

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

Mock Assessment Materials

Professional Discussion

| The main tasks and responsibilities according to their job role | | | |
|---|---|--------------|------------------|
| Ref | Assessment Criteria (Pass) | Criteria Met | Criteria Not Met |
| 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 a 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 | | |

| Treating people with respect and dignity and honouring their human rights | | | |
|---|---|--------------|------------------|
| Ref | Assessment Criteria (Pass) | Criteria Met | Criteria Not Met |
| 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 | | |

Communicating clearly and responsibly

| Ref | Assessment Criteria (Pass) | Criteria Met | Criteria Not Met |
|-------------|--|--------------|------------------|
| 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 | | |

Supporting individuals to remain safe from harm (Safeguarding)

| Ref | Assessment Criteria (Pass) | Criteria Met | Criteria Not Met |
|-------------|--|--------------|------------------|
| 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 | | |

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

| Ref | Assessment Criteria (Pass) | Criteria Met | Criteria Not Met |
|-------------|---|--------------|------------------|
| 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 | | |

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|-------------|---|--|--|
| 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 | | |

| Working professionally and seeking to develop their own professional development | | | |
|---|---|---------------------|-------------------------|
| Ref | Assessment Criteria (Pass) | Criteria Met | Criteria Not Met |
| SF30 | Reflect on your 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 | | |

| Behaviours | | | |
|------------|---|--------------|------------------|
| Ref | Assessment Criteria (Pass) | Criteria Met | Criteria Not Met |
| 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 and respect | | |
| B3 | Courage – is doing the right thing for people and speaking up if the individual they support is at risk | | |
| B4 | Communication – good communication is central to successful caring relationships and effective team working | | |
| B5 | Competence – is applying knowledge and skills to provide high quality care and support | | |
| B6 | Commitment – to improving the experience of people who need care and support ensuring it is person centred | | |