



Highfield Level 3 End-Point Assessment for ST0006 Lead Adult Care Worker

End-Point Assessment Kit



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EPA Kit

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Versions:

ST0006 / v1.3

LACW v1.0

How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Lead 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 3 Lead 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 Lead Adult Care Worker Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme to support the delivery of the mandated qualification.

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

As a Lead Adult Care Worker you will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. You will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery you will be instrumental in improving the health and wellbeing of those receiving care and support. Lead Adult Care Workers will in some circumstances have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This exercising of autonomy and accountability means leading and supporting others to comply with expected standards and behaviours.

Typical job titles include Care Officer, Care Supervisor, Senior Care Worker, Supervising Care Worker, Senior Support Worker, Relief Team Leader, Social Work Assistant, Social Services Officer, Outreach Development Worker, Community Support Worker, Community Outreach Worker, Community Development Worker, Family Support Worker or Personal Assistant. These could all specialise in a variety of areas such as learning disability, mental health, drug and alcohol misuse, homecare, dementia and end-of-life care.

Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers this standard also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

On-programme requirements

- 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 the achievement of the 15 standards as set out in the Care Certificate and the achievement of the Level 3 Diploma in Adult Care approved by Skills for Care from August 2025.

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 2 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.

- achievement of the Level 3 Diploma in Adult Care approved by Skills for Care from August 2025.
- completion of the standards as set out in the Care Certificate.
- completion of a self-assessment exercise.
- ongoing assessment by the employer and provider – for example meetings with apprentice, employer and learning provider, observations of workplace and gathering evidence.

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 3 Diploma in Adult Care approved by Skills for Care from August 2025.

Readiness for end-point assessment

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

- the apprentice must have achieved level 2 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 individual must meet the standards as set out in the Care Certificate
- the apprentice must undertake 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 the independent end-point assessor as a source of evidence to prepare for the professional discussion.
- the required on-programme qualification, the Level 3 Diploma in Adult Care approved by Skills for Care from August 2025, must have been achieved
- 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-point 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 situational judgement test followed by the professional discussion. Due to the publication of the Flexibility Framework document, the stipulated order of assessment methods has been removed in order to allow for increased flexibility in delivering end-point assessments. Therefore, there is now no longer a need to pass any element of the assessment before moving onto the next assessment method.

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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

The assessment plan does not specify the length of each assessment component and so Highfield has designated the following time periods, based on the criteria to be covered.

In order to develop valid end-point assessments, Highfield has interpreted the requirements of the lead adult care worker assessment plan as follows:

- Knowledge parts of the standard are assessed via the situational judgement test.
- Skills and behaviours within the standard are assessed through professional discussion, with coverage of the relevant skills inferred from demonstration of the skills from supporting information provided through self-assessment.
- The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present, to support, but not lead the apprentice and to confirm information, at the assessor's request.
- The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. All evidence must be the apprentice's own work and will only be used to support their discussion.
- Grading the professional discussion – Highfield provide the following guidance to support apprentices to achieve higher than a pass grade for the professional discussion.
- To achieve a **pass**, the apprentice must demonstrate that they have achieved **all** the elements for this assessment method.
- A **merit** grade will be given to apprentices who are able to engage in and actively take forward 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.
- A **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.

- Due to the publication of the Flexibility Framework document, the stipulated order of assessment methods has been removed in order to allow for increased flexibility in delivering end-point assessments. Therefore, there is now no longer a need to pass any element of the assessment before moving onto the next assessment method.
- The 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.

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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 2 English
- Achieved level 2 maths
- Achieved the 15 standards as set out in the Care Certificate
- Achieved the Level 3 Diploma in Adult Care approved by Skills for Care from August 2025
- 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

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 3 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 Reasonable Adjustments policy 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

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The Lead 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 behaviours and personal attributes expected of Adult Care Workers, the 6Cs, are listed at the end, and it is anticipated the apprentices will be introduced to these behaviours throughout their programme.

