sockets, which are not overloaded
 - Portable Appliance Testing (PAT) of electrical equipment
 - No smoking policies
 - Smoke alarms
 - Not leaving food unattended when cooking
 - Clean and clear environments with the reduction of clutter
 - Closing fire doors
 - Fire extinguishers
 - what to do in the event of a fire could include:
 - establishing the location of the fire
 - activation of the fire alarm
 - calling the emergency services
 - evacuation of individuals (following their Personal Emergency Evacuation Plan)
 - meeting at designated assembly points

- **Infection** refers to the invasion and growth of harmful microorganisms in the body, leading to illness or disease. Causes of infection could include:
 - poor hand hygiene
 - poor cleaning procedures and practice
 - incorrect use (or lack) of personal protective equipment (PPE)
 - contaminated bed linen or clothing
 - infected food handlers
 - airborne infections, such as cold and flu
 - roles and responsibilities in the prevention and control of infection could include those of:
 - self
 - employer
 - individuals
 - others

- **Risk assessment** enable individuals to live fulfilled lives and be safe while still taking an element of risk. Risk assessments should cover five steps:
 - identify hazards
 - determine who is at risk
 - evaluate the risks and implement safety measures
 - record results
 - undertake regular reviews

How to work professionally, including their own professional development

Knowledge

Situational judgement test

KF31 What a **professional relationship** is with the person being supported and colleagues

KF32 How to **work together with other people and organisations** in the interest of the person being supported

KF33 How to be **actively involved in their personal development plan**

KF34 The importance of excellent **core skills** in writing, numbers and information technology

KF35 What to do to develop, sustain and exhibit a positive attitude and **personal resilience**

KF36 **Where and how to access specialist knowledge** when needed to support performance of the job role

Amplification and guidance

- **Professional relationship** is a formal, respectful and boundaries-based connection between an adult care worker, the person they support and their colleagues. It focuses on delivering safe, person-centred care while maintaining appropriate conduct, confidentiality and clear role boundaries. This could include:
 - speaking to the person they support with respect, using their preferred name and communicating in a calm, supportive manner
 - maintaining clear boundaries by not sharing personal contact details or forming personal friendships with the person receiving care
 - listening to the person's choices and preferences and acting in line with their care plan
 - keeping information private and discussing the person's needs only with relevant colleagues
 - working cooperatively with colleagues by sharing accurate handover information and supporting team tasks
 - managing disagreements with colleagues professionally by discussing concerns respectfully and following organisational procedures
 - remaining focused on the person's needs rather than personal beliefs or emotions
- **Work together with other people and organisations** - the Care Act's statutory guidance states that is 'When an individual influences the support and services received or when groups of people get together to influence the way that services are designed, commissioned and delivered'.
 - How to work in partnership with individuals and others could include:

- sharing relevant information with healthcare professionals
 - communicating changes in an individual's behaviour or health
 - working with the individuals family to understand their history and preferences
 - referring to a relevant specialist if required
- **Actively involved in their personal development plan:**
 - sources of information and support for own learning and development could include:
 - policies and procedures
 - training materials
 - care journals
 - regulatory bodies
 - online care sector resources and forums
 - use feedback from individuals and others, which could include feedback from:
 - individuals
 - carers
 - advocates
 - supervisor, line manager or employer
 - team members
 - other professionals
 - reflecting on practice involves evaluating and self-assessing own work performance/actions as part of continuous professional development to identify and improve working practices. Opportunities for development include supervision and appraisal.
 - **Core skills** refers to writing, number and information technology which are the skills that are needed to perform confidently and effectively at work.
 - **Personal resilience** refers to the ability to cope with stress and challenges in a constructive way.
 - Personal reliance could include:

- emotional strength
- adaptability
- positive mindset
- problem-solving
- self-care
- How to develop, sustain and exhibit a positive attitude and personal resilience could include:
 - stress management
 - coping strategies
 - reflection
 - supervision
 - learning and development
 - professional boundaries
 - working within own limits of responsibility
 - positive workplace culture
 - relaxation techniques
 - realistic goals

