



# **STANDARD ASSESSMENT SPECIFICATION**

Level 3  
Lead Adult Care Worker

### Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to [epa@innovateawarding.org](mailto:epa@innovateawarding.org)

VERSION NUMBER	DATE UPLOADED	DETAILS OF REVISION	PAGE AFFECTED
5		EQA provider has changed – it is no longer Adult Care External Quality Assurance Service and is now Ofqual. This appears on page 4 under the apprenticeship overview heading.	4

### Disclaimer note

Information made accessible through this document is as provided from the current published standard and assessment plan.

Guidance throughout our specification will be subject to final amends once there is an updated published standard and assessment plan.

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## Introduction

### Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment and qualification services in a number of sectors.

For further information, please see our website: [www.innovateawarding.org/apprenticeship-standards/end-point-assessment](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment).

## Apprenticeship overview

The Lead Adult Care Worker apprenticeship is designed to provide the knowledge, skills and behaviours required by those working in and supporting individuals and other workers in adult social care.

Standard Name	Lead Adult Care Worker
Level	3
Sector	Care
Programme duration	12 to 24 months
Minimum time on programme	12 months
EPA Duration	Up to 3 months
EPA Methods	Situational Judgment Multiple Choice Test Professional Discussion
Outcomes	Fail, Pass, Merit, Distinction
External Quality Assuring Centre	Ofqual

### Who is the apprenticeship for?

Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings. A Lead Adult Care Worker will make a positive difference to someone's life and is expected to exercise judgment and take appropriate action to support individuals in their care. This role involves providing leadership, guidance and direction at the front line of delivery. In some circumstances, Lead Adult Care Workers will have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This standard also covers Lead Personal Assistants who can work at a senior level, but they may only work directly for one individual who needs support and/or care services, usually within their own home. Some typical roles across settings may include: senior carer, team-leader, care supervisor and shift leader. This standard is typically a progression route from Adult Care Worker in the sector and has more emphasis with development of leadership and autonomy.

### Role of Innovate Awarding

Innovate Awarding is the End-point Assessment Organisation which will complete all aspects of the End-point Assessment requirements for the apprenticeship. Innovate Awarding will provide information on the processes that enable employers and training providers to support the apprentice to achieve the End-point Assessment.

## Support Materials

Support materials provided include:

- Guides for assessment methods
- Assessment specifications
- Assessment manual
- Module based multiple choice questions
- Practice papers
- Full mock papers
- Exemplar assessments
- Videos of assessments
- Professional Discussion guidance

## Entry Requirements

Apprentices must undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting the apprenticeship.

## On Programme Requirements

The on-programme learning and development will be agreed between the training provider and employer or internally if training is delivered by an employer-training provider.

For this standard, the following are mandated:

- completion of Level 2 English and maths;
- Level 3 Diploma in Adult Care;
- a self-assessment/evaluation in the last month of their apprenticeship to enable a review of the apprentice's confidence in undertaking the occupation

For this standard, the following is also recommended:

Ongoing assessment by the employer and provider.

## Gateway

To qualify for End-point Assessment, the apprentice must pass through the gateway. To do this, they need to be able to evidence:

- 15 Standards as set out in the Care Certificate: this is the recommended sector workplace induction facilitated by the employer;
- Level 2 English and maths;
- Level 3 Diploma in Adult Care;
- Evidence of self-assessment/evaluation.

The employer and training provider/employer training provider must confirm that all the requirements have been met and that the apprentice is ready to complete the End-point Assessment before they can pass through the gateway. This will be confirmed at the gateway sign-off and documented on 'EPA Pro'. This notifies Innovate Awarding that the apprentice is ready for End-point Assessment and the End-point Assessment planning will be organised.

## Module Overview

The modules are the titles of the knowledge and skills listed in the standard.

The End-point Assessment will draw on all knowledge and skills listed in the standard. The situational judgment multiple choice test will be an assessment of knowledge and required skills against a given workplace scenario. The professional discussion will draw on skills practised as a result of having acquired the required knowledge.