The job they have to do, their main tasks and responsibilities	
Knowledge – Situational Judgement Test	
The apprentice will know and understand:	
KA1: Their job roles and other worker roles 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: Both their own and other workers professional boundaries and limits of 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 create and develop a care plan based on the person's preferences in the way they want to be supported KA6: How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals KA7: How to lead and support others to ensure compliance with regulations and organisational policies and procedures	
Amplification and guidance	
• Job roles could include: ○ supporting with social activities ○ monitoring health ○ assisting with eating, mobility and personal care • Other workers could include: ○ team members ○ other colleagues ○ those who use or commission their own health and care service	

- families, carers and advocates
- **Statutory standards** could include:
 - codes of practice
 - regulations
 - minimum standards
 - national occupational standards
 - care certificate
- **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
- **A 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.
- **Person's preferences** could relate to:
 - individuality
 - rights
 - choice
 - privacy
 - independence
 - dignity
 - respect
 - care
 - compassion
 - courage
 - communication
 - competence
 - partnership

- **Physical, social and emotional needs** could include the S.P.I.E.S framework – social, physical, intellectual, emotional and spiritual wellbeing. This approach ensures that care plans and interventions meet all dimensions of an individual’s wellness.

The importance of having the right values and behaviours

Knowledge – Situational Judgement Test

The apprentice will know and understand:

KB8: How to ensure that dignity is at the centre of all work with **individuals** and **their support circles**

KB9: The importance of respecting diversity, the principles of **inclusion** and **treating everyone fairly**

Amplification and guidance

- **Individuals** refers to someone requiring care and support. It will usually mean the person or persons supported by the worker
- **Their support circles** could include:
 - team members
 - other colleagues
 - those who use or commission their own health and care service
 - families, carers and advocates
- **Treating everyone fairly** includes ensuring they have the same opportunities, rights and access, regardless of personal characteristics
- **Inclusion** means ensuring that all individuals are treated equally and fairly, have access to opportunities and are actively involved as valued members of society

The importance of communication

Knowledge – Situational Judgement Test

The apprentice will know and understand:

KC10: The **barriers** to communication and be able to both identify, and determine, the best solutions to achieve success when communicating with the individual they are supporting

KC11: How to **communicate clearly** both **verbally** and **non-verbally** and able to influence **others** to maximise the quality of interaction

KC12: The role of **advocates** and when they might be involved

KC13: Their own, and other workers' responsibilities for ensuring confidential information is kept safe

Amplification and guidance

- **Barriers** could include:
 - environmental, for example, location, time, noise or distractions
 - technological, for example, lack of technological aids
 - emotional/psychological, for example, distress or upset
 - behavioural, for example, challenging behaviour or aggression
 - cognitive, for example, mental ill health, dementia or learning disabilities
 - physical, for example, disability
 - other, for example, use of jargon and resources (lack of)
- **Communicate clearly verbally and non-verbally** could include:
 - verbally:
 - vocabulary
 - linguistic tone
 - pitch
 - accent/regional variations
 - jargon/complex terminology
 - non-verbally:
 - position/proximity
 - eye contact

- touch
 - signs
 - symbols and pictures
 - physical gestures
 - body language
 - behaviour
 - writing
 - objects of reference
 - human and technological aids
- **Others** could include:
 - individuals
 - team members
 - other colleagues
 - those who use or commission their own health or care services
 - families, carers and advocates
- **Advocates:** when workers should refer to the Care Act when discussing advocacy, as it sets out the legal right for individuals to have an independent advocate if they struggle to express their views, understand information or make decisions about their care and support. Independent advocates help ensure individuals' rights and choices are upheld and they receive person-centred support.

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

Knowledge – Situational Judgement Test

The apprentice will know and understand:

KD14: What **abuse** is and **what to do when they have concerns** someone is being abused

KD15: The **national and local strategies** for safeguarding and protection from **abuse**

KD16: **What to do when receiving comments and complaints** ensuring appropriate and timely actions takes place

KD17: How to recognise and **prevent unsafe practices** in the workplace

KD18: The importance and process of **whistleblowing**, being able to facilitate timely intervention

KD19: How to address and resolve 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 and 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
- **What to do when they have concerns** constitutes the worker's responsibilities in responding to allegations or suspicions of abuse
- **National and Local strategies** could include:
 - **National**
 - 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**
 - 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
 - organisational abuse

- **Prevent unsafe practices** could include appointing a health and safety champion
- **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’. The worker must report things that they 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.

