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

Contents

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

How to use this EPA Kit

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

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Adult Care Worker Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

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

Highfield also offer 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 the Highfield Products website. Please note that use of this kit is not a prerequisite for apprentices undertaking the adult care worker end-point assessment.

Key facts

Apprenticeship standard:	Adult Care Worker
Level:	2
On Programme Duration:	Typically 12-18 months
Grading:	Pass/merit/distinction
End-Point Assessment methods:	Situational judgement test, professional discussion

In this kit, you will find:

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

Highfield
Assessment®

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

Additional, relevant on-programme qualification

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

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, with level 2 English and mathematics being attempted
- 15 standards of the care certificate must be successfully achieved by the apprentice
- following completion of the diploma, collate testimonies (minimum of 1) from people who use services. This must also be submitted to the end-point assessor to support the professional discussion.
- the apprentice should undertake a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted to the independent end-point assessor as a source of evidence to prepare for the professional discussion.
- the required on-programme qualification, the Level 2 Diploma in Care must have been achieved
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield Assessment to agree a plan and schedule for each assessment activity to ensure all components can be completed. Further information about the gateway process is covered later in this kit.

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.

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)
(https://www.instituteforapprenticeships.org/apprenticeship-standards/adult-care-worker-v1-1)

Assessment plan for adult care worker (ST0005/AP02, Adult Care Worker Assessment Plan v1.1 05-02-18)
(https://www.instituteforapprenticeships.org/media/4727/st0005_adultcareworker_l2_ap_forpublication_revision_feb-2018.pdf)

Adult Care Handbook for End-Point Assessment V4 (March 2019)

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 by the EQAO and in the Adult Care Handbook for End Point Assessment.

Gateway

How to prepare for gateway

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

Gateway is a meeting that should be arranged between the apprentice, 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 mathematics
- attempted Level 2 English and mathematics
- 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 throughout their on-programme training unless it is specified above e.g. self-assessment and testimonies from users of services. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving 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 **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield 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.

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.

Highfield
Assessment®

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

Knowledge – Situational Judgement Test

The apprentice will know and understand:	Indicative assessment criteria:
KA1 - The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care.	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

Highfield
Assessment®

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
KA7 - How to access, follow and be compliant with regulations and organisational policies and procedures	K1.15 Outline how to access regulations and organisational policies and procedures K1.16 Explain how regulations and organisational policies and procedures are implemented in own role

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.

Highfield
Assessment®

The importance of having the right values and behaviours

Knowledge – Situational Judgement Test

The apprentice will know and understand:	Indicative assessment criteria:
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

Highfield
Assessment®

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.

Highfield
Assessment®

The importance of communication	
Knowledge – Situational Judgement Test	
The apprentice will know and understand:	**Indicative assessment criteria:**
KC11 - The barriers to communication	K3.1 Identify barriers to communication K3.2 Give examples of ways to reduce barriers to communication K3.3 Describe ways to check that communication has been understood K3.4 List sources of information, support and **services** to enable communication with individuals and others
KC12 - The impact of non-verbal communication	K3.5 List types of **non-verbal communication** K3.6 Give examples of situations when non-verbal communication is used K3.7 Explain the impact of using non-verbal communication methods to support individuals
KC13 - The importance of active listening	K3.8 Define active listening K3.9 Explain how to use active listening in own role K3.10 Explain the importance of active listening
KC14 - How the way they communicate can affect others	K3.11 Assess how own communication can affect individuals and others
KC15 - About different forms of communication e.g. signing, communication boards etc	K3.12 Describe different ways that individuals communicate K3.13 Describe how to establish individuals' communication and language needs, wishes and **preferences**
KC16 - How to find out the best way to communicate with the individual they are supporting	K3.14 Describe **methods of communication** used to meet individuals' communication needs, wishes and preferences
KC17 - How to make sure confidential information is kept safe	K3.15 Define the term 'confidentiality' K3.16 Identify **legislation** and **agreed ways of working** in relation to the confidential handling of information K3.17 Describe ways of handling confidential information

Highfield Assessment®

Amplification and guidance

Services may include**:**
- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

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

The apprentice will know and understand:	Indicative assessment criteria:
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

Abuse may be covert and subtle as well as overt.

