Highfield Level 2 End-point Assessment for Adult Care Worker
End-Point Assessment Kit
Highfield Level 2 End-Point Assessment for Adult Care Worker

EPA-Kit

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Introduction

- How to use this EPA kit
- Standard overview
- On-programme requirements
- Readiness for end-point assessment
- Required on-programme qualification
- Order of end-point assessment
How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Adult Care Worker Apprenticeship Standard.

This kit contains advice and guidance for trainers on how to prepare for the end-point assessment. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

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

For more information, please go to https://www.highfield.co.uk/products/item/379/level-2-standard-in-adult-care-worker/. Please note that use of this kit is not a prerequisite for apprentices undertaking the adult care worker end-point assessment.

Key facts

<table>
<thead>
<tr>
<th>Apprenticeship standard:</th>
<th>Adult Care Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>On Programme Duration:</td>
<td>12-18 months</td>
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<tr>
<td>Grading:</td>
<td>Pass/merit/distinction</td>
</tr>
<tr>
<td>End-Point Assessment methods:</td>
<td>Situational judgement test, professional discussion</td>
</tr>
</tbody>
</table>

After this introduction, the contents of this kit are divided into sections that correspond with each type of assessment specified in the end-point assessment plan, which can be found at https://www.instituteforapprenticeships.org/media/1616/st0005_adult-care-worker_l2_ap-for-publication_revision_feb-2018.pdf

In this kit, you will find:

- guidance on how to prepare an apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare an apprentice for each part of the end-point assessment
- a practice test that you can use with apprentices
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, behaviours, 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 service being provided and the person supported. Adult care workers may work in residential or nursing homes, domiciliary care, day centres 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 1 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

Apprentices must undertake a programme of study in a suitable care setting and complete the Care Certificate as part of a high-quality induction programme. The Care Certificate, which builds on the previous Common Induction Standards (CIS) and National Minimum Training Standards, is a requirement for all apprentices on this standard. For those staff who have completed the CIS prior to the launch of the Care Certificate, it is the employer’s responsibility to judge where the skills gaps are that staff need to fill to meet the additional standards in the Care Certificate. The Level 2 Diploma in Care (England) is completed with the support of a learning provider or employer who trains apprentices. Apprentices can only attempt the separate, mandatory end-point assessment once the recognised diploma and Care Certificate have been attempted and achieved. Apprentices must also undertake the Enhanced Disclosure and Barring Service process and provide the result to their employer prior to starting their apprenticeship. The apprentice should also receive support with:

- Ongoing assessment by the employer and provider – for example meetings with apprentice, employer and learning provider, observations of workplace, gathering evidence etc.
- Completion of the self-assessment exercise
Readiness for end-point assessment

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

- the Level 1 English and mathematics components of the apprenticeship must be successfully completed by the apprentice
- 15 standards of the care certificate must be successfully achieved by the apprentice
- testimonies must have been collated (within the last 3 months of apprenticeship following completion of the diploma)
- a self-assessment must be completed in the last month of their apprenticeship
- the required on-programme qualification must have been achieved
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard. To ensure this, the apprentice must attend a formal meeting with their employer to complete the ‘readiness for independent end-assessment record’.
- the apprentice and the employer should then engage with Highfield Assessment to agree a plan and schedule for each assessment activity to ensure all components can be completed

Required on-programme qualification

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

Order of end-point assessments

The situational judgement test **must** be the first assessment component, followed by the professional discussion.

The professional discussion can only be attempted after the situational judgement test has been completed to at least a pass grade.

The apprentice is required to complete and achieve a minimum of a pass in both of the end-point assessment components as above in addition to achieving the prerequisite components. A pass will be considered as the minimum attainment to achieve an apprentice certificate.
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Mapping Documents
## End-Point Assessment Mapping at a Glance: by Standard

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<thead>
<tr>
<th>Standard</th>
<th>Assessment Method</th>
<th>KSB (Indicative criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA The job they have to do, their main tasks and responsibilities</td>
<td>SJT</td>
<td>K1.1-K1.16</td>
</tr>
<tr>
<td>KB The importance of having the right values and behaviours</td>
<td>SJT</td>
<td>K2.1-K2.8</td>
</tr>
<tr>
<td>KC The importance of communication</td>
<td>SJT</td>
<td>K3.1-K3.17</td>
</tr>
<tr>
<td>KD How to support individuals to remain safe from harm (Safeguarding)</td>
<td>SJT</td>
<td>K4.1-K4.18</td>
</tr>
<tr>
<td>KE How to promote health and wellbeing for the individuals they support and work colleagues</td>
<td>SJT</td>
<td>K5.1-K5.18</td>
</tr>
<tr>
<td>KF How to work professionally, including their own professional development</td>
<td>SJT</td>
<td>K6.1-K6.16</td>
</tr>
<tr>
<td>SA The main tasks and responsibilities according to their job role</td>
<td>PD</td>
<td>S7.1-S7.13</td>
</tr>
<tr>
<td>SB Treating people with respect and dignity and honoring their human rights</td>
<td>PD</td>
<td>S8.1-S8.7</td>
</tr>
<tr>
<td>SC Communicating clearly and responsibly</td>
<td>PD</td>
<td>S9.1-S9.10</td>
</tr>
<tr>
<td>SD Supporting individuals to remain safe from harm (Safeguarding)</td>
<td>PD</td>
<td>S10.1-S10.5</td>
</tr>
<tr>
<td>SE Championing health and wellbeing for the individuals they support and for work colleagues</td>
<td>PD</td>
<td>S11.1-S11.17</td>
</tr>
<tr>
<td>SF Working professionally and seeking to develop their own professional development</td>
<td>PD</td>
<td>S12.1-S12.9</td>
</tr>
<tr>
<td>Care, compassion, courage, communication, competence, commitment</td>
<td>PD</td>
<td>B1-6</td>
</tr>
</tbody>
</table>

**Key**

PD = Professional Discussion  
SJT = Situational judgement test  
K, S, B = Knowledge, Skills, Behaviour
## End-Point Assessment Mapping at a Glance: by Assessment Method

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<th>Assessment Method</th>
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<td>Situational Judgement Test</td>
<td>KA The job they have to do, their main tasks and responsibilities</td>
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<td>and work colleagues</td>
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K, S, B = Knowledge, Skills, Behaviour
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The Highfield Approach

- Documents used in developing this end-point assessment
- Specific considerations
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.

Documents used in developing this end-point assessment

Apprenticeship Standard for Adult Care Worker (2014)

Assessment plan for adult care worker (ST0005/AP02, Adult Care Worker Assessment Strategy v2.2 05-02-18)

ACEQUAS Handbook for End-Point Assessment (21 January 2019)

https://www.instituteforapprenticeships.org/apprenticeship-standards/

Specific Considerations

In order to develop valid end-point assessments, Highfield has interpreted the requirements of the 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 testimonies and self-assessment.

- Highfield Assessment has provided indicative assessment criteria and amplification for the knowledge and skills requirements within this EPA Kit. This is provided as further guidance to support the apprentice in preparation for end-point assessment. In the end-point assessments, the apprentice will be assessed on the high-level outcomes within the standard and not the indicative criteria provided as guidance within this EPA Kit.

- The adult care worker standard mentions that testimonies from users of services should be collected in the 3 months leading to Gateway. Highfield Assessment has included testimonies from users of services as one of the pre-requisites at Gateway. These should be submitted with all Gateway documentation to Highfield Assessment and will be used to support the professional discussion.
There are likely to be occasions when it is difficult to obtain testimonies from users of services, for example, if the individual does not have the capacity to provide this or if they do not give their consent. Respecting privacy and choice must take priority in these situations and therefore it may be necessary to see if there are alternative ways of obtaining testimonies. Such as, if the individual has an advocate, family member or other representative that would be willing to provide a testimony on the individual’s behalf with the consent of the individual. For example, a family member could either provide a testimony from the perspective of the individual, on the individual's behalf OR the family member could provide a testimony from their own perspective on behalf of the individual.

If it is not possible to obtain the examples above, consideration can be given to others providing support for the individual (e.g. a social worker etc.). Managers may be used as a last resort, if all other possibilities have been explored. In all cases, where apprentices are submitting anything other than a ‘direct’ service user testimony, a statement must be made outlining why and what evidence has been submitted at gateway.

- 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.

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.

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.

Resit and retake guidance in this EPA Kit has been produced to be consistent with the additional guidance provided to EPAO’s in the ACEQUAS Handbook for End Point Assessment.
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Delivering the Standard

Knowledge
- 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 promote health and wellbeing for the individuals they support and work colleagues
- How to work professionally, including their own professional development

Skills
- The main tasks and responsibilities according to their job role
- Treating people with respect and dignity and honouring their human rights
- Communicating clearly and responsibly
- Supporting individuals to remain safe from harm (Safeguarding)
- Championing health and wellbeing for the individuals they support and for work colleagues
- Working professionally and seeking to develop their own professional development
Behaviours

- Care
- Compassion
- Courage
- Communication
- Competence
- Commitment
The Adult Care Worker Apprenticeship Standard

The following pages contain the Adult Care Worker Apprenticeship Standard and indicative assessment criteria in a suggested format that is suitable for delivery. The behaviours and personal attributes expected of adult care workers, the 6Cs, are listed at the end, and it is anticipated apprentices will be introduced to these behaviours throughout their programme.
### The job they have to do, their main tasks and responsibilities

<table>
<thead>
<tr>
<th>Knowledge – Situational Judgement Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The apprentice will know and understand:</strong></td>
</tr>
</tbody>
</table>
| **KA1** - The tasks and responsibilities of the job role relevant to the context of the service in which they are working. | K1.1 Describe **tasks and responsibilities** of own role  
K1.2 Outline how own role fits within the structure and context of the organisation |
| **KA2** - Professional boundaries and limits of their training and expertise | K1.3 Describe the importance of professional boundaries in adult care  
K1.4 Outline limits of responsibility based on own training and expertise |
| **KA3** - Relevant statutory standards and codes of practice for their role | K1.5 Identify **statutory standards** that influence own role  
K1.6 Describe how statutory standards and codes of practice influence own role |
| **KA4** - What the ‘duty of care’ is in practice | K1.7 Define **duty of care**  
K1.8 Describe how duty of care relates to duty of candour  
K1.9 Explain how duty of care affects own role |
| **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 | K1.10 Explain the importance of using an **individual care plan**  
K1.11 Describe how to contribute to the development of an **individual’s care plan**  
K1.12 Describe how to find out the individual’s preferences in relation 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 | K1.13 List physical, social and emotional needs of individuals  
K1.14 Explain how to identify, respond to and escalate changes to physical, social and emotional needs of individuals |
### Amplification and guidance