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

Knowledge – Situational Judgement Test

The apprentice will know and understand:

KE20: The **health and safety responsibilities** of self, employer and workers

KE21: How to keep safe in the work environment

KE22: What to do when there is an **accident or sudden illness** and take appropriate action

KE23: What to do with **hazardous substances**

KE24: How to promote fire safety and how to support **others** to do so

KE25: How to reduce the **spread of infection** and support **others** in **infection** prevention and control

KE26: How to use and promote with **others** where relevant, **risk assessments** to enable a person centred approach to delivering care

Amplification and guidance

- **Health and safety responsibilities** in line with the following Legislation and regulations :
 - Health and Safety at Work etc. Act
 - Control of Substances Hazardous to Health
 - Manual Handling Operations Regulations
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
 - Food Safety Act and Regulations
 - Health and Safety (First Aid) Regulations
- **Accidents or sudden illness** that may occur include:

- slips, trips and falls
- burns and scalds
- choking
- manual handling injuries
- cuts and bruises
- needlestick injuries
- 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

- **Others** could include:

- individuals
- team members
- other colleagues
- those who use or commission their own health or care services
- families, carers and advocates

- **Spread of Infection** could include:
 - poor hand hygiene
 - poor cleaning procedures and practice
 - incorrect use (or lack of) PPE
 - contaminated bed linen or clothing
 - infected food handlers
 - airborne infections, such as, cold and flu
- **Risk assessment** is the process of identifying hazards, assessing risks, and implementing control measures to maintain safety and well-being in care settings

How to work professionally, including their own professional development of those they support and work colleagues

Knowledge – Situational Judgement Test

The apprentice will know and understand:

- KF27:** What a professional relationship is with the person being supported and colleagues
- KF28:** How to work with other people and organisations in the interest of the person being supported
- KF29:** How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans
- KF30:** How to demonstrate the importance of excellent **core skills** in writing, numbers and information technology
- KF31:** **How to develop and sustain a positive attitude** and address **signs and symptoms of stress** in self and other colleagues
- KF32:** How to carry out **research** relevant to individuals' support needs and share with **others**
- KF33:** How to access and apply good practice relating to their role
- KF34:** How to access and apply specialist knowledge when needed to support performance in the job role

Amplification and guidance

- **Core skills** of writing, number and information technology are those that are needed to perform confidently and effectively at work

- **How to develop and sustain a positive attitude** could include:
 - who is responsible for supporting the worker to develop and sustain a positive attitude
 - factors that contribute to developing and sustaining a positive attitude including:
 - stress management
 - coping strategies
 - reflection
 - supervision
 - learning and development
 - professional boundaries
 - working within own limits of responsibility
 - positive workplace culture
- **Signs and indicators of stress** could include:
 - physiological:
 - headaches
 - fatigue
 - muscle tension
 - social:
 - withdrawal
 - relationship conflicts
 - tension
 - behavioural:
 - irritability
 - increased errors
 - restlessness
 - emotional:
 - anxiety
 - mood swings
 - low motivation

- **Research** could be in the form of evidence-based practice, journal articles, online sources, books and documentaries
- **Others** could include:
 - team members
 - other colleagues
 - those who use or commission their own health and care service
 - families, carers and advocates

The main tasks and responsibilities according to their job role

Skills – Professional Discussion

The apprentice will be able to:

SA1: Support individuals they are working with according to their personal care/support plan

SA2: Take the initiative when working outside normal duties and responsibilities

SA3: Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking

SA4: Implement/facilitate the **specialist assessment** of social, physical, emotional and spiritual needs of individuals with **cognitive**, sensory and physical impairments

SA5: Contribute to the development and ongoing review of care/support plans for the individuals they support

SA6: Provide individuals with information to enable them to exercise choice on how they are supported

SA7: Encourage individuals to actively participate in the way their care and support is delivered

SA8: Ensure that individuals know what they are agreeing to regarding the way in which they are supported

SA9: Lead and support colleagues to understand how to establish informed consent when providing care and support