MODULES	ASSESSMENT METHODS	
	Situational judgement test	Professional discussion
A. Knowledge: The job they have to do, their main tasks and responsibilities	✓	✓
B. Knowledge: The importance of having the right values and behaviours	✓	✓
C. Knowledge: The importance of communication	✓	✓
D. Knowledge: How to support individuals to remain safe from harm (safeguarding)	✓	✓
E. Knowledge: How to champion health and wellbeing for the individuals they support and work colleagues	✓	✓
F. Knowledge: How to work professionally, including their own professional development of those they support and work colleagues	✓	✓
A. Skill: The main tasks and responsibilities according to their job role	✓	✓
B. Skill: Treating people with respect and dignity and honour their human rights	✓	✓
C. Skill: Communicating clearly and responsibly	✓	✓
D. Skill: Support individuals to remain safe from harm	✓	✓
E. Skill: Championing health and wellbeing for the individuals they support	✓	✓
F. Skill: Work professionally and seek to develop their own professional development	✓	✓
Personal attributes and behaviours (the 6C's) <ul style="list-style-type: none"> <li>• C1: Care</li> <li>• C2: Compassion</li> <li>• C3: Courage</li> <li>• C4: Communication</li> <li>• C5: Competence</li> <li>• C6: Commitment</li> </ul>		✓

## End-point Assessment

The End-point Assessment requires the apprentice to demonstrate that they have achieved all requirements of the apprenticeship standard.

### What will the End-point Assessment look like?

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point assessment (e.g. arranging access, facilities and resources)

### What are the assessment methods?

Achievement of this standard requires apprentices to be assessed using two assessment methods. These are described below.

#### Situational judgement test

The situational judgment test will present the apprentice with a range of real-life scenarios on which they will have to answer questions in a multiple-choice question format (MCQs). The assessment will normally be undertaken on screen and in a 'controlled environment' i.e. a quiet room, away from normal place of work with an invigilator present. The test will comprise 60 questions which will be drawn from the knowledge and skills elements of the standard and focus on the apprentice's ability to apply knowledge into practice. The test will last for 90 minutes. A selection of questions will be used from each module within the standard. Content for the questions may be drawn from any part of the apprenticeship standard. Paper tests will be available if required which must be administered within a 'controlled environment'. The formation of the questions will link the expected knowledge to the required skills and application to the workplace requirements across the apprenticeship standard.

#### Professional discussion

The professional discussion will cover the Lead Adult Care Worker's skills and their experience of applying the apprenticeship standard in the workplace. This will also include an element of checking parts of the required knowledge.

The professional discussion can only be completed once the multiple-choice assessment has been achieved.

The professional discussion will be led by the independent End-point Assessor. The apprentice's work place line manager can be present.

The discussion will last 30-45 minutes. The discussion will draw questions and amplifications from the content of learning and the apprentice's self-assessment. Where possible, IT will be used to carry out and record the professional discussion remotely. Face-to-face professional discussions may also take place in the workplace. Both approaches should be carried out in a private space that is free is from distractions.

Although employers may be involved in the professional discussion, the final decision on whether the apprentice has passed their end-point assessment lies solely with the end point assessor. The employer could be the apprentice's line manager, supervisor, mentor or similar.

## Apprenticeship Standard Amplification

### Module A - Main tasks and responsibilities according to job role

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the duties of own role and responsibilities in line with the job description and work setting	A1	S1	Gain access to and follow a personal care/support plan for the individual being cared for	A1
K2	Describe the duties and responsibilities of other roles in the work setting	A1			
K3	Know when to access a personal care/support plan	A1			
K4	Explain the variety of care and support tasks carried out in own role	A1			

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Roles and responsibilities include policies, procedures, agreed ways of working and local arrangements where they exist	A1	S1	An “individual” refers to someone requiring care or support, it will usually mean the person or people supported	A1
K2	Other roles: carer, manager	A1			
K4	Tasks and activities include the range of support the individual requires in line with agreed care	A1	S1	A care plan may be known by other names e.g. support plan, individual plan, person-centred plan. It is the document where day-to-day requirements and preferences for care and support are detailed	A1
K4	Care and support tasks for example, activities, monitoring health, assisting with eating, mobility and personal care	A1			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment



### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K5	Describe own and other workers' accountabilities	A2	S2	Apply initiative in situations outside of normal working capabilities	A2
K6	Explain the possible consequences to self and others when not working within own remit	A2			
K7	Explain why there are requirements for training and/or supervision before certain tasks and activities can be carried out	A2	S3	Ask for appropriate help, support or guidance when carrying out own role	A3