- **Where and how to access specialist knowledge** could include:

- appraisals with managers/mentors
- learning from others, such as experienced colleagues and health or social care professionals
- carrying out research from reliable sources
- e-learning platforms
- webinars
- guidance from professional bodies
- continuous professional development events

The main tasks and responsibilities according to their job role

Skills

- SA1 Support individuals** they are working with according to their personal care/support plan
- SA2** Ask for help from an appropriate person when not confident or skilled in any aspect of their role
- SA3** Provide individuals with information to enable them to have choice about the way they are supported
- SA4** Encourage individuals to participate in the way their care and support is delivered
- SA5 Ensure the individual knows what they are agreeing to** regarding the way in which they are supported
- SA6** Contribute to the on-going development of care/support plans for the individual they support
- SA7** Support individuals with **cognitive, physical or sensory impairments**

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Amplification and guidance

- **Support individuals** could include:
 - ensuring that person centred values are applied to daily working practices, such as:
 - individuality
 - rights

- choice
- privacy
- independence
- dignity
- respect
- care
- compassion
- courage
- communication
- competence
- partnership
- demonstrating person centred approaches that consider the history, preferences, wishes and needs of individuals, such as:
 - establishing consent - informed agreement to an action or decision. The process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity').
 - supporting risk enablement.
 - encouraging active participation - a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is regarded as an active partner in their own care and support, rather than a passive recipient.
 - supporting individuals' right to make choices.
 - supporting individuals' wellbeing. This may include aspects that are:
 - social
 - emotional
 - cultural
 - spiritual
 - intellectual
 - economic
 - physical

- mental

- **Ensure the individual knows what they are agreeing to** means checking that the person understands the support being offered, why it is needed and what it involves, so that their consent is informed, voluntary and clearly communicated. The steps to take if consent cannot be established could include:
 - checking for any communication barriers
 - offering reassurance
 - seeking advice
 - recording the situation
 - if the individual lacks capacity, following best interest decisions as per the Mental Capacity Act
- **Cognitive** could include:
 - mental health conditions
 - learning disabilities
 - dementia
- **Physical** could include:
 - mobility issues
 - arthritis
- **Sensory impairments** could include:
 - hearing loss
 - vision impairment

Treating people with respect and dignity and honouring their human rights

Skills

SB8 Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates

SB9 Demonstrate all work is **person centred**, accommodating the individual’s needs, wishes and **preferences**

SB10 Demonstrate **empathy** (understanding and compassion) for individuals they support

SB11 Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Amplification and guidance

- **Person centred** could include:
 - individuality
 - rights
 - choice
 - privacy
 - independence
 - dignity
 - respect
 - care

- compassion
- courage
- communication
- competence
- partnership

- **Preferences** may be based on:

- beliefs
- values
- culture

- **Empathy** involves the worker considering the individual's experience from their perspective, putting themselves in the individual's position and imagining what it feels like for the individual rather than how the worker would feel if they were in the individual's position.

Communicating clearly and responsibly

Skills

- SC12** Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates
- SC13** Use the preferred **methods of communication** of the individual they support according to their language, culture, sensory needs and their wishes
- SC14** Identify and take steps to reduce environmental **barriers to communication**
- SC15** Demonstrate they can check for understanding
- SC16** Write clearly and concisely in records and reports
- SC17** Keep information safe and confidential according to agreed ways of working

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Amplification and guidance

- **Methods of communication** could include:
 - verbal:
 - vocabulary
 - linguistic tone
 - pitch
 - accent/regional variations