SA10: Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities

Amplification and guidance

- **Support individuals** could include:

- 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 of support, rather than a passive recipient
 - supporting individuals' right to make choices
 - supporting individuals' well-being – which could include aspects that are:
 - social
 - emotional
 - cultural
 - spiritual
 - intellectual
 - economic
 - physical
 - mental
- **Specialist assessment** includes:
 - social
 - physical
 - emotional
 - intellectual
 - spiritual needs
 - **Cognitive** impairment could include:
 - mental health conditions
 - learning disabilities
 - dementia

- **Risk assessment** is the process of identifying hazards, assessing risks, and implementing control measures to maintain safety and well-being in care settings

Treat people with respect and dignity and honour their human rights

Skills – Professional Discussion

The apprentice will be able to:

SB11: Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals

SB12: Support **others** to understand the importance of equality, diversity and inclusion in social care

SB13: Exhibit **empathy** for individuals they support, i.e. understanding and compassion

SB14: Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems

Amplification and guidance

- **Others** could include:
 - team members
 - other colleagues
 - those who use or commission their own health and care service
 - families, carers and advocates
- **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

Communicate clearly and responsibly

Skills – Professional Discussion

The apprentice will be able to:

- SC15:** Demonstrate and promote to other workers excellent **communication** skills including confirmation of understanding to individuals, their families, carers and professionals
- SC16:** Use and facilitate methods of communication preferred by the individual they support according to the individual's language, cultural and sensory needs, wishes and **preferences**
- SC17:** Take the initiative and reduce **environmental barriers to communication**
- SC18:** Demonstrate and ensure that records and reports are written clearly and concisely
- SC19:** Lead and support **others** to keep information safe, preserve confidentiality in accordance with **agreed ways of working**

Amplification and guidance

- **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
- human and technological aids

- **Preferences** could be based on:

- beliefs
- values
- culture
- religion/faith

- **Environmental barriers to communication** may include:

- location
- time
- noise
- distractions

- **Others** could include:

- team members
- other colleagues
- those who use or commission their own health and care service
- families, carers and advocates

- **Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

Support individuals to remain safe from harm (Safeguarding)

Skills – Professional Discussion

The apprentice will be able to

SD20: Support **others**, to recognise and respond to potential signs of **abuse** according to agreed ways of working

SD21: Work in partnership with external agencies to respond to concerns of **abuse**

SD22: Lead and support **others** to address conflicts or dilemmas that may arise between an individual's rights and **duty of care**

SD23: Recognise, report, respond to and record **unsafe practices** and encourage **others** to do so

Amplification and guidance

- **Others** could include:
 - team members
 - other colleagues
 - those who use or commission their own health and care service
 - families, carers and advocates
- **Abuse** could include:
 - physical abuse
 - domestic violence – this should include acts of control and coercion
 - sexual abuse
 - psychological abuse
 - financial/material abuse
 - modern slavery
 - discriminatory abuse
 - organisational abuse
 - neglect/acts of omission
 - self-neglect
- **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

- **Unsafe practices** could include:
 - poor working practices
 - resource difficulties
 - operational difficulties
 - restrictive practices
 - organisational abuse

Champion health and wellbeing for the individuals they support

Skills – Professional Discussion

The apprentice will be able to:

SE24: Lead and mentor **others** where appropriate to promote the wellbeing of the individuals they support

SE25: Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene

SE26: Promote healthy eating and **wellbeing** by supporting individuals to have access to fluids, food and nutrition

SE27: Carry out fire safety procedures and manage **others** to do so

SE28: Develop **risk assessments** and use in a **person centred** way to support individuals safely including moving and assisting people and objects

SE29: Manage, monitor, report and respond to changes in the health and **wellbeing** of the individuals they support

Amplification and guidance

- **Others** could include:
 - team members
 - other colleagues
 - those who use or commission their own health and care service
 - families, carers and advocates
- **Wellbeing** could include aspects that are:
 - social
 - emotional

- cultural
 - spiritual
 - intellectual
 - economic
- **Risk assessment** is the process of identifying hazards, assessing risks, and implementing control measures to maintain safety and well-being in care settings
- **Person centred** includes:
 - individuality
 - rights
 - choice
 - privacy
 - independence
 - dignity
 - respect
 - care
 - compassion
 - courage
 - communication
 - competence
 - partnership