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K5	Own and others' accountabilities in their role, others include carers and manager for example, should include professional boundaries, training limits and expertise	A2			
K6	Others may include team members and colleagues, other professionals, individual people who require care or support, families, friends, advocates or others who are important to the individual	A2			
K7	Certain tasks and activities could include providing specific care plan needs such as moving and positioning, administration of medicines and specialist personal care	A2			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K8	Describe relevant standards and codes of practice which are applicable to the role and work setting	A3			
K9	Evaluate how the standards and codes of practice relate to and can be applied to own role	A3			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K8, K9	Standards and codes of practice may include: codes of conduct and practice, regulations, minimum standards and the requirements of National Occupational Standards	A3			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K10	Define 'duty of care'	A4			
K11	Explain how to follow a 'duty of care' at all times, using examples relevant to own role and responsibilities	A4			
K12	Explain what to do when faced with dilemmas or problems in relation to maintaining a 'duty of care'	A4			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K10	Duty of care: e.g. safe practice, monitoring of individuals' wellbeing, accurate reporting and recording	A4			
K12	Dilemmas or problems could include maintaining the wellbeing and safety of an individual	A4			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K13	Describe the purpose of a care plan	A5	S4	Encourage the individual to participate in all care and support provided	A7
K14	Explain the benefits of involving individuals and others in every stage of the care planning process	A5, A6	S5	Provide accessible information to enable the individual to make an informed choice about care and support	A6
			S6	Monitor, review and update the care plan as required in line with role and responsibilities	A5
K15	Describe own role and responsibilities in relation to developing, maintaining and updating a care plan	A5, A6	S7	Confirm the individual agrees to how they will be supported	A8
			S8	Support other workers to apply principles of establishing informed consent in all work with individuals	A9

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K14	Others may include team members and colleagues, other professionals, individual people who require care or support, families, friends, advocates or others who are important to the individual	A5, A6	S5, S8	Awareness of Mental Capacity should be shown	A6, A9

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K16	Explain the physical, social and emotional needs of individuals	A6	S9	Work together to review, assess and plan the physical, social, spiritual and emotional needs of the individual	A4
K17	Describe possible changes in relation to the physical, social and emotional needs of individuals	A6			
K18	Explain the action to take in response to identified changes in the physical, social and emotional needs of individuals	A6			
K19	Explain how to identify if changes are critical and actions which should be taken	A6			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K16	Physical, social and emotional needs of individuals may include their mental and physical wellbeing, their mobility, carer support or progression of illness	A6	S9	Physical, social, emotional and spiritual needs of the individuals with cognitive, sensory and physical impairments	A4
K18	Action to take could include general and critical responses to changes	A6	S9	Working together could include approaches used and partnerships which are person-centred	A4
K19	Immediate actions such as medical interventions, dependent on severity	A6			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K20	Explain the regulations and organisational policies and procedures which must be followed in working practices	A7	S10	Engage and develop colleagues in the planning, application and review of working practices	A10
K21	Describe where regulations and organisational policies and procedures relevant to the workplace can be located	A7			
K22	Explain the implications of not following regulations and organisational policies and procedures on self and others	A7			
K23	Explain how to guide others in the compliance of regulations and organisational policies and procedures	A7			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K20	Organisational policies and procedures will include agreed ways of working, health and safety, confidentiality. Regulations and associated policies and procedures will be dependent on service provision. Services providing regulated activity as defined by current legislation and regulators	A7			
K23	Others could include team members, individuals, professionals and visitors	A7			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

## Module B - Rights, values and behaviours

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Explain what dignity is	B8	S1	Maintain an individual's dignity when supporting them	B11
K2	Describe how to ensure individuals' and others' dignity is promoted at all times	B9	S2	Promote the dignity of families, carers and advocates	B11

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	An "individual" refers to someone requiring care or support; it will usually mean the person or people supported	B9	S1	Maintaining dignity includes respecting and providing privacy, being professional	B11
K2	Others may include colleagues, professionals, those important to the individual	B9	S2	Carers could include other carers within service provision and others providing care such as relatives	B11

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K3	Explain why you should respect diversity and treat everyone equally	B8	S3	Communicate empathy in a way which demonstrates understanding and respect towards the individual's dignity, preferences and beliefs	B13
K4	Explain the principles of inclusion in person-centred care	B9	S4	Support others to understand and apply principles of equality, diversity and inclusion in their work	B12
			S5	Apply confidence in situations that may challenge own cultural and belief systems	B14

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4	Person-centred practice; an approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service	B9	S3	Empathy; understanding and compassion	B13