**Tasks and responsibilities:**
This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care.

**Statutory standards:**
This could include:
- Codes of practice
- Regulations
- Minimum standards
- National occupational standards
- Care Certificate

**Duty of care:**
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.

**Individual's care plan:**
A care plan may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the apprentice.
# The importance of having the right values and behaviours

**Knowledge – Situational Judgement Test**

<table>
<thead>
<tr>
<th>The apprentice will know and understand:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
</table>
| KB8 - How to support and enable individuals to achieve their personal aims and goals | K2.1 Define **person centred values**  
K2.2 Explain the importance of working in a way that embeds person centred values  
K2.3 Explain why risk-taking can be part of a person-centred approach  
K2.4 Explain how to work in a way that supports and enables individuals to achieve their personal aims and goals |
| KB9 - What dignity means in how to work with individuals and others | K2.5 Explain how to promote dignity in own role with individuals and **others** |
| KB10 - The importance of respecting diversity and treating everyone equally | K2.6 Explain what is meant by:  
- Diversity  
- Equality  
- Inclusion  
- Discrimination  
K2.7 Illustrate the importance of respecting diversity and promoting equality  
K2.8 Give examples of practices that respect diversity and promote equality |
**Amplification and guidance**

**Person centred values** include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

**Others:**
Could include your own colleagues and other professionals across health and social care.
## The importance of communication

### Knowledge – Situational Judgement Test

<table>
<thead>
<tr>
<th>The apprentice will know and understand:</th>
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</thead>
<tbody>
<tr>
<td>KC11 - The barriers to communication</td>
<td>K3.1 Identify barriers to communication</td>
</tr>
<tr>
<td></td>
<td>K3.2 Give examples of ways to reduce barriers to communication</td>
</tr>
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<td></td>
<td>K3.3 Describe ways to check that communication has been understood</td>
</tr>
<tr>
<td></td>
<td>K3.4 List sources of information, support and <strong>services</strong> to enable communication with individuals and others</td>
</tr>
<tr>
<td>KC12 - The impact of non-verbal communication</td>
<td>K3.5 List types of <strong>non-verbal communication</strong></td>
</tr>
<tr>
<td></td>
<td>K3.6 Give examples of situations when non-verbal communication is used</td>
</tr>
<tr>
<td></td>
<td>K3.7 Explain the impact of using non-verbal communication methods to support individuals</td>
</tr>
<tr>
<td>KC13 - The importance of active listening</td>
<td>K3.8 Define active listening</td>
</tr>
<tr>
<td></td>
<td>K3.9 Explain how to use active listening in own role</td>
</tr>
<tr>
<td></td>
<td>K3.10 Explain the importance of active listening</td>
</tr>
<tr>
<td>KC14 - How the way they communicate can affect others</td>
<td>K3.11 Assess how own communication can affect individuals and others</td>
</tr>
<tr>
<td>KC15 - About different forms of communication e.g. signing, communication boards etc</td>
<td>K3.12 Describe different ways that individuals communicate</td>
</tr>
<tr>
<td></td>
<td>K3.13 Describe how to establish individuals’ communication and language needs, wishes and <strong>preferences</strong></td>
</tr>
<tr>
<td>KC16 - How to find out the best way to communicate with the individual they are supporting</td>
<td>K3.14 Describe <strong>methods of communication</strong> used to meet individuals’ communication needs, wishes and preferences</td>
</tr>
<tr>
<td>KC17 - How to make sure confidential information is kept safe</td>
<td>K3.15 Define the term ‘confidentiality’</td>
</tr>
<tr>
<td></td>
<td>K3.16 Identify <strong>legislation</strong> and <strong>agreed ways of working</strong> in relation to the confidential handling of information</td>
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<tr>
<td></td>
<td>K3.17 Describe ways of handling confidential information</td>
</tr>
<tr>
<td>Amplification and guidance</td>
<td></td>
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<tr>
<td>---------------------------</td>
<td></td>
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<tr>
<td><strong>Services</strong> may include:</td>
<td></td>
</tr>
<tr>
<td>• Translation services</td>
<td></td>
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<tr>
<td>• Interpreting services</td>
<td></td>
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<tr>
<td>• Speech and language services</td>
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<tr>
<td>• Advocacy services</td>
<td></td>
</tr>
</tbody>
</table>

| **Non-verbal communication** may include: |
| • Position/proximity        |
| • Eye contact               |
| • Touch                     |
| • Signs                     |
| • Symbols and pictures      |
| • Physical gestures        |
| • Body language             |
| • Behaviour                 |
| • Writing                   |
| • Objects of reference      |
| • Human and technological aids |

| **Preferences** may be based on: |
| • Beliefs                     |
| • Values                      |
| • Culture                     |

| **Methods of communication** may be: |
| • Verbal                      |
| • Non-verbal                  |
| • Human                       |
• Technological

Legislation may include:
• Data Protection Act
• Human Rights Act
• Mental Capacity Act

Agreed ways of working:
This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
## How to support individuals to remain safe from harm (Safeguarding)

### Knowledge – Situational Judgement Test

<table>
<thead>
<tr>
<th>The apprentice will know and understand:</th>
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</table>
| KD18 - What abuse is and what to do when they have concerns someone is being abused | K4.1 Define different types of **abuse**  
K4.2 List the signs and symptoms of different types of abuse  
K4.3 Describe **factors** that may contribute to an individual being more vulnerable to abuse  
K4.4 Explain the **actions to take** if there are concerns that an individual is being abused  
K4.5 Explain the actions to take if an individual alleges that they are being abused  
K4.6 State ways to ensure evidence of abuse is preserved |
| KD19 - The national and local strategies for safeguarding and protection from abuse | K4.7 Outline national policies for safeguarding and protection from abuse  
K4.8 Outline **local strategies** for safeguarding and protection from abuse |
| KD20 - What to do when receiving comments and complaints | K4.9 Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse  
K4.10 Explain the actions to take when receiving comments and complaints |
| KD21 - How to recognise unsafe practices in the workplace | K4.11 Give examples of **unsafe practices** that may affect the **wellbeing** of individuals  
K4.12 Explain the actions to take if unsafe practices have been identified  
K4.13 Explain the actions to take if unsafe practices have been reported but nothing has been done in response |
| KD22 - The importance and process of whistleblowing | K4.14 Define the term **whistleblowing**  
K4.15 Assess the importance of whistleblowing in adult care  
K4.16 Describe the process for whistleblowing |
KD23 - How to address any dilemmas they may face between a person’s rights and their safety

K4.17 Give examples of dilemmas that may be faced between a person’s rights and their safety
K4.18 Describe how to address dilemmas that may be faced between a person’s rights and their safety

**Amplification and guidance**

**Abuse** includes:
- 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

**Factors** may be internal or external to the individual.

**Actions to take** constitute the worker’s responsibilities in responding to allegations or suspicions of abuse.

**Local strategies** may 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

**Unsafe practices** may include:
- Poor working practices
- Resource difficulties
- Operational difficulties

**Wellbeing** may include aspects that are:
- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic

**Whistleblowing:**
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.
## How to promote health and wellbeing for the individuals they support and work colleagues

**Knowledge – Situational Judgement Test**

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<th>Indicative assessment criteria:</th>
</tr>
</thead>
</table>
| KE24 - The health and safety responsibilities of self, employer and workers | K5.1 Outline legislation and regulations relating to health and safety in adult care  
K5.2 Describe responsibilities for health and safety of:  
• Self  
• Employer  
• Worker  
• Others in the work setting |
| KE25 - How to keep safe in the work environment | K5.3 Describe agreed ways of working for health and safety  
K5.4 List health and safety tasks that should only be carried out with specialist training  
K5.5 Outline sources of information, guidance and support relating to health and safety |
| KE26 - What to do when there is an accident or sudden illness | K5.6 Describe types of accidents or sudden illness that may occur  
K5.7 Outline the procedures to be followed if an accident or sudden illness should occur |
| KE27 - What to do with hazardous substances | K5.8 Identify hazardous substances and materials that may be found in adult care  
K5.9 Outline safe practices for:  
• Storing hazardous substances and materials  
• Using hazardous substances and materials  
• Disposing of hazardous substances and materials |
| KE28 - How to promote fire safety        | K5.10    | Describe how to prevent fires from starting or spreading          |
|                                       | K5.11    | Outline what to do in the event of a fire                        |
| KE29 - How to reduce the spread of infection | K5.12    | Identify the **roles and responsibilities** in the prevention and control of infection |
|                                       | K5.13    | Describe the causes and spread of infection                      |
|                                       | K5.14    | Describe ways to reduce the spread of infection                   |
|                                       | K5.15    | Outline ways to ensure that own health and hygiene does not pose a risk to others |
| KE30 - What a risk assessment is and how it can be used to promote person centred care safely | K5.16    | Outline the difference between a hazard and a risk               |
|                                       | K5.17    | Explain the purpose of risk assessment in adult care             |
|                                       | K5.18    | Explain how risk assessments can be used to promote person centred care safely |

**Amplification and guidance**

**Legislation and regulations** could include:
- 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

**Others** may include:
- Individuals
- Team members
- Other colleagues
- Those who use or commission their own health or care services
- Families, carers and advocates
Agreed ways of working:
This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

Hazardous substances and materials could include:
- Skin irritants
- Blood and bodily fluids
- Sharps
- Used PPE
- Used dressings and equipment
- Hygiene waste
- Spillage kits
- Medicines and drugs
- Cleaning products

Roles and responsibilities could include those of:
- Self
- Employer
- Individuals
- Others
**How to work professionally, including their own professional development**