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
- Restrictive practices

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

The apprentice will know and understand:	Indicative assessment criteria:
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

Highfield
Assessment®

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

Infections may include: E-coli, Norovirus etc.

How to work professionally, including their own professional development	
Knowledge – Situational Judgement Test	
The apprentice will know and understand:	*Indicative assessment criteria:*
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

Highfield
Assessment

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.

The main tasks and responsibilities according to their job role	
Skills – Professional Discussion	
The apprentice will be able to:	*Indicative assessment criteria:*
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	S7.11 Explain how **cognitive**, physical and sensory impairments may influence an individual's needs in relation to their care S7.12 Explain how to adapt own care practice to support individuals with • cognitive • physical • sensory • impairments S7.13 Demonstrate ways to support individuals with • cognitive • physical • sensory • impairments

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

Skills – Professional Discussion

The apprentice will be able to:	Indicative assessment criteria:
SB8 - Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates	S8.1 Demonstrate an **approach** that ensures dignity is central to own care practice
SB9 - Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences	S8.2 Demonstrate an approach that promotes **person centred values** (See 7.2 also)
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

- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

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.

Their means the care worker's personal beliefs.

Communicating clearly and responsibly

Skills – Professional Discussion

The apprentice will be able to:	Indicative assessment criteria:	
SC12 - Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates	S9.1	Demonstrate use of **verbal and non-verbal communication methods** that support interactions positively with individuals and others
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

The apprentice will be able to:	Indicative assessment criteria:
SD18 - Recognise potential signs of different forms of abuse	S10.1 Demonstrate how to recognise potential signs of different forms of **abuse**
SD19 - Respond to concerns of abuse according to agreed ways of working	S10.2 Follow **agreed ways of working** to respond to concerns of abuse
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

The apprentice will be able to:	Indicative assessment criteria:
SE21 - Promote the health and wellbeing of the individual they support	S11.1 Use **communication skills** and **person centred values** to encourage individuals to actively participate in their health and wellbeing
SE22 - Move people and objects safely	S11.2 Follow **agreed ways of working** and **individual care plans** to move and assist people and objects safely S11.3 Use own **communication skills** and **person centred values** to maintain dignity whilst moving people and objects safely
SE23 - Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene	S11.4 Demonstrate the recommended method for hand washing S11.5 Demonstrate the appropriate use of **Personal Protective Equipment (PPE)** S11.6 Demonstrate ways to ensure own health and hygiene does not pose a risk to others
SE24 - Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition	S11.7 Explain the importance of good nutrition and hydration in maintaining health and **wellbeing** S11.8 Explain how to promote nutrition and hydration to meet individual care needs S11.9 Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility S11.10 Ensure fluids are refreshed on a regular basis S11.11 Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans S11.12 Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible S11.13 Use communication skills and person-centred values to support and encourage individuals to drink and eat in accordance with individual care plans
SE25 - Demonstrate how to keep people, buildings and themselves safe and secure	S11.14 Follow **agreed ways of working to keep self, individuals, others and** buildings safe and secure

Highfield Assessment®

SE26 - Carry out fire safety procedures when required	S11.15 Follow **agreed ways of working** in relation to fire safety procedures
SE27 - Use risk assessments to support individuals safely	S11.16 Follow agreed ways of working and individual risk assessments to support the safety of individuals and others
SE28 - Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health	**See 7.9, 7.10 and 7.11**
SE29 - Monitor and report changes in health and wellbeing for individuals they support	S11.17 Follow agreed ways of working to monitor and report changes to individuals' health and wellbeing

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

The apprentice will be able to:	Indicative assessment criteria:
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
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 **evidence of occasions** when own skills have been developed in order to support own role

Amplification and guidance

Reflective journal:
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.

Knowledge and skills are developing:
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.