- jargon/complex terminology
- non-verbal:
 - position/proximity
 - eye contact
 - touch
 - signs
 - symbols and pictures
 - physical gestures
 - body language
 - behaviour
 - writing
 - objects of reference
 - technological aids
- **Barriers to communication** could include:
 - environmental - location, time, noise or distractions
 - technological - lack of technological aids
 - emotional/psychological - distress or upset
 - behavioural - challenging behaviour or aggression
 - cognitive - mental ill health, dementia or learning disabilities
 - physical - disability
 - other - use of jargon
 - ways to reduce barriers to communication could include:
 - moving to a different environment
 - using technological aids
 - using different communication methods
 - repeating information
 - building a positive rapport
 - displaying patience and calmness

Supporting individuals to remain safe from harm (Safeguarding)

Skills

SD18 Recognise potential signs of different forms of **abuse**

SD19 Respond to concerns of **abuse** according to **agreed ways of working**

SD20 Recognise, report and challenge **unsafe practices**

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Amplification and guidance

- **Abuse** may be covert and subtle as well as overt and could include:
 - physical abuse
 - domestic violence (including acts of control and coercion)
 - sexual abuse
 - psychological abuse
 - financial/material abuse
 - modern slavery
 - discriminatory abuse
 - organisational abuse
 - neglect/acts of omission

- self-neglect
- online abuse

- **Agreed ways of working** refers to organisational policies and procedures. This includes:
 - those less formally documented by individual employers
 - formal policies and codes of practice
 - care plans
 - risk assessments

- **Unsafe practices** may include:
 - poor working practices
 - resource difficulties
 - operational difficulties
 - restrictive practices
 - poor hygiene
 - poorly maintained equipment in the home or care setting

Championing health and wellbeing for the individuals they support and for work colleagues

Skills

- SE21** Promote the health and **wellbeing** of the individual they support
- SE22** Move people and objects safely
- SE23** Demonstrate how to reduce the spread of **infection**, including use of best practice in hand hygiene
- SE24** Demonstrate the promotion of healthy eating and **wellbeing** by ensuring individuals have access to fluids, food and nutrition
- SE25** Demonstrate how to keep people, buildings and themselves safe and secure
- SE26** Carry out fire safety procedures when required
- SE27** Use risk assessments to support individuals safely
- SE28** Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health
- SE29** Monitor and report changes in health and **wellbeing** for individuals they support

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Amplification and guidance

- **Wellbeing** could include aspects that are:

- social
- emotional
- cultural
- spiritual
- intellectual
- economic

- **Infection** refers to the invasion and growth of harmful microorganisms in the body, leading to illness or disease. Personal protective equipment (PPE) that will be helpful when reducing the spread of infection could include:

- gloves
- aprons
- masks
- eye protection

Working professionally and seeking to develop their own professional development

Skills

SF30 Reflect on own work practices

SF31 Demonstrate the development of their own skills and knowledge, including **core skills** in writing, numbers and information technology

SF32 Demonstrate their contribution to their development plan

SF33 Demonstrate ability to work in partnership with others to support the individual

SF34 Identify sources of support when conflicts arise with other people or organisations

SF35 Demonstrate they can work within safe, clear **professional boundaries**

SF36 Show they can access and apply additional skills required to perform the specific job role competently

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Amplification and guidance

- **Core skills** refers to writing, number and information technology which are the skills that are needed to perform confidently and effectively at work.

- **Professional boundaries** refer to the limits that define the relationship between a care worker and an individual receiving support. These limits ensure that a safe and respectful relationship is maintained. Examples could include:
 - not accepting gifts, such as money or food hampers from individuals
 - not sharing personal contact details with individuals
 - not discussing personal issues with individuals

Care		
Behaviours		
B1 is caring consistently and enough about individuals to make a positive difference to their lives		
Professional discussion		
Pass criteria	Merit criteria	Distinction criteria
The apprentice must demonstrate that they have achieved all of the elements for this assessment method.	The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.	<i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i>

Compassion

Behaviours

B2 is delivering care and support with kindness, consideration, dignity and respect

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Courage

Behaviours

B3 is doing the right thing for people and speaking up if the individual they support is at risk