<table>
<thead>
<tr>
<th>The apprentice will know and understand:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
</table>
| KF31 - What a professional relationship is with the person being supported and colleagues | K6.1 Explain how a professional relationship is different from a personal relationship  
K6.2 Compare the differences between professional relationships with individuals and **others** |
| KF32 - How to work together with other people and organisations in the interest of the person being supported | K6.3 Define the term **co-production**  
K6.4 Explain the importance of working in partnership with individuals and **others**  
K6.5 Give examples of how to work in partnership with individuals and **others** in the interests of the individual being supported |
| KF33 - How to be actively involved in their personal development plan | K6.6 Identify sources of information and support for own learning and development  
K6.7 Explain how to **use feedback from individuals and others** to support own learning and development  
K6.8 Explain how reflecting on practice contributes to own learning and development  
K6.9 Describe the process for agreeing a personal development plan and **who should be involved** |
| KF34 - The importance of excellent core skills in writing, numbers and information technology | K6.10 Give examples of the **core skills** in:
- writing
- number and
- information technology that are essential to own role |
| K6.11 Explain the importance of excellent core skills in writing, number and information technology for workers in adult care |
| KF35 - What to do to develop, sustain and exhibit a positive attitude and personal resilience | K6.12 Describe what is meant by **personal resilience** |
| K6.13 Explain why a positive attitude and personal resilience is essential to workers in adult care |
| K6.14 Explain **how 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 | K6.15 Identify specialist knowledge that may be needed to support performance in own role |
| K6.16 Identify where and how to access specialist knowledge to support performance in own role |

**Amplification and guidance**

**Others:**
Could include your own colleagues and other professionals across health and social care.

**Co-production:**
The Care Act’s statutory guidance states that co-production 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’.*

**Use feedback from individuals and others:**
This may include:
- Individuals
- Carers
- Advocates
- Supervisor, line manager or employer
• Team members
• Other professionals

Who should be involved:
This may include:
• Individuals
• Carers
• Advocates
• Supervisor, line manager or employer
• Team members
• Other professionals

Core skills:
The core skills of writing, number and information technology are those that are needed to perform confidently and effectively at work.

Personal resilience including:
• Behaviours associated with personal resilience
• Factors that influence resilience including personality, experience, situations and other people.

How to develop, sustain and exhibit a positive attitude and personal resilience:
This could include:
• Who is responsible for supporting the worker to develop, sustain and exhibit a positive attitude and personal resilience.
• Factors that contribute to developing, sustaining and exhibiting a positive attitude and personal resilience including stress management, coping strategies, reflection, supervision, learning and development, professional boundaries and working within own limits of responsibility, positive workplace culture.
<table>
<thead>
<tr>
<th>The apprentice will be able to:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
</table>
| SA1 - Support individuals they are working with according to their personal care/support plan | S7.1 Apply **person centred values** to daily working practice  
S7.2 Demonstrate **person centred approaches** that take into account the history, preferences, wishes and needs of individuals |
| SA2 - Ask for help from an appropriate person when not confident or skilled in any aspect of their role | S7.3 Recognise own boundaries and limitations by asking for help from an appropriate person when necessary |
| SA3 - Provide individuals with information to enable them to have choice about the way they are supported | S7.4 Source information for individuals to support their decision-making processes  
S7.5 Use agreed risk assessment processes to support individual’s right to make choices |
| SA4 - Encourage individuals to participate in the way their care and support is delivered | S7.6 Demonstrate ways to encourage individuals to actively participate in their care and support |
| SA5 - Ensure the individual knows what they are agreeing to regarding the way in which they are supported | S7.7 Provide individuals with information to be able to give consent  
S7.8 Establish consent for an activity or action  
S7.9 Demonstrate steps to take if consent cannot be established |
| SA6 - Contribute to the on-going development of care/support plans for the individual they support | S7.10 Use **agreed ways of working** to contribute to the development and review of care/support plans for individuals |
### SA7 - Support individuals with cognitive, physical or sensory impairments

<table>
<thead>
<tr>
<th>S7.11</th>
<th>Explain how <strong>cognitive</strong>, physical and sensory impairments may influence an individual’s needs in relation to their care</th>
</tr>
</thead>
<tbody>
<tr>
<td>S7.12</td>
<td>Explain how to adapt own care practice to support individuals with</td>
</tr>
<tr>
<td></td>
<td>- cognitive</td>
</tr>
<tr>
<td></td>
<td>- physical</td>
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<tr>
<td></td>
<td>- sensory</td>
</tr>
<tr>
<td></td>
<td>- impairments</td>
</tr>
<tr>
<td>S7.13</td>
<td>Demonstrate ways to support individuals with</td>
</tr>
<tr>
<td></td>
<td>- cognitive</td>
</tr>
<tr>
<td></td>
<td>- physical</td>
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<tr>
<td></td>
<td>- sensory</td>
</tr>
<tr>
<td></td>
<td>- impairments</td>
</tr>
</tbody>
</table>

### Amplification and guidance

**Person centred values** include:
- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership
Person centred approaches should include evidence of:

- 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 recognizes 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 may include aspects that are social, emotional, cultural, spiritual, intellectual, economic, physical and mental

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

Cognitive impairments include:

- Mental health conditions
- Learning disabilities
- Dementia
# Treating people with respect and dignity and honouring their human rights

<table>
<thead>
<tr>
<th>The apprentice will be able to:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB8 - Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates</td>
<td>S8.1 Demonstrate an <strong>approach</strong> that ensures dignity is central to own care practice</td>
</tr>
<tr>
<td>SB9 - Demonstrate all work is person centred, accommodating the individual’s needs, wishes and preferences</td>
<td>S8.2 Demonstrate an approach that promotes <strong>person centred values</strong> (See 7.2 also)</td>
</tr>
</tbody>
</table>
| SB10 - Demonstrate empathy (understanding and compassion) for individuals they support | S8.3 Describe the term **empathy** in relation to supporting individuals  
S8.4 Select verbal and non-verbal communication skills that demonstrate an empathic approach  
S8.5 Demonstrate empathy in practice with individuals |
| SB11 - Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs | S8.6 Select ways to support individuals that may challenge their personal or cultural beliefs  
S8.7 Reflect on situations when courage has been used to support individuals |

## Amplification and guidance

### Approach:
The workers approach should include demonstration of actions, behaviours and values that embed dignity as a central component of the care they provide.

**Person centred values** include:
- Individuality
- Rights
- Choice
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

<table>
<thead>
<tr>
<th>The apprentice will be able to:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC12 - Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates</td>
<td>S9.1 Demonstrate use of <strong>verbal and non-verbal communication methods</strong> that support interactions positively with individuals and others</td>
</tr>
</tbody>
</table>
| SC13 - Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes | S9.2 Establish individual’s communication and language needs, wishes and **preferences**  
S9.3 Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes |
| SC14 - Identify and take steps to reduce environmental barriers to communication                 | S9.4 Recognise **barriers to communication** in practice  
S9.5 Demonstrate ways to reduce barriers to communication in different ways |
| SC15 - Demonstrate they can check for understanding                                              | S9.6 Observe individual’s reactions when communicating with them  
S9.7 Respond to individual’s reactions using verbal and non-verbal communication skills  
S9.8 Use verbal and non-verbal communication methods to summarise and clarify understanding |
| SC16 - Write clearly and concisely in records and reports                                        | S9.9 Provide evidence of clear and concise written communication in records and reports |
| SC17 - Keep information safe and confidential according to agreed ways of working               | S9.10 Demonstrate ways to keep information safe and confidential according to **agreed ways of working** |
Amplification and guidance

Verbal and non-verbal communication methods:

Verbal communication may include:
- Vocabulary
- Linguistic tone
- Pitch
- Accent/regional variations
- Jargon/complex terminology

Non-verbal communication may include:
- Position/proximity
- Eye contact
- Touch
- Signs
- Symbols and pictures
- Physical gestures
- Body language
- Behaviour
- Writing
- Objects of reference
- Human and technological aids

Preferences may be based on:
- Beliefs
- Values
- Culture

Barriers to communication should include how people from different backgrounds may use or interpret communication methods in different ways.

Agreed ways of working:
This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
## Supporting individuals to remain safe from harm (Safeguarding)

### Skills – Professional Discussion

<table>
<thead>
<tr>
<th>The apprentice will be able to:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD18 - Recognise potential signs of different forms of abuse</td>
<td>S10.1  Demonstrate how to recognise potential signs of different forms of abuse</td>
</tr>
<tr>
<td>SD19 - Respond to concerns of abuse according to agreed ways of working</td>
<td>S10.2  Follow agreed ways of working to respond to concerns of abuse</td>
</tr>
</tbody>
</table>
| SD20 - Recognise, report and challenge unsafe practices | S10.3  Demonstrate knowledge of unsafe practices by recognising examples in a work context  
S10.4  Demonstrate how to use agreed ways of working to report unsafe practices  
S10.5  Use courage to challenge unsafe practices |

### Amplification and guidance

**Abuse** includes:
- 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

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

- Poor working practices
- Resource difficulties
- Operational difficulties
## Championing health and wellbeing for the individuals they support and for work colleagues