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

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.

Evidence of occasions:
This could be in the form of CPD training, refresher training, core skills training, formal or informal learning etc.

Highfield
Assessment

Care

Behaviour – Professional Discussion	
The apprentice will evidence the following:	*Indicative assessment criteria:*
B1 is caring consistently and enough about individuals to make a positive difference to their lives	is caring consistently and enough about individuals to make a positive difference to their lives

Compassion

Behaviour – Professional Discussion	
The apprentice will evidence the following:	*Indicative assessment criteria:*
B2 is delivering care and support with kindness, consideration, dignity and respect	is delivering care and support with kindness, consideration, dignity and respect

Courage

Behaviour – Professional Discussion	
The apprentice will evidence the following:	*Indicative assessment criteria:*
B3 is doing the right thing for people and speaking up if the individual they support is at risk	is doing the right thing for people and speaking up if the individual they support is at risk

Highfield
Assessment®

Communication	
Behaviour – Professional Discussion	
The apprentice will evidence the following:	*Indicative assessment criteria:*
B4 good communication is central to successful caring relationships and effective team working	good communication is central to successful caring relationships and effective team working

Competence	
Behaviour – Professional Discussion	
The apprentice will evidence the following:	*Indicative assessment criteria:*
B5 is applying knowledge and skills to provide high quality care and support	is applying knowledge and skills to provide high quality care and support

Commitment	
Behaviour – Professional Discussion	
The apprentice will evidence the following:	*Indicative assessment criteria:*
B6 to improving the experience of people who need care and support ensuring it is person centred	to improving the experience of people who need care and support ensuring it is person centred

Highfield
Assessment®

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.

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:

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

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

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

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.

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

Highfield
Assessment

Assessing the Situation Judgement Test

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
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A mock test is available as a paper-based test on the Highfield Assessment website and also on the Highfield mock e-assessment system.

Situational judgement test criteria

Element: The job they have to do, their main tasks and responsibilities	
The apprentice will know and understand	**Indicative assessment criteria:**
KA1 The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care	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

| KA7 How to access, follow and be compliant with regulations and organisational policies and procedures | K1.15 | Outline how to access regulations and organisational policies and procedures |
| | K1.16 | Explain how regulations and organisational policies and procedures are implemented in own role |

Element: The importance of having the right values and behaviours		
The apprentice will know and understand:	**Indicative assessment criteria:**	
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

Highfield Assessment

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

Highfield
Assessment

	K3.17	Describe ways of handling confidential information

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

The apprentice will know and understand:	Indicative assessment criteria:	
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

Highfield Assessment

| 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 |

Element: How to promote health and wellbeing for the individuals they support and work colleagues		
The apprentice will know and understand:	**Indicative assessment criteria:**	
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

Highfield
Assessment

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

Element: How to work professionally, including their own professional development		
The apprentice will know and understand:	**Indicative assessment criteria:**	
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

Highfield Assessment

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

Highfield Assessment

Assessing the Professional Discussion

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

- 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 elements for this assessment method.

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

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

Professional Discussion Mock Assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

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

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

Highfield Assessment

Professional Discussion Criteria: Skills

The main tasks and responsibilities according to their job role	
The apprentice will be able to:	**Indicative assessment criteria:**
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	S7.11 Explain how **cognitive**, physical and sensory impairments may influence an individual's needs in relation to their care S7.12 Explain how to adapt own care practice to support individuals with • cognitive • physical

		• sensory
		• impairments
	S7.13	Demonstrate ways to support individuals with
		• cognitive
		• physical
		• sensory
		• impairments

Treating people with respect and dignity and honouring their human rights	
The apprentice will be able to:	**Indicative assessment criteria:**
SB8 - Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates	S8.1 Demonstrate an **approach** that ensures dignity is central to own care practice
SB9 - Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences	S8.2 Demonstrate an approach that promotes **person centred values** (See 7.2 also)
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

