



# **STANDARD ASSESSMENT SPECIFICATION**

Level 2  
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 National Skill Academy for Rail (NSAR: CARE), it 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.

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## Introduction

### Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation 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 Adult Care Worker apprenticeship is designed to provide the knowledge, skills and behaviours required by those working in and supporting individuals in adult social care.

Standard Name	Adult Care Worker
Level	2
Sector	Care
Programme duration	12 to 18 months
Minimum time on programme	12 months
EPA Duration	Up to 3 months
EPA Methods	Situational Judgement Test (MCQ's) Professional Discussion
Outcomes	Distinction, Merit, Pass, Fail
External Quality Assuring Centre	Ofqual

### Who is the apprenticeship for?

Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a person's own home 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 one 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.

### 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

## Entry Requirements

Apprentices must undergo a disclosure and barring service check (DBS).

## 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 1 Literacy and Numeracy and attempt Level 2 Literacy and Numeracy;
- completion of RQF Level 2 Diploma in 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 with the apprentice, employer and/or training provider.

For this standard, the following is also recommended:

- review and feedback on progress to ensure the apprentices performance is on track.

## Gateway

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

- the Care Certificate Standards: this is the recommended sector workplace induction facilitated by the employer;
- Level 1 Literacy and Numeracy and attempt Level 2 Literacy and Numeracy;
- RQF Level 2 Diploma in Care;
- submit 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 test will primarily be an assessment of knowledge 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. The job they have to do, their main tasks and responsibilities	✓	✓
B. The importance of having the right values and behaviours	✓	✓
C. The importance of communication	✓	✓
D. How to support individuals to remain safe from harm (safeguarding)	✓	✓
E. How to promote health and wellbeing for the individuals they support and work colleagues	✓	✓
F. How to work professionally, including their own professional development	✓	✓
A. The main tasks and responsibilities according to their job role	✓	✓
B. Treating people with respect and dignity and honouring their human rights	✓	✓
C. Communicating clearly and responsibly	✓	✓
D. Support individuals to remain safe from harm	✓	✓
E. Championing health and wellbeing for the individuals they support and for work colleagues	✓	✓
F. Work professionally and seeking to develop their own professional practice	✓	✓
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 the 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 line and in a 'controlled environment' i.e. a quiet room, away from normal place of work with an invigilator present.

The test will comprise of 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 standards.

#### Professional discussion

The professional discussion will cover the 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 undertaken by the independent End-Point Assessor and the apprentice only and will be assessor led.

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.

Innovate Awarding will provide a standard professional discussion record template. This will include guidance on pass, merit and distinction indicators. Although employers may be involved in the professional discussion, the final decision on whether the apprentice has passed the end-point test lies solely with the End-point Assessor. The employer could be the apprentices 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 and responsibilities in the work setting	A1			
K3	Know when to access a personal care/support plan	A5			
K4	Know how to contribute towards the care plan	A5			
K5	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	Others include team members and colleagues	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
K5	Tasks and activities include the range of support the individual requires in line with agreed care	A1			
K5	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
K6	Describe own accountabilities in the role	A2	S2	Ask for appropriate help, support or guidance when carrying out own role	A2
K7	Explain the possible consequences to self and others when not working within own remit	A2			
K8	Explain why there are requirements for training and/or supervision before certain tasks and activities can be carried out	A2			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K7	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			
K8	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
K9	Identify the standards and codes of practice which are relevant to own role and work setting	A3			
K10	Describe how the standards and codes of practice relate and can be applied to own role	A3			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K9	Standards and codes of practice may include: codes of conduct and practice, regulations 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
K11	Define 'duty of care'	A4	S3	Engage the individual in planning all areas of their care	A4
K12	Explain how they follow a duty of care at all times, using examples relevant to own role and responsibilities	A4	S4	Ensure individuals can participate in daily activities	A4
K13	Explain what to do if dilemmas or problems are faced in relation to maintaining a duty of care	A4			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K11	Duty of care: e.g. safe practice, monitoring of individual's wellbeing, accurate reporting and recording	A4	S4	Techniques to encourage ways to promoting independence, the use of aids and adaptations, hand over hand, encouragement and coaching	A4
K13	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
K14	Describe the purpose of a care plan	A5	S5	Provide information to enable individual to make an informed choice	A3
K15	Explain the benefits of involving individuals and others in every stage of the care planning process	A6	S6	Input into the care plan as required	A6
K16	Describe own role and responsibilities in relation to developing, maintaining and updating a care plan	A6			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K15	Others may include, team member and colleagues, other professionals, individual people who require care or support, families, friends, advocates or others who are important to the individual	A6	S6	Input into daily care records, recording changes in needs, preferences and abilities or contributing to the development and review stages of planning through reporting or updating	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
K17	Explain the physical, social and emotional needs of individuals	A6	S7	Support individuals with cognitive, physical or sensory impairments	A7
K18	Describe the possible changes in relation to the physical, social and emotional needs of individuals	A6			
K19	Explain the action to take in response to identified changes to the physical, social and emotional needs of individuals	A6			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K17	Physical, social and emotional needs of individuals may include their mental and physical wellbeing, their mobility, carer support or progression of illness	A6			
K19	Action to take could include general and critical responses to changes	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	Identify the regulations and organisational policies and procedures they must follow in relation to their practice	A7			
K21	Explain 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	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			
	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 how to identify the support needs of individuals	B8	S1	Apply person-centred practice in the work they do	B9
K2	Describe own role in supporting individuals to identify and achieve aims and goals	B8			
K3	Explain the action to take when it is not possible for an individual to achieve aims and goals	B8			