**Skills – Professional Discussion**

<table>
<thead>
<tr>
<th>The apprentice will be able to:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE21 - Promote the health and wellbeing of the individual they support</td>
<td>S11.1 Use <strong>communication skills</strong> and <strong>person centred values</strong> to encourage individuals to actively participate in their health and wellbeing</td>
</tr>
<tr>
<td>SE22 - Move people and objects safely</td>
<td>S11.2 Follow <strong>agreed ways of working</strong> and <strong>individual care plans</strong> to move and assist people and objects safely</td>
</tr>
<tr>
<td></td>
<td>S11.3 Use own <strong>communication skills</strong> and <strong>person centred values</strong> to maintain dignity whilst moving people and objects safely</td>
</tr>
<tr>
<td>SE23 - Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene</td>
<td>S11.4 Demonstrate the recommended method for hand washing</td>
</tr>
<tr>
<td></td>
<td>S11.5 Demonstrate the appropriate use of <strong>Personal Protective Equipment (PPE)</strong></td>
</tr>
<tr>
<td></td>
<td>S11.6 Demonstrate ways to ensure own health and hygiene does not pose a risk to others</td>
</tr>
<tr>
<td>SE24 - Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition</td>
<td>S11.7 Explain the importance of good nutrition and hydration in maintaining health and <strong>wellbeing</strong></td>
</tr>
<tr>
<td></td>
<td>S11.8 Explain how to promote nutrition and hydration to meet individual care needs</td>
</tr>
<tr>
<td></td>
<td>S11.9 Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility</td>
</tr>
<tr>
<td></td>
<td>S11.10 Ensure fluids are refreshed on a regular basis</td>
</tr>
<tr>
<td></td>
<td>S11.11 Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans</td>
</tr>
<tr>
<td></td>
<td>S11.12 Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible</td>
</tr>
<tr>
<td></td>
<td>S11.13 Use communication skills and person-centred values to support and encourage individuals to drink and eat in accordance with individual care plans</td>
</tr>
<tr>
<td>SE25 - Demonstrate how to keep people, buildings and themselves safe and secure</td>
<td>S11.14 Follow <strong>agreed ways of working to keep self, individuals, others and buildings safe and secure</strong></td>
</tr>
<tr>
<td>SE26 - Carry out fire safety procedures when required</td>
<td>S11.15 Follow agreed ways of working in relation to fire safety procedures</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>SE27 - Use risk assessments to support individuals safely</td>
<td>S11.16 Follow agreed ways of working and individual risk assessments to support the safety of individuals and others</td>
</tr>
<tr>
<td>SE28 - Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health</td>
<td>See 7.9, 7.10 and 7.11</td>
</tr>
<tr>
<td>SE29 - Monitor and report changes in health and wellbeing for individuals they support</td>
<td>S11.17 Follow agreed ways of working to monitor and report changes to individuals’ health and wellbeing</td>
</tr>
</tbody>
</table>

**Amplification and guidance**

**Agreed ways of working:**
This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies. Agreed ways of working in relation to moving and assisting people and objects, safety and security, fire safety, health, safety and wellbeing will be informed by relevant legislation and regulations.

**Individual care plans:**
A care plan may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

**Communication skills:**
**Verbal communication** may include:
- Vocabulary
- Linguistic tone
- Pitch
- Accent/regional variations
- Jargon/complex terminology

**Non-verbal communication** may include:
• Position/proximity
• Eye contact
• Touch
• Signs
• Symbols and pictures
• Physical gestures
• Body language
• Behaviour
• Writing
• Objects of reference
• Human and technological aids

**Person centred values** include:
• Individuality
• Rights
• Choice
• Privacy
• Independence
• Dignity
• Respect
• Care
• Compassion
• Courage
• Communication
• Competence
• Partnership

**Personal Protective Equipment (PPE):**
The worker must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

**Wellbeing** may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic
# Working professionally and seeking to develop their own professional development

## Skills – Professional Discussion

<table>
<thead>
<tr>
<th>The apprentice will be able to:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
</table>
| SF30 - Reflect on own work practices | S12.1 Explain why reflecting on work activities is an important way to develop knowledge, skills, behaviours, values and practice  
S12.2 Use a **reflective journal** to assess development of own knowledge, skills, behaviours, values and practice |
| SF31 - Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology | S12.3 Provide evidence to demonstrate how own **knowledge and skills are developing**  
S12.4 Provide evidence to demonstrate how own **core skills** are developing in practice |
| SF32 - Demonstrate their contribution to their development plan | S12.5 Provide evidence of contributions to own personal development plan |
| SF33 - Demonstrate ability to work in partnership with others to support the individual | S12.6 Follow **agreed ways of working** to work in partnership with individuals and others  
S12.7 Demonstrate ways of working that can improve partnerships |
| SF34 - Identify sources of support when conflicts arise with other people or organisations | S12.8 Demonstrate how and when to access support and guidance about:  
- Partnership working  
- Resolving conflicts |
<p>| SF35 - Demonstrate they can work within safe, clear professional boundaries | See 7.3 |
| SF36 - Show they can access and apply additional skills required to perform the specific job role competently | S12.9 Provide <strong>evidence of occasions</strong> when own skills have been developed in order to support own role |</p>
<table>
<thead>
<tr>
<th>Amplification and guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflective journal:</strong></td>
</tr>
<tr>
<td>Is a term used to describe documentary evidence of a workers’ reflections on their own practice. This can be evidenced in a variety of ways and does not have to be in the form of a journal.</td>
</tr>
<tr>
<td><strong>Knowledge and skills are developing:</strong></td>
</tr>
<tr>
<td>The worker should be able to demonstrate how a learning activity has improved their own knowledge, skills and understanding. The worker should be able to demonstrate how reflecting on a situation has improved their own knowledge, skills and understanding.</td>
</tr>
<tr>
<td><strong>Core skills:</strong></td>
</tr>
<tr>
<td>The core skills of writing, number and information technology are those that are needed to perform confidently and effectively at work.</td>
</tr>
<tr>
<td><strong>Agreed ways of working:</strong></td>
</tr>
<tr>
<td>This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</td>
</tr>
<tr>
<td><strong>Evidence of occasions:</strong></td>
</tr>
<tr>
<td>This could be in the form of CPD training, refresher training, core skills training, formal or informal learning etc.</td>
</tr>
</tbody>
</table>
### Care

**Behaviour – Professional Discussion**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 is caring consistently and enough about individuals to make a positive difference to their lives</td>
<td>is caring consistently and enough about individuals to make a positive difference to their lives</td>
</tr>
</tbody>
</table>

### Compassion

**Behaviour – Professional Discussion**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 is delivering care and support with kindness, consideration, dignity and respect</td>
<td>is delivering care and support with kindness, consideration, dignity and respect</td>
</tr>
</tbody>
</table>

### Courage

**Behaviour – Professional Discussion**

<table>
<thead>
<tr>
<th>The apprentice will evidence the following:</th>
<th>Indicative assessment criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B3 is doing the right thing for people and speaking up if the individual they support is at risk</td>
<td>is doing the right thing for people and speaking up if the individual they support is at risk</td>
</tr>
</tbody>
</table>
### Communication

**The apprentice will evidence the following:**

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

**Indicative assessment criteria:**

- Good communication is central to successful caring relationships and effective team working

### Competence

**The apprentice will evidence the following:**

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

**Indicative assessment criteria:**

- Is applying knowledge and skills to provide high quality care and support

### Commitment

**The apprentice will evidence the following:**

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

**Indicative assessment criteria:**

- To improving the experience of people who need care and support ensuring it is person centred
Highfield Level 2 End-Point Assessment for Adult Care Worker

EPA-Kit

Gateway

- How to prepare for gateway
- The gateway meeting
- Adult Care Worker gateway readiness report
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:

- achieved level 1 English
- achieved level 1 maths
- attempted L2 maths and English
- achieved the 15 standards as set out in the Care Certificate
- achieved the Level 2 Diploma in Care (England)
- 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 the independent end-point assessor as a source of evidence to prepare for the professional discussion
- collected testimonies from people who use services in the last 3 months of the apprenticeship, following completion of the diploma. The testimonies must be submitted to the end-point assessor and will be used to support the professional discussion.

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 last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice’s progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The following gateway readiness report should be used to log the outcomes of the meeting and agreed by all 3 parties. The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your Employer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

**Reasonable adjustments and special considerations**

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 need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment 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, e.g. employee ID card, travel card, etc.
## Highfield Level 2 End Point-Assessment for Adult Care Worker
### Gateway Readiness Report
(Standard Version: ST0005; Assessment Plan Version: ST0005: AP02)

### Apprentice’s details

<table>
<thead>
<tr>
<th>Apprentice’s name:</th>
<th>Apprentice’s job title:</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Employer’s organisation:</th>
<th>Training provider’s organisation:</th>
</tr>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Office use:</th>
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<tbody>
<tr>
<td>HA check</td>
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<table>
<thead>
<tr>
<th>Apprenticeship start date:</th>
<th>Apprenticeship on programme end date:</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Min. duration</th>
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</thead>
<tbody>
<tr>
<td>Y/N</td>
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</table>

<table>
<thead>
<tr>
<th>Gateway meeting date:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the apprentice taken any part of the end-point assessment for this apprenticeship standard with any other End Point Assessment Organisation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y / N</td>
</tr>
</tbody>
</table>

Pre-assessment requirements

The apprentice must confirm their achievement of the following:

<table>
<thead>
<tr>
<th>Pre-assessment requirement</th>
<th>Achieved?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved English level 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieved maths level 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempted L2 maths and English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2 Diploma in Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 standards as set out in the Care Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-assessment exercise (see appendix 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testimonies from people who use services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service User Testimony</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If no direct Service User Testimonies, please outline why and what has been submitted in the evidence section</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Office use only:

| Highfield Assessment Sign off | |
Gateway Review

The gateway review should be completed by the employer, supported by the training provider, to record how the apprentice has met each of the standard subject areas. This can be discussed through a Q&A, and/or the apprentice may present evidence that can be reviewed during the meeting to show their achievement of the standard.

The employer, supported by the training provider, must agree that the apprentice is, in their view, competent in the role and therefore ready to undertake the end-point assessment. This should be recorded in the table below, along with any comments.

<table>
<thead>
<tr>
<th>Standard area</th>
<th>Assessment ready?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The job they have to do, their main tasks and responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The importance of having the right values and behaviours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The importance of communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to support individuals to remain safe from harm (Safeguarding)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to promote health and wellbeing for the individuals they support and work colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to work professionally, including their own professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills and Behaviours:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The main tasks and responsibilities according to their job role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treating people with respect and dignity and honouring their human rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating clearly and responsibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting individuals to remain safe from harm (Safeguarding)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Championing health and wellbeing for the individuals they support and for work colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working professionally and seeking to develop their own professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care, compassion, courage, communication, competence, commitment</td>
<td></td>
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</table>
**Gateway Meeting Outcome**

Should the apprentice not be assessment-ready, a period of additional training and preparation must take place. Following the additional training and preparation, the Gateway Readiness Report must be completed again.

If the apprentice is assessment-ready, the following declaration must be signed by all parties and the Gateway Readiness Report submitted to Highfield Assessment.