Communicating clearly and responsibly	
The apprentice will be able to:	**Indicative assessment criteria:**
SC12 - Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates	S9.1 Demonstrate use of **verbal and non-verbal communication methods** that support interactions positively with individuals and others
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**

Highfield
Assessment

Supporting individuals to remain safe from harm (Safeguarding)	
The apprentice will be able to:	**Indicative assessment criteria:**
SD18 - Recognise potential signs of different forms of abuse	S10.1 Demonstrate how to recognise potential signs of different forms of **abuse**
SD19 - Respond to concerns of abuse according to agreed ways of working	S10.2 Follow **agreed ways of working** to respond to concerns of abuse
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

Championing health and wellbeing for the individuals they support and for work colleagues	
The apprentice will be able to:	**Indicative assessment criteria:**
SE21 - Promote the health and wellbeing of the individual they support	S11.1 Use **communication skills** and **person centred values** to encourage individuals to actively participate in their health and wellbeing
SE22 - Move people and objects safely	S11.2 Follow **agreed ways of working** and **individual care plans** to move and assist people and objects safely S11.3 Use own **communication skills** and **person centred values** to maintain dignity whilst moving people and objects safely
SE23 - Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene	S11.4 Demonstrate the recommended method for hand washing S11.5 Demonstrate the appropriate use of **Personal Protective Equipment (PPE)** S11.6 Demonstrate ways to ensure own health and hygiene does not pose a risk to others
SE24 - Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition	S11.7 Explain the importance of good nutrition and hydration in maintaining health and **wellbeing** S11.8 Explain how to promote nutrition and hydration to meet individual care needs S11.9 Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility S11.10 Ensure fluids are refreshed on a regular basis S11.11 Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans S11.12 Ensure appropriate utensils are available to enable individuals to

	meet their fluid and nutritional needs as independently as possible
	S11.13 Use communication skills and person-centred values to support and encourage individuals to drink and eat in accordance with individual care plans
SE25 - Demonstrate how to keep people, buildings and themselves safe and secure	S11.14 Follow **agreed ways of working to keep self, individuals, others and** buildings safe and secure
SE26 - Carry out fire safety procedures when required	S11.15 Follow **agreed ways of working** in relation to fire safety procedures
SE27 - Use risk assessments to support individuals safely	S11.16 Follow agreed ways of working and individual risk assessments to support the safety of individuals and others
SE28 - Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health	**See 7.9, 7.10 and 7.11**
SE29 - Monitor and report changes in health and wellbeing for individuals they support	S11.17 Follow agreed ways of working to monitor and report changes to individuals' health and wellbeing

Highfield
Assessment

Work professionally and seek to develop their own professional development	
The apprentice will be able to:	**Indicative assessment criteria:**
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
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 **evidence of occasions** when own skills have been developed in order to support own role

Highfield
Assessment

Professional Discussion Criteria: Behaviours

Care	
The apprentice will evidence the following:	Indicative assessment criteria:
B1 is caring consistently and enough about individuals to make a positive difference to their lives	is caring consistently and enough about individuals to make a positive difference to their lives

Compassion	
The apprentice will evidence the following:	Indicative assessment criteria:
B2 is delivering care and support with kindness, consideration, dignity and respect	is delivering care and support with kindness, consideration, dignity and respect

Courage	
The apprentice will evidence the following:	Indicative assessment criteria:
B3 is doing the right thing for people and speaking up if the individual they support is at risk	is doing the right thing for people and speaking up if the individual they support is at risk

Communication	
The apprentice will evidence the following:	Indicative assessment criteria:
B4 good communication is central to successful caring relationships and effective team working	good communication is central to successful caring relationships and effective team working

Highfield
Assessment

Competence	
The apprentice will evidence the following:	Indicative assessment criteria:
B5 is applying knowledge and skills to provide high quality care and support	is applying knowledge and skills to provide high quality care and support

Commitment	
The apprentice will evidence the following:	Indicative assessment criteria:
B6 to improving the experience of people who need care and support ensuring it is person centred	to improving the experience of people who need care and support ensuring it is person centred

Highfield Assessment