Work professionally and seek to develop their own professional development

Skills – Professional Discussion

The apprentice will be able to:

SF30: Take the initiative to identify and form professional relationships with other people and organisations

SF31: Demonstrate, manage and support self and **others** to work within safe, clear professional boundaries

SF32: Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities

SF33: Demonstrate continuous professional development

SF34: Carry out **research** relevant to individuals' support needs and share with **others**

SF35: Demonstrate where necessary mentoring and supervision to **others** in the workplace

SF36: Demonstrate good team/partnership working skills

SF37: Demonstrate their contribution to robust recruitment and induction processes

Amplification and guidance

- **Others** could include:
 - team members
 - other colleagues
 - those who use or commission their own health and care service
 - families, carers and advocates
- **Research** could be in the form of evidence-based practice, journal articles, online sources, books and documentaries

Six Cs
Behaviours - Professional discussion
The apprentice will be able to:
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

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Assessment summary

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

1. A 90-minute situational judgement test
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

The 60-question situational judgement test will present the candidate with a range of real-life scenarios drawn from the knowledge elements of the standard. They will focus on the higher order competencies rather than factual recall. There are 60 marks available in total.

- To achieve a **pass**, apprentices must score at least 40 out of 60
- To achieve a **merit**, apprentices must 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 pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria.
- A **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.
- A **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.

- **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 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:

		Professional Discussion		
Situational Judgement Test		Pass	Merit	Distinction
	Pass	Pass	Merit	Merit
	Merit	Pass	Merit	Distinction
	Distinction	Merit	Merit	Distinction

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 3 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 3 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.

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Assessing the situational judgement test

The test consists of **60 multiple-choice questions** 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 test (with situational judgement questions) will present the candidate with a range of real-life scenarios drawn from the knowledge elements of the standard. They will focus on the higher order competencies rather than factual recall.

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 topics covered within the test are listed below.

- The job they have to do, their main tasks and responsibilities
- The importance of having the right values and behaviours
- The importance of communication
- How to support individuals to remain safe from harm (Safeguarding)
- How to champion health and wellbeing for the individuals they support and work colleagues
- How to work professionally, including their own professional development of those they support and work colleagues

In each paper, questions will cover each of the areas above, however, not every aspect of every area will be covered in every test.

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 knowledge 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 Their job roles and other worker roles 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 Both their own and other workers professional boundaries and limits 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 create and develop a care plan based on the person's preferences in the way they want to be supported

KA6 How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals

KA7 How to lead and support others to ensure compliance with regulations and organisational policies and procedures

The importance of having the right values and behaviours

KB8 How to ensure that dignity is at the centre of all work with individuals and their support circles

KB9 The importance of respecting diversity, the principles of inclusion and treating everyone fairly

The importance of communication

KC10 The barriers to communication and be able to both identify, and determine, the best solutions to achieve success when communicating with the individual they are supporting

KC11 How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction

KC12 The role of advocates and when they might be involved

KC13 Their own, and other workers' responsibilities for ensuring confidential information is kept safe

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

KD14 What abuse is and what to do when they have concerns someone is being abused

KD15 The national and local strategies for safeguarding and protection from abuse

KD16 What to do when receiving comments and complaints ensuring appropriate and timely actions takes place

KD17 How to recognise and prevent unsafe practices in the workplace

KD18 The importance and process of whistleblowing, being able to facilitate timely intervention

KD19 How to address and resolve any dilemmas they may face between a person's rights and their safety

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

KE20 The health and safety responsibilities of self, employer and workers

KE21 How to keep safe in the work environment

KE22 What to do when there is an accident or sudden illness and take appropriate action

KE23 What to do with hazardous substances

KE24 How to promote fire safety and how to support others to do so

KE25 How to reduce the spread of infection and support others in infection prevention and control

KE26 How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care

How to work professionally, including their own professional development of those they support and work colleagues

KF27 What a professional relationship is with the person being supported and colleagues

KF28 How to work with other people and organisations in the interest of the person being supported

KF29 How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans

KF30 How to demonstrate the importance of excellent core skills in writing, numbers and information technology

KF31 How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues

KF32 How to carry out research relevant to individuals' support needs and share with others

KF33 How to access and apply good practice relating to their role

KF34 How to access and apply specialist knowledge when needed to support performance in the job role

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Assessing the professional discussion

The professional discussion will be a highly structured interview between the assessor and the apprentice. 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.