---

**Declaration:**

By signing this form, the signatories below confirm that they understand and agree to the following:

1. That the apprentice has completed the mandatory on programme elements of the apprenticeship and is ready for end-point assessment with Highfield
2. That all evidence used within any assessment or presented to Highfield is the apprentice’s own work and does not infringe any third-party rights
3. That evidence may be recorded and stored for quality assurance purposes using either video or audio equipment
4. That the apprentice meets all Highfield’s and Education and Skills Funding Agency ("ESFA") requirements, including that relating to eligibility to be put forward for end-point assessment
5. That the apprentice has been on-programme for the minimum duration required by the ESFA and Assessment Plan
6. That the apprentice has achieved the minimum pre-requisite maths and English achievement as detailed in this document and on the Assessment Plan
7. That the apprentice, if successful, gives permission for Highfield to request the apprenticeship certificate from the ESFA who issue the certificate on behalf of the Secretary of State.

The undersigned also acknowledge and accept that, in the event that any of the above requirements are not met, Highfield will be unable to end-point assess the apprentice. Furthermore, in such circumstances Highfield may draw any defaults to the attention of the ESFA or any other relevant authority/organisation.

<table>
<thead>
<tr>
<th>Signed on behalf of the employer by:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Signed on behalf of the training provider by:</th>
<th>Signature:</th>
<th>Date:</th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Apprentice’s name:</th>
<th>Signature:</th>
<th>Date:</th>
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</thead>
<tbody>
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</tbody>
</table>
Highfield Level 2 End-Point Assessment for Adult Care Worker

EPA-Kit

Assessment Summary

• Summary of assessments
• Situational judgement test
• Professional discussion
• Grading
• Resit and retake information
Assessment Summary

The end-point assessment for adult care worker is made up of 2 components that must be taken in the following order:

1. Situational judgement test consisting of 60 questions, which has a 90-minute duration
2. Professional discussion, which has a 45-minute duration

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 outcomes laid out in this kit, which will be used to determine a grade for each individual component.

A pass will be considered as the minimum attainment to achieve an apprentice certificate.

Situational judgement test

The 60-question multiple-choice 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.

- To achieve a pass, apprentices must achieve a minimum of 40 out of 60
- To achieve a merit, apprentices must achieve a minimum of 50 out of 60
- To achieve a distinction, apprentices must achieve a minimum of 55 out of 60

The criteria for the situational judgement test are the knowledge-based outcomes described earlier in this kit.

Before the assessment

- While on-programme, the employer/training provider should brief the apprentice on the areas to be assessed by the situational judgement test

- In readiness for end-point assessment, the apprentice should complete the sample test that can be found later in this EPA-kit

The situational judgement test will take place under examination conditions.
Professional Discussion

The professional discussion is a holistic approach to assessing skills and behaviours. It is important to bear in mind that the professional discussion is not simply a question and answer session. From the end-point assessor’s point of view, the discussion is a highly structured interview, however from the apprentice’s point of view, it should feel open and fluid, so they can demonstrate that they have covered the required outcomes.

The outcomes that will be covered within the professional discussion are the behaviours and skills of the standard, shown earlier in this Kit.

The apprentice can achieve a pass, a merit or a distinction in the professional discussion.

Further guidance on preparing for the professional discussion, and grading, can be found later in this EPA kit.

Grading

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

<table>
<thead>
<tr>
<th>Situational Judgement Test</th>
<th>Professional Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Merit</td>
<td>Pass</td>
</tr>
<tr>
<td>Distinction</td>
<td>Merit</td>
</tr>
</tbody>
</table>

Grading the situational judgement test

- To achieve a pass, on the situational judgement test, apprentices must achieve a minimum of 40 out of 60
- To achieve a merit, a minimum of 50 out of 60 must be achieved
- To achieve a distinction, a minimum of 55 out of 60 must be achieved
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 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.

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.

Resit and Retake information

Candidates achieving between 25 and 39 correct answers on the test may retake on 1 further occasion within 3 months. 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.

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 new Gateway report will need to be submitted when the professional review has taken place. If the learner fails to achieve a pass grade on the second attempt then they will not be able to proceed to the professional discussion and will not be able to complete their end point assessment.

The professional discussion can only be attempted after the situational judgement test has been completed to at least a pass grade.

Candidates who fail the professional discussion may retake the assessment on 1 further occasion within 3 months. 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.

When retaking the situational judgement test and/or professional discussion, the maximum grade that can be achieved for the activity is a pass. If the learner fails to achieve a pass grade on the second attempt they will not be able to complete their end point assessment.

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

EPA-Kit

Assessing the Situational Judgement Test

- The Situation Judgement Test Guidance
- Before the Assessment
- Areas to be assessed by the Situational Judgement Test
The Situation Judgement Test - guidance

The situational judgement test will take place under examination conditions. The 60-question multiple-choice 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.

- To achieve a pass, apprentices must achieve a minimum of 40 out of 60
- To achieve a merit, apprentices must achieve a minimum of 50 out of 60
- To achieve a distinction, apprentices must achieve a minimum of 55 out of 60

The criteria for the situational judgement test are the knowledge-based outcomes described earlier in this EPA kit.

Before the assessment

The Situational Judgement Test must be achieved to at least a pass grade, before moving onto the professional discussion.

Employer/training provider should:

- brief the apprentice on the areas to be assessed by the situational judgement test
- ensure the apprentice knows the date and location of the assessment

It is suggested that a mock assessment is carried out by the apprentice in advance of the EPA with the training provider/employer giving feedback on any areas for improvement.

Areas to be assessed within the Situational Judgement Test

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment Method</th>
<th>KSB (Indicative criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The job they have to do, their main tasks and responsibilities</td>
<td>SJT</td>
<td>K1.1-K1.16</td>
</tr>
<tr>
<td>The importance of having the right values and behaviours</td>
<td>SJT</td>
<td>K2.1-K2.8</td>
</tr>
<tr>
<td>The importance of communication</td>
<td>SJT</td>
<td>K3.1-K3.17</td>
</tr>
<tr>
<td>How to support individuals to remain safe from harm (Safeguarding)</td>
<td>SJT</td>
<td>K4.1-K4.18</td>
</tr>
<tr>
<td>How to promote health and wellbeing for the individuals they support and work colleagues</td>
<td>SJT</td>
<td>K5.1-K5.18</td>
</tr>
<tr>
<td>How to work professionally, including their own professional development</td>
<td>SJT</td>
<td>K6.1-K6.16</td>
</tr>
</tbody>
</table>
Highfield Level 2 End-Point Assessment for Adult Care Worker

EPA-Kit

Assessing the Professional Discussion

• The Professional Discussion Guidance
• Before the Assessment
• Grading the Professional Discussion
The Professional Discussion - guidance

The professional discussion will be a structured discussion between the apprentice and the end-point assessor, following the situational judgement test, to establish the apprentice’s understanding and application of the skills and behaviours of the standard. A representative of the employer may be involved in the professional discussion. This is not a requirement, and the End Point Assessor has responsibility for grading the assessment.

The professional discussion will draw questions and amplifications from prior learning and experience including, where applicable, the candidate’s self-assessment and supporting evidence including testimonies from users of services.

The professional discussion will need to take place in a suitable environment which may be the apprentice’s place of work and should last for a maximum of 45 minutes. The discussion will be against set criteria outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice’s energy, enthusiasm, competence and excellence. During the discussion, the assessor will be looking for evidence that the apprentice has exhibited the 6Cs of care, compassion, courage, communication, competence and commitment.

The purpose of the professional discussion is to:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to make a decision about the grade to be awarded

Before the assessment

The professional discussion can only be attempted after the situational judgement test has been completed to at least a pass grade.

 Employer/training provider should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date and location of the assessment
- ensure the apprentice knows which adult care worker standards 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
• encourage the apprentice to reflect and apply the professional discussion to their testimonies from users and self-reflection where applicable
• be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a trial run is carried out by the apprentice in advance of the EPA with the training provider/employer giving feedback on any areas for improvement.

**Grading the professional discussion**

To achieve a pass, the apprentice must demonstrate that they have achieved all the criteria listed below.

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

EPA-Kit

Mock Assessment and Mark Scheme for Situational Judgement Test
1. Duty of care is **best** defined as:

   a. a consideration applied to doing something to avoid damage
   
   b. a moral and legal obligation to ensure the safety and wellbeing of others
   
   c. the care you offer to others to avoid significant harm
   
   d. caring for others who cannot care for themselves

2. You are working with the district nurse who is giving Mrs M some bad news. The district nurse has asked you to stay with Mrs M to ensure she is alright. The **most** appropriate action that promotes wellbeing is to:

   a. give Mrs M the facts about her care and then leave
   
   b. leave her alone to read the information
   
   c. give her the opportunity to talk to you or others about her concerns
   
   d. explain to Mrs M that everything will be alright

3. Marella is always trying to give care workers gifts, which they gratefully refuse. It started with chocolate bars, but now the gifts are becoming quite expensive. The **most** important reason for Marella to be asked to stop buying these gifts is because:

   a. this may be seen as a form of financial abuse and accepting gifts is against company policy
   
   b. she cannot afford to continue buying the gifts
   
   c. some of the care workers are on low-calorie diets
   
   d. Marella’s family may think that the home is exploiting the individual
4. You are treating an individual who is in constant pain. The individual has been given pain medication but still cries out when moved. When a move is required, the **best** approach is to explain to the individual that:

a. you will be as gentle as you can be but if the pain gets too much to let you know so that you can stop for a moment

b. when they cry out it affects you emotionally

c. there is no other option. You must continue with treatment and you will be quick so it will be over as soon as possible

d. you will move them less often in future

5. What is the **main** reason for following the care plan?

a. It explains what you need to do for that individual’s care and what equipment you need to use

b. It describes when the client would like to eat and what they like to do

c. It enables you to identify any concerns and ensures the individual is comfortable

d. It tells carers how the individual would like to be cared for and the risks associated with the care and support required