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment



## Module C - Communication

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the barriers to communication	C10	S1	Use the individual's preferred method of communication	C16
K2	Explain what verbal and non-verbal communication is	C11	S2	Present information clearly demonstrating positive non-verbal interactions with the individual and others	C15, C16
K3	Describe the impact of verbal and non-verbal communication on individuals being supported	C11	S3	Respond to the individual and others in their preferred way	C15, C16
K4	Describe the impact of poor communication on the individual being supported and others	C10, C11	S4	Confirm the individual and others understand the information presented	C15
K5	Describe the methods of communication used by individuals in own work setting	C11	S5	Take action on potential barriers to communication	C17
K6	Explain ways of establishing the communication and language needs, wishes and preferences of individuals	C11			
K7	Explain the benefits of effective communication within adult social care provision	C10, C11			
K8	Summarise how to develop and maximise the quality of interactions in the adult social care setting with the individual and others	C10, C11			
K9	Explain the role of the advocate and how they can be accessed to support communication for the individual	C12			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Barriers to communication could include: language, sensory needs, mental health needs, the environment, assumptions made from previous similar experience	C10	S2, S3	Methods of appropriate communication could include, for example, the use of interpreters, sign language, Braille or picture boards, electronic aids, signs, symbols	C15, C16

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K8	May include how to overcome barriers, the use of Braille, sign language, an interpreter, a well-lit room, re-phrasing	C10, C11			
K4, K8	Others may include individuals, carers, family members and friends, advocates, paid workers, other professionals, colleagues	C10, C11			

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K10	Identify different types of information which should be kept confidential	C13	S6	Complete records and reports clearly and concisely in line with organisational requirements	C18
K11	Explain how to maintain confidentiality of information in day-to-day work activities	C13	S7	Ensure security when accessing and storing information	C19
K12	Describe how to support others in maintaining confidentiality	C13	S8	Support others to access and store information as required	S8 - C19

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K10	Use of confidential information: safe storage of information, not sharing confidential information with others	C13			
K11	Information must be safely stored, shared on an agreed and need to know basis. A range of information types should be covered	C13	S8	Others: other colleagues	C19
K12	Other workers	C13			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

## Module D - Support individuals to remain safe from harm (Safeguarding)

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe different types of 'abuse'	D14	S1	Recognise potential signs of abuse	D20
K2	Describe the signs and symptoms associated with each type of abuse	D14	S2	Support others to recognise and respond to signs of abuse following agreed ways of working	D20
K3	Describe factors which can lead to an individual being more vulnerable to abuse	D14	S3	Take action that is appropriate to the situation, if an individual alleges potential or actual abuse is suspected	D20
K4	Explain the action to take if you have suspicions that an individual is being abused	D14	S4	Work in own remit and partnership with external agencies to promote safeguarding	D21
K5	Explain the actions to take if an individual alleges that they are being abused	D14			
K6	Explain the actions to take if abuse is reported to you	D14, D15			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Types of abuse: physical abuse, domestic violence or abuse, sexual abuse, psychological or emotional abuse, financial or material abuse, modern slavery, discriminatory abuse, organisational or institutional abuse, neglect or acts of omission, self-neglect	D14	S4	To promote safeguarding includes working with external agencies such as local authority safeguarding teams	D21