The professional discussion will draw questions and amplifications from prior learning and experience including, where applicable, the apprentice's self-assessment.

During the discussion, the assessor will also be looking for evidence that the apprentice has exhibited the Six Cs of care, compassion, courage, communication, competence and commitment.

The professional discussion must take place in a suitable environment under controlled conditions and can be conducted by video conferencing. It will last for **45 minutes**.

The assessor will ask **at least 1 question** for each standard area. Supplementary questions can be asked to allow the apprentice to attempt all criteria, if needed.

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 pass and distinction 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
- A **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.

- A **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.
- **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
 - Tell me about a time when you have provided individuals with information to help them to exercise choice.
 - treat people with respect and dignity and honour their human rights
 - How do you support others to understand the importance of diversity in social care?

- communicate clearly and responsibly
 - Tell me about a time when you took initiative to reduce environmental barriers to communication.
- support individuals to remain safe from harm (Safeguarding)
 - How have you worked with external agencies to respond to concerns of abuse?
- champion health and wellbeing for the individuals they support
 - What techniques have you used to lead others to promote the wellbeing of individuals they support?
- work professionally and seek to develop their own professional development
 - Tell me about how you work as part of a team.

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** Take the initiative when working outside normal duties and responsibilities
- SA3** Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking
- SA4** Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments
- SA5** Contribute to the development and ongoing review of care/support plans for the individuals they support
- SA6** Provide individuals with information to enable them to exercise choice on how they are supported
- SA7** Encourage individuals to actively participate in the way their care and support is delivered
- SA8** Ensure that individuals know what they are agreeing to regarding the way in which they are supported
- SA9** Lead and support colleagues to understand how to establish informed consent when providing care and support
- SA10** Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities

Treat people with respect and dignity and honour their human rights

To pass the following must be evidenced.

SB11 Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals

SB12 Support others to understand the importance of equality, diversity and inclusion in social care

SB13 Exhibit empathy for individuals they support, i.e. understanding and compassion

SB14 Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems

Communicate clearly and responsibly

To pass the following must be evidenced.

SC15 Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals

SC16 Use and facilitate methods of communication preferred by the individual they support according to the individual's language, cultural and sensory needs, wishes and preferences

SC17 Take the initiative and reduce environmental barriers to communication

SC18 Demonstrate and ensure that records and reports are written clearly and concisely

SC19 Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working

Support individuals to remain safe from harm (Safeguarding)

To pass the following must be evidenced.

SD20 Support others, to recognise and respond to potential signs of abuse according to agreed ways of working

SD21 Work in partnership with external agencies to respond to concerns of abuse

SD22 Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care

SD23 Recognise, report, respond to and record unsafe practices and encourage others to do so

Champion health and wellbeing for the individuals they support

To pass the following must be evidenced.

- SE24** Lead and mentor others where appropriate to promote the wellbeing of the individuals they support
- SE25** Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene
- SE26** Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition
- SE27** Carry out fire safety procedures and manage others to do so
- SE28** Develop risk assessments and use in a person centred way to support individuals safely including moving and assisting people and objects
- SE29** Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support

Work professionally and seek to develop their own professional development

To pass the following must be evidenced.

- SF30** Take the initiative to identify and form professional relationships with other people and organisations
- SF31** Demonstrate, manage and support self and others to work within safe, clear professional boundaries
- SF32** Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities
- SF33** Demonstrate continuous professional development
- SF34** Carry out research relevant to individuals' support needs and share with others
- SF35** Demonstrate where necessary mentoring and supervision to others in the workplace
- SF36** Demonstrate good team/partnership working skills
- SF37** Demonstrate their contribution to robust recruitment and induction processes

Six C's
Behaviours – Professional Discussion
The apprentice will be able to show:
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

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