6. Andrea is a new individual to your service. You have been asked to compile a list of items and property that Andrea has brought to the home. This should be completed accurately to:

a. contribute to Andrea’s care plan in conjunction with her needs and wishes

b. identify if it will all fit in the cupboards provided

c. inform Andrea that she is responsible for all her items and not staff

d. ensure that Andrea has not brought any medication with her
7. Jorje has recently been admitted. You have been asked to complete the ‘about me’ section of the care plan with Jorje. The **main** reason for this is:

a. that CQC will inspect care plans to ensure that all sections are completed

b. to ensure clear information on Jorje’s life, preferences, likes and goals are obtained

c. because Jorje cannot complete the document himself

d. to show his family that staff are interested in Jorje

8. Mr A is obese and needs to lose 2 stone/12kg as part of his treatment after a recent heart attack. To find out how Mr A wants to be supported, your colleague wants to ask Mr A why he finds it hard to cook when many others manage to eat healthily and work full-time. You advise your colleague that this is **most** likely to be:

a. an appropriate person-centred question for Mr A to answer

b. a very clear question for Mr A to answer

c. a potentially difficult and judgemental question for Mr A to answer

d. a question that is likely to give you a positive response

9. Mr A is obese and needs to lose 2 stone/12kg as part of his treatment after a recent heart attack. He mostly buys fast food and take-away meals. To support Mr A, you should:

a. use a checklist to identify his needs and the time he has to plan and prepare meals

b. tell him to work less hours so that he has more time to prepare fresh food

c. find out which family member can support him with preparing meals

d. suggest that until he makes time, you will not be able to help him

10.
Mrs W is being supported in a care home. She explains that she enjoys watching the news at 10pm and would like to be supported to go to bed after the news. Acknowledging and respecting Mrs W’s request shows that you are:

a. empowering Mrs W to make choices and making sure her wishes are taken into account to ensure her holistic needs are met

b. causing Mrs W to be overly demanding about her needs and how she wants to be looked after

c. listening, but you may have to tell Mrs W that sometimes she may have to go to bed before 10 if someone else needs support

d. giving too much control to Mrs W, which may cause difficulties if you are short staffed

11. To an individual you are supporting, standing very close to them, face-to-face and with your eyes wide, is **most** likely to be seen as a sign of:

a. assertiveness

b. compassion

c. aggression

d. reassurance

12. Mr B lives in the care home where you work. He still wants to access the local shop every morning so he can get his newspaper. The **most** appropriate way to ensure that he can do this independently and safely is by:

a. following him to the shop every day

b. asking the council to install a pelican crossing

c. conducting a risk assessment of this task with Mr B

d. holding a meeting with his social worker and daughter to discuss how he can achieve this
13. Risk taking is part of the person-centred approach. The **most** important reason for a risk assessment to be undertaken, to support Mr B to go to the shop, is to:

a. show that your service has documentation for all possible hazards

b. make sure that all individuals’ requests are allowed

c. enable the individual’s rights and choices to be considered when assessing hazards and risks

d. ensure the individual is able to maximise his cognitive skills

14. Dignity in care is **best** defined as an approach that:

a. recognises the importance of policies and procedures

b. supports and promotes the respect of individuals’ values, beliefs and choices

c. is based on making assumptions about how to care for individuals based on what works

d. manages an individual’s care in a way that supports the organisation

15. While in the dining room of the care home where you work, a member of staff is giving everyone their prescribed medication. They shout across the room to Patrick, asking if he needs his laxative. This approach is:

a. very appropriate

b. appropriate but not ideal

c. inappropriate but not awful

d. very inappropriate
16. You are trying to communicate with Freya in the lounge. The television is on and she does not hear you. Which of the following barriers is affecting your ability to communicate with Freya?

a. Jargon  
b. Emotional  
c. Language  
d. Environmental

17. You are trying to communicate with Freya in the lounge. The television is on and she does not hear you. You turn off the television to get her full attention. She asks you to put it back on. Your next action should be to:

a. say you will when you have given her some information  
b. apologise, turn the television back on and explain you will return later  
c. tell her she watches too much television and leave it off  
d. explain you will come back to speak to her when she has calmed down

18. You are trying to communicate with Freya in the lounge. The television is on and she does not hear you. You gain eye contact and ask if she is alright to talk, and if you can turn down the television. This course of action is:

a. very appropriate  
b. appropriate but not ideal  
c. inappropriate but not awful  
d. very inappropriate
19. Edith has started showing signs of dementia and sometimes does not take on board the information she is given by the doctor. To check her understanding, you ask her to write down any concerns she has about the information the doctor has just given her. Asking her to write down her concerns is:

a. the most appropriate thing to do as it is giving the individual the opportunity to use her fine-motor skills
b. not a suitable method as she may not have equipment to hand
c. very useful as it gives you documentation that you can put in the care plan
d. not very appropriate as processing information can be difficult for Edith

20. Edith has started showing signs of dementia and sometimes does not take on board the information she is given by the doctor. To check her understanding, you talk to her about what the doctor has said, asking her if she needs you to repeat the content of the conversation using clear tones and maintaining eye contact. This course of action is:

a. very appropriate
b. appropriate but not ideal
c. inappropriate but not awful
d. very inappropriate

21. The most important reason for developing your own communication skills is to:

a. increase the training listed on your CPD record
b. show your manager that you are keen
c. enable you to support individuals with a variety of communication methods
d. improve your prospects when applying for jobs
22. Mrs Harris has had a stroke, which has affected her speech and mobility. To find out what Mrs Harris would like for her lunch, the most appropriate form of communication to use would be:

a. sign language
b. communication boards
c. a translator
d. body language

23. Mr Jonas is receiving end-of-life care. You and a colleague are supporting Mr Jonas with his personal care needs when the carer you are working with says, ‘He’s just like a baby now’, and then states, ‘He smells really bad, I can’t stand it’. You finish the support and leave. The correct course of action to take is to:

a. raise the incident at the next team meeting
b. go immediately to the manager and explain what has happened
c. write a note explaining what has happened and leave it on the manager’s desk
d. speak to the colleague yourself explaining why this was very inappropriate

24. The main statutory guidance relating to confidentiality is the:

a. Health and Safety at Work etc. Act 1974
b. Control of Substances Hazardous to Health Regulations 2002
c. General Data Protection Regulation 2018
25. You observe that 2 of your colleagues are not using the hoist to move and position Nellie. Nellie’s risk assessment states that for any transfers a hoist must be used. You explain your concerns to your colleagues, but they carry on regardless. You do not get involved in the matter any further. Not taking this matter further is:

   a. very appropriate
   b. appropriate but not ideal
   c. inappropriate but not awful
   d. very inappropriate

26. While providing care to an individual, you observe that 2 of your colleagues are not using the hoist to move and position Nellie. Nellie’s risk assessment states that for any transfers a hoist must be used. You explain your concerns to your colleagues, but they carry on regardless. Your next course of action should be to:

   a. immediately report your concerns to the manager on duty
   b. support the carers to transfer Nellie manually to avoid injury to the individual or other carers
   c. request that all staff receive additional training in using the hoist
   d. continue to support the individual but raise your concerns at the team meeting the following week

27. The term ‘whistle-blowing’ is **best** described as:

   a. showing others that you know about safeguarding individuals in your care
   b. the way an organisation raises concerns about a staff member’s behaviour to other staff and individuals
   c. supporting individuals correctly following the policies and procedures of the setting
   d. raising concerns regarding someone’s actions or the organisation not upholding care standards
28. Which of the following tasks does **not** need to be carried out by a person with specialist training?

a. Activity provision  
b. Manual handling  
c. First aid  
d. Preparing food

29. A care home is required to have a procedure to explain how and when to disinfect all equipment and furniture if there is an outbreak of E-coli. This is:

a. very important  
b. important  
c. of minor importance  
d. not important

30. In the case of an outbreak of an E-coli infection in a care home, how important a contributory factor is individuals not receiving the flu jab that year?

a. Very important  
b. Important  
c. Of minor importance  
d. Not important
31. The correct colour bin for disposing of highly infectious clinical waste is:
   a. white
   b. black
   c. green
   d. yellow

32. An individual has had visits from family with young children. You identify some safeguarding issues that may need further investigation. You report this to your manager. Reporting this to your manager is:
   a. very appropriate
   b. appropriate but not ideal
   c. inappropriate but not awful
   d. very inappropriate

33. You explain to a new carer that the care plan must be looked at first to ensure you meet the individual’s needs. Your explanation is:
   a. very appropriate
   b. appropriate but not ideal
   c. inappropriate but not awful
   d. very inappropriate
34. Organisational abuse is best described as:

a. the use of a person’s funds and belongings without their permission
b. any incident of threatening behaviour that has occurred in the organisation
c. services focusing on the needs of the organisation rather than the needs of the individuals
d. carrying out organisational tasks poorly and with disregard for people’s safety

35. The process of producing a personal development plan for a care worker is best described as:

a. a senior care worker asking the worker and the individuals they support if they would like to have a meeting to discuss what development is needed
b. undertaking a discussion, at a mutually arranged time, about their development needs and creating an agreed written action plan
c. the line manager discussing the worker’s performance with other staff, individuals and their families and informing the worker of any feedback
d. a meeting with the whole team and the line manager telling all staff what training they need to complete and by when

36. Sharon had a fall 2 weeks ago, she was not seriously injured but the fall affected her confidence. She has set herself some personal goals. You discuss these with Sharon. The most appropriate advice to give her to improve her confidence in undertaking daily activities is to:

a. minimise movement to encourage healing and not to overdo things until she gets better
b. suggest she sets short, achievable goals that will build her self-assurance
c. continue to set slightly bigger goals each day to challenge herself
d. set herself a long-term objective and suggest she invests in some equipment
37. The form of communication **most** likely to have the greatest impact on an individual in your care when you first meet them is:

a. the spoken word

b. the pace of your speech

c. your facial expression

d. your tone of voice

38. Personal care records have been left in the staff dining room after a meeting. This action is in breach of the:

a. Health and Safety at Work etc. Act 1974

b. General Data Protection Regulation 2018

c. Care Act 2014

d. Equality Act 2010

39. The fire alarm sounds. The next step is to:

a. call your supervisor for advice

b. wedge open the nearest fire door

c. check that it is not a test

d. carry out your responsibilities according to the fire procedure
40. COSHH guidelines state that cleaning products should be stored:

a. above waist height

b. in a locked cupboard

c. in each individual’s bathroom

d. in the cupboard under the sink

41. You and a colleague both care for Jasmin. You are unsure how to implement an aspect of the care plan safely. The **most** appropriate course of action is to:

a. speak to Jasmin to ask for advice on how others have provided care

b. discuss it with your colleague and come to an agreement on the care to provide