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K7	Describe national and local strategies that relate to safeguarding	D15			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K7	The roles and strategies of different agencies e.g. multi-agency and interagency working, social services, health services, third sector organisations, the emergency services, coordinating and monitoring investigations, liaison between agencies, safeguarding teams	D15			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K8	Explain the difference between a comment and a complaint	D16			
K9	Describe how to respond to comments and complaints in line with organisational policies and procedures	D16			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K9	The process of recording and reporting comments and complaints e.g. record details, inform individual of the stages of the process and timescales for a response in relation to their comment or complaint	D16			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K10	Describe unsafe practices that may affect the wellbeing of individuals	D17	S5	Recognise and respond to unsafe practices	D23
K11	Summarise interventions which can prevent unsafe practices occurring	D17	S6	Report and record unsafe practices	D23
K12	Explain the actions to take if unsafe practices have been identified	D17	S7	Support others to develop courage in reporting unsafe practices	D23
K13	Define 'whistleblowing'	D18			
K14	Explain the process of 'whistleblowing' in own organisation	D18			
K15	Describe the effect on the individual and others if not using the whistleblowing process to report concerns	D18			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K10 K15	Unsafe practice e.g. the use of faulty equipment, sharing confidential information, no or poor infection prevention, unsafe moving and handling	D17	S5	Unsafe practice e.g. the use of faulty equipment, sharing confidential information, no or poor infection prevention, unsafe moving and handling, patronising or unethical behaviour	D23
K13	Why 'whistleblowing' is carried out e.g. unsafe practice, incidents of harm or abuse	D18			
K15	Potential implications of whistleblowing not being carried out e.g. risk to vulnerable individuals, upholding of poor/unsafe practice, changes to/development of new organisational policies and procedures, staff dismissals, terminations of contract, legal action against individuals and organisations, political and press interest, timely intervention being provided	D18			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K16	Explain the dilemmas which may arise between 'duty of care' and an individual's rights and their safety	D19	S8	Resolve or minimise dilemmas between an individual's rights and their safety	D22
K17	Describe protocols to resolve or minimise dilemmas between a person's rights and their safety	D19	S9	Lead and support others to recognise and resolve conflicts or dilemmas that may arise between an individual's rights and their safety	D22
K18	Explain how to support others to address and resolve the dilemmas they may face in the care of the individual	D19			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K16 K18	Dilemmas: if a person wants to participate in a high-risk activity, aggression or violence, attitudes	D19	S9	Others: team members	D22
K18	Others: team members	D19			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

## Module E - Champion health and wellbeing for individuals and work colleagues

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe legislation relating to health and safety in an adult social care setting	E20, E21	S1	Comply with safe practices in accordance with health and safety policies and agreed ways of working	E24
K2	Describe the health and safety responsibilities of: <ul style="list-style-type: none"> <li>self</li> <li>employer</li> <li>other workers</li> </ul>	E20, E21	S2	Support others to comply with health and safety policies and agreed ways of working	E24
K3	Explain the health and safety policies and procedures of the work environment	E20, E21	S3	Lead and mentor others in the promotion of health and wellbeing for individuals	E24
K4	Identify ways to support others to ensure they are safe within the work environment	E20, E21	S4	Carry out monitoring activities of an individual's health and wellbeing	E29
K5	Describe changes to health and wellbeing which individuals may experience	E29	S5	Respond to and manage changes in an individual's health and wellbeing	E29
			S6	Report changes in an individual's health and wellbeing	E29

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Current generic Health and Safety legislation appropriate to the environment: The Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health (COSHH), Personal Protective Equipment (PPE), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)	E20, E21	S1- S2	All practices, which should include: agreed procedures e.g. agreed ways of working, checking the identification of visitors, procedures for recording own whereabouts. Records and reports relating to the safety of people, buildings and themselves e.g. reporting faulty equipment, hazards and risk reporting	E24
K2	Own responsibilities e.g. reporting faulty equipment, attending training, using personal protective equipment (PPE) when directed	E20, E21			

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Employers' responsibilities e.g. providing and maintaining equipment, carrying out risk assessments and developing and implementing relevant policies and procedures	E20, E21			
K2	The responsibilities of other workers e.g. ensuring own safety and the safety of others, using equipment provided and reporting poor or unsafe practice	E20, E21			
K3	Policies and procedures and agreed ways of working they should be following e.g. infection prevention and control, moving and handling, safety and security, risk assessment	E20, E21			
K4	Other colleagues, individuals, professionals and visitors	E20, E21			

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K6	Identify the types of accidents and sudden illness that may occur in own work setting	E22	S7	Implement organisational fire safety practices and procedures as required	E27
K7	Explain the procedures to be followed when there is an accident or sudden illness in the work environment	E22	S8	Promote fire safety and monitor practices of others	E27
K8	Explain how fires start	E24			
K9	Describe practices that prevent fires from starting and spreading	E24			
K10	Explain own role in promoting fire safety with others	E24			

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K6	Accidents or sudden illnesses which could take place in the work environment e.g. slips, trips, falls, allergic reactions, burns.	E22	S7	Measures that prevent fires e.g. compliance with policy and procedures	E27



Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K7	Action to take when there is an accident or illness at work e.g. follow organisation's policies and procedures, complete an Accident/Incident Form, record in individual's file, ring emergency services	E22	S8	Others; workers in the setting the Lead Adult Care Worker is responsible for	E27
K8	How fire is caused and how fire spreads e.g. faulty electrical equipment/wiring, fire doors left open	E24			
K9	Actions to take to prevent fires and to prevent the spread of fires e.g. keep fire doors closed, reporting faulty or damaged equipment	E24			
K10	Own role in supporting other workers to understand and follow procedures	E24			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K11	Explain safe practices for: <ul style="list-style-type: none"> <li>• using hazardous substances</li> <li>• storing hazardous substances</li> <li>• disposing of hazardous substances and materials</li> </ul>	E23			

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K11	Hazardous substances are e.g. chemicals, cleaning products, medication	E23			

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K11	How to use, store and dispose of hazardous substances e.g. the use of personal protective equipment (PPE), store in a lockable cupboard or cabinet, deal with accidents and spillages according to current health and safety guidance and legislation and organisational procedures	E23			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K12	Explain how infection is spread	E25	S9	Follow the recommended procedure for handwashing	E25
K13	Explain practices that help reduce the spread of infection	E25	S10	Ensure own and others' health and hygiene does not pose an infection control risk	E25
K14	Summarise how to monitor and support others in infection prevention and control	E25	S11	Demonstrate management in the reduction of infection	E25

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K12	How infection is spread e.g. airborne, through contact with animals or humans, through contaminated food, through touch, in water	E25	S11	Management: own practices, supervising practice of others, risk assessment, advice and monitoring around risks, procedure review, considerations with the individual, policy implementation	E25
K13	Own role in reducing the spread of infection e.g. effective hand-washing, the use of personal protective equipment (PPE)	E25			
K13	Current legislation and guidance relating to infection prevention and control	E25			

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K13	Local and organisational ways of working e.g. how policies and procedures or agreed ways of working apply to own practice, procedures relating to personal care, attending training, reporting and recording	E25			
K14	Others; workers	E25			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K15	Describe the stages of a 'risk assessment'	E26	S12	Identify potential risks in the workplace	E28
K16	Explain the hazards and risks which are likely to be encountered in the adult care workplace	E26	S13	Carry out the risk assessment process keeping the individual central to the process	E28
K17	Describe how a risk assessment can support principles of independence for an individual	E26	S14	Use and support others to follow the risk assessment in a way which maintains safety of the individual	E28
K18	Explain how to support others in understanding and using risk assessment proactively to support independence	E26	S15	Apply the risk assessment process to moving and assisting people and objects	E28

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K15	Risk assessment: identify the hazard, decide who might be harmed and how, evaluate the risks and decide on control methods, record and share findings, review the assessment	E26	S13	Risk assessments relate to rights and responsibilities e.g. empowering individuals to make informed decisions, individuals actively involved in decision making	E28
K16	The hazards and risks encountered in the work environment e.g. slippery floor surfaces, moving and handling activities, the risk of infection, hazardous substances	E26			

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K17	Risk assessments relate to rights and responsibilities e.g. empowering individuals to make informed decisions, individuals actively involved in decision making	E26			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S16	Ensure individuals are provided with the recommended fluids, food and nutrition	E26
			S17	Maintain and check records of fluids, food and nutrition intake in accordance with organisational procedures	E26

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S17	Records may include and be dependent on the individual's needs and setting: fluid balance, dietary charts, weight, skin condition, adverse reactions, monitoring over time	E26

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

## Module F - Work professionally, own and others professional development

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1	Describe the features of a professional relationship with: <ul style="list-style-type: none"> <li>the person being supported</li> <li>colleagues</li> </ul>	F27	S1	Identify current beneficial professional relationships with other people and organisations	F30
K2	Explain how to work together with others and organisations	F28	S2	Form and maintain professional relationships in support of the individual being cared for	F30
K3	Evaluate the benefits of working together for the individual being supported	F28	S3	Work with others as appropriate to identify and plan the care needed of the individual	F30
			S4	Work within safe, clear and professional boundaries	F31
			S5	Support others to work within safe, clear and professional boundaries	F31

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Professional relationship e.g. working within agreed guidelines, working towards common goals, a shared purpose, a business relationship	F27	S3	Others may include: individuals, carers, family members and friends, advocates, paid workers, other professionals	F30
K2	The benefits of working together and the appropriate people and organisations	F28	S3	Partnership Working: working effectively together with professionals, agencies and organisations to enhance well-being and support positive and improved outcomes	F30
K3	The importance of working with others e.g. shared resources, sharing of knowledge Ways of working e.g. information sharing, agreed standard outcomes, sharing of roles	F28	S5	Others: colleagues and other workers in the setting	F31