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Communication

Behaviours

B4 good communication is central to successful caring relationships and effective team working

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Competence

Behaviours

B5 is applying knowledge and skills to provide high quality care and support

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

Commitment

Behaviours

B6 to improving the experience of people who need care and support ensuring it is person centred

Professional discussion

Pass criteria	Merit criteria	<i>Distinction criteria</i>
<p>The apprentice must demonstrate that they have achieved all of the elements for this assessment method.</p>	<p>The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.</p>	<p><i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i></p>

[Click here to return to contents](#)

Assessment summary

The end-point assessment for the Adult Care Worker apprenticeship standard is made up of 2 assessment methods:

1. A 90-minute situational judgement test consisting of 60 scenario-based multiple-choice questions
2. A 45-minute professional discussion

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Situational judgement test

Total marks available are 60.

- To achieve a **pass**, apprentices will score at least 40 out of 60
- To achieve a **merit**, apprentices will score at least 50 out of 60
- To achieve a **distinction**, apprentices must score at least 55 out of 60
- **Unsuccessful** apprentices will have scored 39 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

Professional discussion

Apprentices will be marked against the criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **merit**, apprentices must be able to engage in and actively take forwards, their professional discussion
- To achieve a **distinction**, apprentices must be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge, skills and behaviours of the standard
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

Grading

The apprenticeship includes pass, merit and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

The professional discussion will carry the grade determining outcome.

The overall grade for the apprentice is determined using the matrix below:

Situational judgement test	Professional discussion	Overall grade awarded
Fail either of the two assessment methods		Fail
Pass	Pass	Pass
Pass	Merit	Merit
Pass	Distinction	Merit
Merit	Pass	Pass
Merit	Merit	Merit
Merit	Distinction	Distinction
Distinction	Pass	Merit
Distinction	Merit	Merit
Distinction	Distinction	Distinction

Grading the professional discussion

To achieve a pass, the apprentice must demonstrate that they have achieved **all** the elements for this assessment method.

Merit grade will be given to apprentices who are able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills, and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.

Distinction grade will be given to apprentices who are able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge, skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.

Retake and resit information

Candidates achieving between 25 and 39 correct answers on the test will have the opportunity to retake the test. As this is a retake, the apprentice should undergo additional training in order to attempt the assessment a second time. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted to Highfield.

Candidates with fewer than 25 correct answers will not be allowed to retake the test until they have completed a professional review of their performance conducted by the training provider and employer and acted on its findings, this is to support the apprentice with their second attempt. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted when the professional review has taken place.

When retaking the situational judgement test the maximum grade that can be achieved for the activity is a pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

Candidates who fail the professional discussion will have the opportunity to retake the professional discussion. If a retake is necessary, the maximum award achievable would be a pass. The retake should take place within three months of the original assessment date. As this is a retake, the apprentice should undergo additional training in order to attempt the assessment a second time. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted to Highfield.

In exceptional circumstances a resit may be arranged for the professional discussion and graded as the first attempt at pass, merit or distinction.

Retakes should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield Assessment.

In the event of any resit/retake, the failed assessment method should be resat/retaken within three months of the EPA outcome notification.

Resit and retake guidance in this EPA Kit has been produced to be consistent with the additional guidance provided by the EQAO and in the Adult Care Handbook for End Point Assessment.

[Click here to return to contents](#)

Assessing the situational judgement test

The test consists of **60 multiple-choice questions** based on real-life scenarios and will last **90 minutes**. The **pass** mark is 40 out of 60, the **merit** mark is 50 out of 60 and the **distinction** mark is 55 out of 60.

The situational judgement test may be delivered online or be paper-based and should be taken in a 'controlled' and invigilated environment. The test is closed book which means that the apprentice cannot refer to reference books or materials.

The situational judgement test will draw from the stated knowledge elements of the standard and focus on the higher order competencies.