C. read the care plan again, you must have missed the information

D. speak to your senior colleague

42. Mrs Franks is frail and cannot walk far. She would like the care workers to take her outside 3 times a day so she can have a cigarette. In this situation a risk assessment is completed because:

a. it will prove to the regulator that risk assessments do not work for everyone

b. it will prove to Mrs Franks why she needs to give up smoking and that smoking is an unwise decision

c. the process can show that the risks are too high and therefore her family will have to come and take her out

d. the process can identify with Mrs Franks the safest way to accommodate her wishes
43.
‘Confidentiality’ is **best** defined as:

a. preventing information being shared with any other person

b. preventing information being stored electronically

c. an individual’s right for personal, sensitive information to be kept private

d. not allowing individuals access to their information

44.
You are Bob’s home carer and when doing your routine visit notice that he has not had a bath or been out to visit his friends lately. You check the reasons for this with Bob as it may have been Bob’s choice. Your action is:

a. very appropriate

b. appropriate but not ideal

c. inappropriate but not awful

d. very inappropriate

45.
To access specialist knowledge to support you in your role, the **most** appropriate social care source would be:

a. Skills for Care

b. Public Health England

c. the King’s Fund

d. Skills for Health
46.
A good level of numeracy is most important for:

a. washing bedding and speaking with relatives
b. producing care plan updates and waste disposal
c. completing personal care and room cleaning
d. administering medication and monitoring fluid intake/output

47.
Valentina forgets that she is unable to walk safely without a frame. She often tries to stand unaided and, consequently, she has many falls. One care worker helps Valentina to sit on a dining chair with a table in front of her so she is unable to stand, while the worker goes to the toilet. This is an example of:

a. restrictive practice that may affect Valentina’s wellbeing
b. a necessary procedure to enable the worker to go to the toilet
c. using objects around the unit to maintain the safety of individuals
d. using initiative on the care worker’s part and should be used regularly

48.
The most appropriate description of an employer’s responsibilities for health and safety include:

a. providing holiday entitlement, ensuring meal breaks are paid for, ensuring uniforms are provided and carrying out risk assessments
b. providing a safe environment, carrying out risk assessments, and ensuring training is provided and the required equipment is available
c. providing a safe environment, carrying out risk assessments, ensuring training is provided and paying for a DBS check
d. providing holiday entitlement, providing the required equipment, permitting breaks every 2 hours and paying for a DBS check
49. The most likely cause of the spread of norovirus is:

a. a lack of ventilation and not removing shoes on entry to a building
b. contaminated objects and poor hygiene practices
c. individuals not having a bath every day and poor quality detergents being used in the laundry
d. individuals not receiving the flu jab that year and staff being reluctant to use PPE

50. The combination that best describes the difference between a professional and a personal relationship in a care setting is:

a. a professional relationship is based on respect, fun and challenges. A personal relationship is based on boundaries, challenges and authority
b. a professional relationship is based on respect, love, intimacy and fun. A personal relationship is based on respect, boundaries, compassion and partnership
c. a professional relationship is based on respect, boundaries, compassion and partnership. A personal relationship is based on respect, love, fun and shared experiences
d. a professional relationship is based on respect, love, boundaries and fun. A personal relationship is based on love, dignity, compassion and fun

51. The term co-production is best described as delivering services:

a. in a way that enables positive partnership working with other professionals, family members and the individual to ensure the best outcomes
b. in a way that ensures all tasks are completed effectively and efficiently within set time limits
c. in a way that ensures productivity and profit for the care provider delivering the service
d. to individuals who have complex needs by more than one care provider within set time limits
52.
You are working with an individual who has a condition you are unfamiliar with. The **most** appropriate sources of information for you to develop your understanding of this condition include:

a. talking to the client's family, asking for guidance on social media and asking your own GP about this during your next appointment

b. attending formal training and reading the infection prevention and control policy of your organisation

c. gathering newspaper clippings and medical articles in a scrap book, talking to the individual's friends and asking colleagues

d. requesting extra training, performing research on a valid website about the condition and asking others if they have any experiences they could share

53.
Mrs Khan is 78 years old and lives on her own. As her carer, you leave lists for her daughter to ensure that she gets the personal hygiene products and food she prefers. This action is:

a. very appropriate

b. appropriate but not ideal

c. inappropriate but not awful

d. very inappropriate

54.
Personal resilience can be **best** described as an individual's:

a. ability to be able to solve all personal problems and those of others

b. ability to adapt to life's tasks and challenges in the face of highly adverse conditions

c. ability to shut down and deny all knowledge of the problems they are faced with

d. refusal to comply with or accept something
55. A care manager notices that one of her care workers, Sara, is showing signs of stress at work. The care manager organises a meeting with Sara. The **most** supportive reason for the care manager to call the meeting is to:

a. prevent Sara from handing in her notice and to maintain good working relationships

b. ensure Sara can still work her shifts effectively

c. discuss with Sara potential ways to improve her psychological wellbeing

d. keep a record of all staff sickness

56. The term 'diversity' is **best** described as:

a. everyone being unique, and having individual differences that must be respected

b. everyone being given the same status, rights and opportunities

b. everyone being encouraged to lead an active life

d. everyone being free within society from oppressive restrictions imposed by authority

57. You have just started shadowing a colleague in a new care role and have not yet undertaken your mandatory training. Your colleague instructs you to help move an individual using a hoist. This instruction is:

a. very appropriate

b. appropriate but not ideal

c. inappropriate but not awful

d. very inappropriate
58. You have been asked to contribute to a risk assessment on an individual. A risk assessment is required to:

a. ensure the individual is prevented from taking risks
b. ensure that the level of support is delivered as cost-effectively as possible
c. assess hazards and provide support to reduce risk and encourage independence
d. encourage the use of equipment to prevent individuals taking risks

59. You enter a bedroom and see an individual has fallen out of bed. Your first action is to:

a. support the individual back into bed so you can continue your room checks
b. call for assistance and check for injuries before attempting to move the individual
c. go to the office to phone for an ambulance and then assist the resident back on to their bed
d. assist the individual back on to their bed and then call the manager for advice

60. A colleague explains that she does not discuss her personal issues with the individuals she supports and ensures that the individuals in her care are always supported with a positive attitude. This approach is:

a. very appropriate
b. appropriate but not ideal
c. inappropriate but not awful
d. very inappropriate
Answers for the Mock Situational Judgement Test:

Answers:

<table>
<thead>
<tr>
<th>Q No.</th>
<th>Answer</th>
<th>Standard Subject Area</th>
<th>Q No.</th>
<th>Answer</th>
<th>Standard Subject Area</th>
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Nb: The live test has 60 questions, a pass = 40 or more, a merit = 50 or more and a distinction = 55 or more.
Highfield Level 2 End-Point Assessment for Adult Care Worker

EPA-Kit

Mock Assessment Materials and Mark Schemes for Professional Discussion
Professional Discussion: Sample Questions

Throughout the 45-minute professional discussion, the assessor will review the apprentice’s competence in all of the outcomes listed below, below are some sample questions that can be used to support your mock assessment. The apprentice should prepare for the professional discussion by considering how the outcomes can be met.

<table>
<thead>
<tr>
<th>Element</th>
<th>Question(s)</th>
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</thead>
<tbody>
<tr>
<td>The main tasks and responsibilities according to their job role</td>
<td>In what ways have you supported individuals in a person-centred way and in accordance with their personalised care plan?</td>
</tr>
<tr>
<td></td>
<td>Supplementary questions</td>
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<tr>
<td></td>
<td>- How have you made sure you have communicated effectively with individuals under your care and gained their consent?</td>
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<td></td>
<td>- How have you encouraged individuals to actively participate and make choices about their own care?</td>
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<td></td>
<td>- (If relevant) how have you supported individuals with cognitive, physical or sensory impairments?</td>
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<tr>
<td>An adult care worker must be able to:</td>
<td>Support individuals they are working with according to their personal care/support plan</td>
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<tr>
<td></td>
<td>Ask for help from an appropriate person when not confident or skilled in any aspect of their role</td>
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<td>Provide individuals with information to enable them to have choice about the way they are supported</td>
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<td>Encourage individuals to participate in the way their care and support is delivered</td>
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<td>Ensure the individual knows what they are agreeing to regarding the way in which they are supported</td>
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<td>Contribute to the on-going development of care/support plans for the individual they support</td>
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<td>Support individuals with cognitive, physical or sensory impairments</td>
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| Treating people with respect and dignity and honouring their human rights | In what ways have you worked in an approach that maintains the dignity of individuals under your care?  
Supplementary questions  
- How have you shown empathy to individuals under your care?  
- How have you shown courage to support individuals that might challenge their personal or cultural beliefs? |

**An adult care worker must be able to:**

- Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates
- Demonstrate all work is person centred, accommodating the individual’s needs, wishes and preferences
- Demonstrate empathy (understanding and compassion) for individuals they support
- Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs
<table>
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<th>Element</th>
<th>Question(s)</th>
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<tbody>
<tr>
<td>Communicating clearly and responsibly</td>
<td>How have you used both verbal and non-verbal communication methods to ensure individuals under your care understand a situation?</td>
</tr>
</tbody>
</table>
| Supplementary questions                     | - How have you tailored your communication methods depending on individuals’ needs, wishes or preferences?  
- How have you addressed barriers to communication?  
- In what ways have you maintained confidentiality of information whilst at work?                                                                                                                                                                                                                                                                                                                                                      |