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K4	Explain the purpose of a personal development plan	F29	S6	Apply requirements set within own personal development plan	F32
K5	Explain how to work with others to agree own personal development plan	F29	S7	Evaluate, prioritise and plan own learning needs	F32, F33
K6	Describe own responsibilities to support and influence other workers' personal development plans	F29	S8	Reflect on own knowledge and performance against agreed standards, benchmarks and feedback from others	F33
			S9	Apply learning to practice	F32, F33
			S10	Engage and respond in the supervision and appraisal process	F32

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K5	Others: mentor, supervisor, teacher, manager, training provider, awarding organisations, further and higher education institutions	F29			
K5, K6	How to work with others e.g. supervision, appraisal, monitoring, reflection, review, feedback	F29			
K6	Personal development planning could include aspects of on-going supervision and appraisal. Informal and formal support mechanisms the apprentice may be required to provide to other workers	F29			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K7	Explain the importance of good presentation with literacy, numeracy and information technology in own role	F30			
K8	Identify whom to ask for advice and guidance in relation to the maintenance of core skills	F30			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K7	The importance of literacy, numeracy and information technology in job role e.g. duty of care, wellbeing, safety, currency of information and being a role model for others	F30			
K8	Core skills; writing, numbers, and use of information technology. Whom to ask for advice e.g. mentor, teacher, manager, relevant professional	F30			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K9	Explain how to develop and maintain a positive attitude in own and others' work	F31	S12	Provide mentoring to others in the workplace	F35
K10	Explain ways of recognising own and others' stress	F31	S13	Provide effective supervision to others in the workplace	F35
K11	Summarise support mechanisms for stress which are available in and outside of the workplace	F31	S14	Act as a positive role model, promoting team work in the workplace	F36
			S15	Carry out delegated responsibilities in the recruitment and induction process	F37

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K9	Demonstration of a positive attitude and personal resilience e.g. person-centred working, the support given to others, the giving and receiving of feedback, overcoming obstacles and persistence	F31	S12	Mentor, advise, develop, train	F35
			S13	Formal supervision processes in line with workplace procedures and requirements	F35

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment



### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K12	Explain the purpose of research in own role	F32	S16	Carry out research relevant to individuals support needs	F34
K13	Describe approaches which can be used to carry out research in own role	F32	S17	Share research with others	F34
K14	Explain how to share research with others	F32			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K12	Purpose in relation to the individual's support needs	F32			
K13	Research methods, internet, library, case studies, reports, professional input	F32			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K15	Evaluate ways to gain information on good practice	F33			
K16	Define good practice in own role	F33			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K16	General good practice relating to all areas of role in line with policies, procedures, local arrangements, legislation and regulations	F33			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K17	Explain how to access specialist knowledge when needed to support performance of own role	F34			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K17	When specialist knowledge might be needed e.g. change to job role, change to the needs, abilities or preferences of an individual, an issue arises for which specialist advice or input is needed How to access specialist knowledge e.g. manager, peers, supervisor, training organisations	F34			

Values, attributes and behaviours:

Care, compassion, courage, communication, competence, commitment

## End-point Assessment Coverage

Each End-point Assessment will cover specific elements of the modules within the standard. The coverage (example Knowledge K3) is taken from the amplification that is listed on the preceding / following pages. The required knowledge, skills and behaviours from the standard are split 50/50 across the two assessment methods.

The multiple-choice questions in the situational judgement test will cover the following modules and criteria of the standard:

MODULE	COVERAGE
Module A Main tasks and responsibilities according to job role	K3, 5, 6, 7 K10, 11,12 K13, 14 K16, 17, 18, 19 K20, 21, 22, 23 S1 S10
Module B Rights, values and behaviours	K1, 2 K3, 4 S1, 2 S3, 4, 5
Module C Communication	K1, 2, 3, 4, 5, 6, 9 K10, 11, 12 S2, 3, 4 S6, 7, 8
Module D Support individuals to remain safe from harm (Safeguarding)	K1, 2, 3, 4, 5, 6 K10, 11, 12 K16, 17, 18 S5, 6
Module E Champion health and wellbeing for individuals and work colleagues	K2, 4, 5 K6, 7, 8, 9, 10 K11 K12, 13, 14 S1, 2, 3 S7, 8 S9 S15
Module F Work professionally, own and others' professional development	K4, 5, 6 K7, 8 K9, 10, 11 K15, 16 K17 S7 S12, 13, 14