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the situational judgement test.
- in readiness for end-point assessment, set the apprentice a mock situational judgement test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

Situational judgement test criteria

The job they have to do, their main tasks and responsibilities

- KA1** The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care
- KA2** Professional boundaries and limits of their training and expertise
- KA3** Relevant statutory standards and codes of practice for their role
- KA4** What the 'duty of care' is in practice
- KA5** How to contribute towards the development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported
- KA6** How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals
- KA7** How to access, follow and be compliant with regulations and organisational policies and procedures

The importance of having the right values and behaviours

- KB8** How to support and enable individuals to achieve their personal aims and goals
- KB9** What dignity means in how to work with individuals and others
- KB10** The importance of respecting diversity and treating everyone equally

The importance of communication

- KC11** The barriers to communication
- KC12** The impact of non-verbal communication
- KC13** The importance of active listening
- KC14** How the way they communicate can affect others
- KC15** About different forms of communication e.g. signing, communication boards
- KC16** How to find out the best way to communicate with the individual they are supporting
- KC17** How to make sure confidential information is kept safe

How to support individuals to remain safe from harm (Safeguarding)

- KD18** What abuse is and what to do when they have concerns someone is being abused
- KD19** The national and local strategies for safeguarding and protection from abuse
- KD20** What to do when receiving comments and complaints
- KD21** How to recognise unsafe practices in the workplace
- KD22** The importance and process of whistleblowing
- KD23** How to address any dilemmas they may face between a person's rights and their safety

How to promote health and wellbeing for the individuals they support and work colleagues

- KE24** The health and safety responsibilities of self, employer and workers
- KE25** How to keep safe in the work environment
- KE26** What to do when there is an accident or sudden illness
- KE27** What to do with hazardous substances
- KE28** How to promote fire safety
- KE29** How to reduce the spread of infection
- KE30** What a risk assessment is and how it can be used to promote person-centred care safely

How to work professionally, including their own professional development

- KF31** What a professional relationship is with the person being supported and colleagues
- KF32** How to work together with other people and organisations in the interest of the person being supported
- KF33** How to be actively involved in their personal development plan
- KF34** The importance of excellent core skills in writing, numbers and information technology
- KF35** What to do to develop, sustain and exhibit a positive attitude and personal resilience
- KF36** Where and how to access specialist knowledge when needed to support performance of the job role

[Click here to return to contents](#)

Assessing the professional discussion

In the professional discussion, the assessor and the apprentice will have a formal 2-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit. Employers are allowed to be present. However, this is optional and the final decision on whether the apprentice has passed the end-point test lies solely with the independent assessor.

Apprentices can refer to and illustrate their answers with evidence from their self-assessment during the professional discussion. However, the self-assessment is not directly assessed.

The professional discussion will be scheduled at least 2 weeks after gateway. It will take place in a suitable environment and can be conducted by video conferencing. It will last for no more than **45 minutes**.

The assessor will ask questions drawn from the apprentice's prior learning and experience during the professional discussion. There will be at least 1 question for each of the grading themes.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

Grading the professional discussion

Apprentices will be marked against the criteria included in the tables on the following pages (under 'Professional discussion criteria').

- To achieve a **pass**, apprentices must achieve all of the pass criteria.
- To achieve a **merit**, apprentices must be able to engage in and actively take forwards, their professional discussion. They must be able to demonstrate an insight in applying the knowledge, skills, and behaviours set out in the standard consistently and in a range of situations. Apprentices must be able to reflect on some aspects of their practice.
- To achieve a **distinction**, apprentices must be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the

knowledge, skills and behaviours of the standard. Responses must demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices must be able to demonstrate skills of a reflective practitioner.

- **Unsuccessful** apprentices will have not achieved all of the pass criteria.

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a **45-minute** time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner.