**An adult care worker must be able to:**  
Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates  
Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes  
Identify and take steps to reduce environmental barriers to communication  
Demonstrate they can check for understanding  
Write clearly and concisely in records and reports  
Keep information safe and confidential according to agreed ways of working
<table>
<thead>
<tr>
<th>Element</th>
<th>Question(s)</th>
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<tbody>
<tr>
<td>Supporting individuals to remain safe from harm</td>
<td>What are the signs of abuse and, if identified, how should you respond? Refer to a real example, if you can. Supplementary questions - How should you respond to any unsafe practices you have identified?</td>
</tr>
<tr>
<td>(Safeguarding)</td>
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<tr>
<td>An adult care worker must be able to:</td>
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<tr>
<td>Recognise potential signs of different forms of abuse</td>
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<tr>
<td>Respond to concerns of abuse according to agreed ways of working</td>
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<tr>
<td>Recognise, report and challenge unsafe practices</td>
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<td>Element</td>
<td>Question(s)</td>
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| **Championing health and wellbeing for the individuals they support and for work colleagues** | In what ways have you kept yourself and the individuals under your care healthy, safe and secure?  
Supplementary questions  
  - How have you reduced the spread of infection?  
  - How have you promoted healthy eating and ensured individuals have access to fluids? |

<table>
<thead>
<tr>
<th><strong>An adult care worker must be able to:</strong></th>
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<tbody>
<tr>
<td>Promote the health and wellbeing of the individuals they support</td>
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<tr>
<td>Move people and objects safely</td>
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<tr>
<td>Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene</td>
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<tr>
<td>Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition</td>
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<td>Demonstrate how to keep people, buildings and themselves safe and secure</td>
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<tr>
<td>Carry out fire safety procedures when required</td>
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<tr>
<td>Use risk assessments to support individuals safely</td>
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<tr>
<td>Recognise symptoms of cognitive impairment, e.g. dementia, learning disabilities and mental health</td>
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<tr>
<td>Monitor and report changes in health and wellbeing for individuals they support</td>
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<td>Element</td>
<td>Question(s)</td>
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</tbody>
</table>
| **Working professionally and seeking to develop their own professional development** | Give an example of how you have developed a skill that has supported you in meeting the responsibilities of your role. Supplementary questions  
- In what ways have you worked well in partnership with others?  
- How and when would you access support and guidance about conflicts in the workplace? |

<table>
<thead>
<tr>
<th>An adult care worker must be able to:</th>
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<tbody>
<tr>
<td>Reflect on own work practices</td>
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<tr>
<td>Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology</td>
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<td>Demonstrate their contribution to their development plan</td>
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<td>Demonstrate ability to work in partnership with others to support the individual</td>
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<tr>
<td>Identify sources of support when conflicts arise with other people or organisations</td>
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<tr>
<td>Demonstrate they can work within safe, clear professional boundaries</td>
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<tr>
<td>Show they can access and apply additional skills required to perform the specific job role competently</td>
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<thead>
<tr>
<th>Element</th>
<th>The adult care worker is expected to demonstrate the following behaviours throughout their professional discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviours</strong></td>
<td>Care: is caring consistently and enough about individuals to make a positive difference to their lives</td>
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<tr>
<td></td>
<td>Compassion: is delivering care and support with kindness, consideration, dignity and respect</td>
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<td></td>
<td>Courage: is doing the right thing for people and speaking up if the individual they support is at risk</td>
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<td></td>
<td>Commitment: to improving the experience of people who need care and support ensuring it is person centred</td>
</tr>
</tbody>
</table>
Mock Assessment Documentation

The following pages contain documentation that may be used for employer/training providers to carry out mock assessments for the professional discussion.
## Adult Care Worker

### The main tasks and responsibilities according to their job role

<table>
<thead>
<tr>
<th>Ref</th>
<th>The apprentice will be able to:</th>
<th>Achieved</th>
<th>Not yet achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA 1</td>
<td>Support individuals they are working with according to their personal care/support plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA 2</td>
<td>Ask for help from an appropriate person when not confident or skilled in any aspect of their role</td>
<td></td>
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</tr>
<tr>
<td>SA 3</td>
<td>Provide individuals with information to enable them to have choice about the way they are supported</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA 4</td>
<td>Encourage individuals to participate in the way their care and support is delivered</td>
<td></td>
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</tr>
<tr>
<td>SA 5</td>
<td>Ensure the individual knows what they are agreeing to regarding the way in which they are supported</td>
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</tr>
<tr>
<td>SA 6</td>
<td>Contribute to the on-going development of care/support plans for the individual they support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SA 7</td>
<td>Support individuals with cognitive, physical or sensory impairments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Treating people with respect and dignity and honouring their human rights

<table>
<thead>
<tr>
<th>Ref</th>
<th>The apprentice will be able to:</th>
<th>Achieved</th>
<th>Not yet achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 8</td>
<td>Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates</td>
<td></td>
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</tr>
<tr>
<td>SB 9</td>
<td>Demonstrate all work is person centred, accommodating the individual’s needs, wishes and preferences</td>
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<td></td>
</tr>
<tr>
<td>SB 10</td>
<td>Demonstrate empathy (understanding and compassion) for individuals they support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 11</td>
<td>Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs</td>
<td></td>
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</tr>
</tbody>
</table>
### Communicating clearly and responsibly

<table>
<thead>
<tr>
<th>Ref</th>
<th>The apprentice will be able to:</th>
<th>Achieved</th>
<th>Not yet achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC 12</td>
<td>Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 13</td>
<td>Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes</td>
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</tr>
<tr>
<td>SC 14</td>
<td>Identify and take steps to reduce environmental barriers to communication</td>
<td></td>
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</tr>
<tr>
<td>SC 15</td>
<td>Demonstrate they can check for understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 16</td>
<td>Write clearly and concisely in records and reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 17</td>
<td>Keep information safe and confidential according to agreed ways of working</td>
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</tbody>
</table>

### Supporting individuals to remain safe from harm (Safeguarding)

<table>
<thead>
<tr>
<th>Ref</th>
<th>The apprentice will be able to:</th>
<th>Achieved</th>
<th>Not yet achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD 18</td>
<td>Recognise potential signs of different forms of abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD 19</td>
<td>Respond to concerns of abuse according to agreed ways of working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD 20</td>
<td>Recognise, report and challenge unsafe practices</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ref</th>
<th>The apprentice will be able to:</th>
<th>Achieved</th>
<th>Not yet achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE2 1</td>
<td>Promote the health and wellbeing of the individuals they support</td>
<td></td>
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</tr>
</tbody>
</table>
Move people and objects safely

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

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

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

 Carry out fire safety procedures when required

 Use risk assessments to support individuals safely

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

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

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<p>| Working professionally and seeking to develop their own professional development |
|-------------------------------|------------------|-------------------|
| Ref  | The apprentice will be able to: | Achieved | Not yet achieved |
| SF3 0 | Reflect on own work practices | |
| SF3 1 | Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology | |
| SF3 2 | Demonstrate their contribution to their development plan | |
| SF3 3 | Demonstrate ability to work in partnership with others to support the individual | |
| SF3 4 | Identify sources of support when conflicts arise with other people or organisations | |</p>
<table>
<thead>
<tr>
<th>SF3 5</th>
<th>Demonstrate they can work within safe, clear professional boundaries</th>
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</thead>
<tbody>
<tr>
<td>SF3 6</td>
<td>Show they can access and apply additional skills required to perform the specific job role competently</td>
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</table>

<table>
<thead>
<tr>
<th>Ref</th>
<th>The apprentice is expected to demonstrate:</th>
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</thead>
<tbody>
<tr>
<td>B1</td>
<td>Care: is caring consistently and enough about individuals to make a positive difference to their lives</td>
</tr>
<tr>
<td>B2</td>
<td>Compassion: is delivering care and support with kindness, consideration, dignity and respect</td>
</tr>
<tr>
<td>B3</td>
<td>Courage: is doing the right thing for people and speaking up if the individual they support is at risk</td>
</tr>
<tr>
<td>B4</td>
<td>Communication: good communication is central to successful caring relationships and effective team working</td>
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<td>B5</td>
<td>Competence: is applying knowledge and skills to provide high quality care and support</td>
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<tr>
<td>B6</td>
<td>Commitment: to improving the experience of people who need care and support ensuring it is person centred</td>
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**Professional discussion grade**

<p>| | |</p>
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<tbody>
<tr>
<td>Pass</td>
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<tr>
<td>Merit</td>
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<tr>
<td>Distinction</td>
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</table>
Mock assessment feedback:
Highfield Level 2 End-Point Assessment for Adult Care Worker

EPA-Kit

Self-Assessment Template and Guidance
**Appendix 1 – Self-assessment form**

This self-assessment form should be used by the apprentice to demonstrate their readiness for end-point assessment. The apprentice should review each standard subject area and make a judgement regarding their confidence in the area to determine if they are ready for end-point assessment. The apprentice should tick to state whether they are assessment ready and provide supporting information or additional comments if necessary. The apprentice should sign and date the self-assessment form.

**Preparation for and completing the self-assessment form:**

**Step 1:**
Prior to commencing your self-assessment, you may find it useful to review documentation about your role and responsibilities e.g. your job description, your development plan, appraisal documentation, your organisation’s agreed ways of working etc. These documents will help you to consider your role in relation to the requirements of the apprenticeship standard.

**Step 2:**
Reflect on how your apprenticeship has supported you in meeting the requirements of your role and your responsibilities in order to help you to make a judgement about your competence in the areas outlined below.

**Step 3:**
For each standard subject area, look at the outcomes that should be met and consider how each element of the standard has been achieved. It may be useful to consider what evidence you have produced over the period of being on-programme and how it has contributed to your achievement of each standard subject area.

**Step 4:**
Provide comments for each standard subject area to outline why you are assessment ready and how you feel you have achieved each element of the standard.

<table>
<thead>
<tr>
<th>Apprenticeship standard self-assessment – Adult Care Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>REF</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>Knowledge:</td>
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<tr>
<td>KA</td>
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<tr>
<td>SB</td>
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<tr>
<td>KC</td>
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<tr>
<td>KD</td>
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<tr>
<td>KE</td>
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<tr>
<td>KF</td>
</tr>
</tbody>
</table>

**Skills and Behaviours:**

| SA | The main tasks and responsibilities according to their job role |
| SB | Treating people with respect and dignity and honouring their human rights |
| SC | Communicating clearly and responsibly |
| SD | Supporting individuals to remain safe from harm (Safeguarding) |
| SE | Championing health and wellbeing for the individuals they support and for work colleagues |
| SF | Working professionally and seeking to develop their own professional development |
| B1-6 | Care, compassion, courage, communication, competence, commitment |

**Apprentice Name:**

**Apprentice Signature:**

**Date:**