## Professional discussion

The professional discussion will cover the following modules and criteria of the standard:

MODULE	COVERAGE
Module A Main tasks and responsibilities according to job role	K1, K2, K4, S2, 3 K8, 9 K15 S4, 5, 6, 7, 8 S9
Module B Rights, values and behaviours	Holistic assessment throughout P.D
Module C Communication	S1, S5 K7, 8
Module D Support individuals to remain safe from harm (Safeguarding)	K13, 15 S1, 2, 3, 4 K7, 8, 9 K14 S7 S8, 9
Module E Champion health and wellbeing for individuals and work colleagues	K1, K3, 15, 16 S4, 5, 6 S10, 11 K17, 18 S12, 13, 14 S16, 17
Module F Work professionally, own and others' professional development	K1, 2, 3 S1, 2, 3, 4, 5 S6, 8, 9, 10 S15 K12, 13, 14 S16, 17

## Assessment Overview

The situational judgment test must be taken and achieved before the professional discussion can be carried out.

The End-point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/Pass/Merit/Distinction. The End-point Assessor will make the final decision as to whether or not the standard has been met.

All apprentices must take all elements of the End-point Assessment.

ASSESSMENT METHOD	ASSESSED BY	MARKS AND GRADING
Situational judgment test (MCQs)	End-point Assessor	60 questions in total Fail - 39 or less correct answers Pass - 40 correct answers Merit - 50 or more correct answers Distinction - 55 or more correct answers
Professional discussion	End-point Assessor	<p><b>Fail (Re-assessment required)</b> Requiring a level of prompting in which there is minimal ability to respond and engage. Cannot recall examples of own safe practices and required knowledge. Value-based personal attributes and behaviours (6 Cs) are not considered.</p> <p><b>Pass (Acceptable achievement)</b> Responds to appropriate prompts and engages throughout the professional discussion. Provides examples from their own practice and knowledge which evidence the requirements of the standard and safe practice. Presents value-based personal attributes and behaviours (the 6 Cs) during the discussion.</p> <p><b>Merit (Good achievement)</b> Engages and is able to provide detail confidently without being prompted. Provides examples from their own practice, contextualising shared knowledge and skills across the requirements of the standard and demonstrating safe practice. Models value-based personal attributes and behaviours (the 6 Cs) consistently during the discussion and across practice.</p> <p><b>Distinction (Outstanding achievement)</b> Engages fluently throughout and leads areas of discussion to demonstrate their own understanding. Provides clearly expressed examples from their own safe practice, contextualising shared knowledge, skills, values, personal attributes and behaviours (6 Cs). Ability to articulate complex contributions, concepts and knowledge beyond requirements.</p>

## Grading

The marks will be combined to provide an overall grade. The grade is allocated on the following marks being achieved:

		PROFESSIONAL DISCUSSION		
		Pass	Merit	Distinction
Situational judgement test	Pass	Pass	Merit	Merit
	Merit	Pass	Merit	Distinction
	Distinction	Merit	Merit	Distinction

A final grade result is provided following overall review of apprentice performance across the two assessment methods. A final grade result cannot be provided until both assessments have been completed.

## Re-Assessment

If the apprentice fails an assessment, this will need to be completed again. For a list of the re-sit costs, please see [www.innovateawarding.org](http://www.innovateawarding.org). It is the responsibility of the employer and the employer/training provider to ensure that apprentices are ready to pass the End-point Assessments and it is expected that apprentices will pass the assessments first time.

Apprentices achieving between 25 and 39 correct answers may retake the situational judgement test assessment on one further occasion within 3 months. Apprentices achieving fewer than 25 correct answers will not be allowed to retake the assessment until they have completed a professional review of performance.

There is an opportunity to re-sit or retake the Professional Discussion. If a retake is necessary the maximum award achievable would be a Pass. In exceptional circumstances a re-sit may be arranged and graded as the first Professional Discussion Pass, Merit or Distinction. In the event of either of the above the Professional Discussion should take place within a maximum of 3 months from the original date.

## Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

## External Quality Assurance

The external quality assurance organisation may require access to an apprentice's assessments and they may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

## Further Information

[www.innovateawarding.org/apprenticeshipstandards](http://www.innovateawarding.org/apprenticeshipstandards)

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Version 5 | May 2022