For example:

- the main tasks and responsibilities according to their job role
 - What role do you play in the process of creating or updating a care plan for individuals you support?
- treating people with respect and dignity and honouring their human rights
 - How do you ensure that dignity is at the centre of the support you provide to individuals?
- communicating clearly and responsibly
 - What steps do you take to ensure that individuals have understood communication?
- supporting individuals to remain safe from harm (Safeguarding)

- Tell me about a time you have recognised and reported unsafe practices in your setting.
- championing health and wellbeing for the individuals they support and for work colleagues
 - What actions must be taken to reduce the spread of infection?
- working professionally and seeking to develop their own professional development
 - Tell me about a time you have worked in partnership with others to support an individual.

Professional discussion criteria

Throughout the **45-minute** professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion by considering how the criteria can be met.

The main tasks and responsibilities according to their job role
To pass, the following must be evidenced.
SA1 Support individuals they are working with according to their personal care/support plan
SA2 Ask for help from an appropriate person when not confident or skilled in any aspect of their role
SA3 Provide individuals with information to enable them to have choice about the way they are supported
SA4 Encourage individuals to participate in the way their care and support is delivered
SA5 Ensure the individual knows what they are agreeing to regarding the way in which they are supported
SA6 Contribute to the on-going development of care/support plans for the individual they support
SA7 Support individuals with cognitive, physical or sensory impairments
To gain a merit, the following must be evidenced.
The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.
To gain a distinction, the following must be evidenced.
<i>The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.</i>

Treating people with respect and dignity and honouring their human rights

To pass, the following must be evidenced.

SB8 Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates

SB9 Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences

SB10 Demonstrate empathy (understanding and compassion) for individuals they support

SB11 Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs

To gain a merit, the following must be evidenced.

The apprentice will be able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.

To gain a distinction, the following must be evidenced.

The apprentice will be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.

Communicating clearly and responsibly

To pass, the following must be evidenced.

SC12 Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates

SC13 Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes

SC14 Identify and take steps to reduce environmental barriers to communication

SC15 Demonstrate they can check for understanding

SC16 Write clearly and concisely in records and reports

SC17 Keep information safe and confidential according to agreed ways of working

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Supporting individuals to remain safe from harm (Safeguarding)

To pass, the following must be evidenced.

SD18 Recognise potential signs of different forms of abuse

SD19 Respond to concerns of abuse according to agreed ways of working

SD20 Recognise, report and challenge unsafe practices

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Championing health and wellbeing for the individuals they support and for work colleagues

To pass, the following must be evidenced.

SE21 Promote the health and wellbeing of the individual they support

SE22 Move people and objects safely

SE23 Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene

SE24 Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition

SE25 Demonstrate how to keep people, buildings and themselves safe and secure

SE26 Carry out fire safety procedures when required

SE27 Use risk assessments to support individuals safely

SE28 Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health

SE29 Monitor and report changes in health and wellbeing for individuals they support

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Work professionally and seek to develop their own professional development

To pass, the following must be evidenced.

SF30 Reflect on own work practices

SF31 Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology

SF32 Demonstrate their contribution to their development plan

SF33 Demonstrate ability to work in partnership with others to support the individual

SF34 Identify sources of support when conflicts arise with other people or organisations

SF35 Demonstrate they can work within safe, clear professional boundaries

SF36 Show they can access and apply additional skills required to perform the specific job role competently

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Care

To pass, the following must be evidenced.

B1 is caring consistently and enough about individuals to make a positive difference to their lives

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Compassion

To pass, the following must be evidenced.

B2 is delivering care and support with kindness, consideration, dignity and respect

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Courage

To pass, the following must be evidenced.

B3 is doing the right thing for people and speaking up if the individual they support is at risk

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Communication

To pass, the following must be evidenced.

B4 good communication is central to successful caring relationships and effective team working

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Competence

To pass, the following must be evidenced.

B5 is applying knowledge and skills to provide high quality care and support

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Commitment

To pass, the following must be evidenced.

B6 to improving the experience of people who need care and support ensuring it is person centred

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[Click here to return to contents](#)