**DELIVERY CONTENT AND GUIDANCE**

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1 - K3	Individual -The person using the care or support service	B8	S1	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
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 what dignity is	B9	S2	Maintain an individual's dignity when supporting them	B8
K5	Describe how to ensure individuals and others dignity is promoted at all times	B9	S3	Support the dignity of families, carers and advocates	B8
K6	Explain how dignity is linked to wellbeing	B9			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K5	Others may include; colleagues, professionals, those important to the individual	B9	S2	Maintaining dignity includes respecting and providing privacy, being professional	B8
			S3	Carers could include other carers within service provision and those others providing care such as relatives	B8
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 why you should respect diversity and treat everyone equally	B10	S4	Recognise the individual's needs, wishes and preferences	B10
			S5	Communicate empathy that shows understanding and respect towards the individual's dignity, preferences and beliefs	B10

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
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
			S6	Challenge own and others practices which do not put the individual at the centre of support	B11

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S6	Own personal/cultural beliefs may include values, experiences, standards	B11
Values, attributes and behaviours: Care, compassion, courage, communication, competence, commitment					

**Module C** - The importance of 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	C11	S1	Present information clearly demonstrating positive non-verbal interactions to others	C12
K2	Explain how to overcome barriers to communication	C11	S2	Respond to the individual in their preferred way	C13
K3	Explain what non-verbal communication is	C12	S3	Identify potential barriers to communication	C14
K4	Describe the impact of non-verbal communication on individual's being supported	C12	S4	Take action to reduce barriers	C14
K5	Explain active listening	C13			
K6	Explain the benefits of effective communication	C14			
K7	Describe the impact of poor communication on the individual being supported and others	C14			

**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	C11	S1	Others include the individual, families, carers and advocates	C12
K2	How to overcome barriers could include: the use of Braille, sign language, an interpreter, a well-lit room, re-phrasing	C11	S2	Methods of communication could include, for example, the use of interpreters, sign language, Braille or picture boards, electronic aids, signs, symbols	C14
K5	Active listening involves listening and responding to another person to demonstrate they are being understood and to improve mutual understanding, concentrating fully on what the other person is saying, responding appropriately, it makes the other person feel valued, that they are being heard	C13			

K7	Others may include: individuals, carers, family members and friends, advocates, paid workers, other professionals, colleagues	C14			
K7	Impact; the use of slang, negative body language, using a raised voice	C14			
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 the methods of communication used by individuals in own work setting	C15	S5	Confirm an individual is aware of decisions and actions taken	A5, C15

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K8	Methods of communication could include Braille, Makaton, interpreters, sign language, electronic aids, signs, symbols	C15			
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 ways of establishing the communication and language needs, wishes and preferences of individuals	C16	S6	Complete records and reports clearly and concisely in line with organisational requirements	C16

#### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K9	Issues to consider may include type of communication, context of communication, purpose of communication, communication abilities and needs of the individual	C16			
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	Identify different types of information which should be kept confidential	C17	S7	Ensure security when accessing and storing information	C17
K11	Explain how to maintain confidentiality of information in day day-to-day work activities	C17			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K11	Use of confidential information: safe storage of information, not sharing confidential information with others	C17			
K11	Information must be safely stored, shared on an agreed and need to know basis. A range of information types should be covered.	C17			
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'	D18	S1	Recognise potential signs of abuse	D18
K2	Describe the signs and symptoms associated with each type of abuse	D18	S2	Take action that is appropriate to the situation, if an individual alleges potential or actual abuse	D19
K3	Describe factors which can lead to an individual being more vulnerable to abuse	D18	S3	Take action that is appropriate to the situation, if abuse is suspected	D19
K4	Explain the action to take if you have suspicions that an individual is being abused	D18			
K5	Explain the actions to take if an individual alleges that they are being abused	D18			

**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	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
K6	Describe national and local strategies that relate to safeguarding	D19			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K6	The roles 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	D19			
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 difference between a comment and a complaint	D20			
K8	Describe how to respond to comments and complaints	D20			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K8	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	D20			
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	Describe unsafe practices that may affect the well-being of individuals	D21	S4	Recognise and challenge unsafe practices	D20
K10	Explain the actions to take if unsafe practices have been identified	D21	S5	Inform the appropriate person of unsafe practice	D20

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K9 - K10	Unsafe practice e.g. the use of faulty equipment, sharing confidential information, no or poor infection prevention, unsafe moving and handling	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
K11	Describe 'whistleblowing'	D22			
K12	Explain the process of whistleblowing in own organisation	D22			
K13	Describe the effect on the individual and others of not using the whistleblowing process to report concerns	D22			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K11 K12	Why whistleblowing is carried out e.g. unsafe practice, incidents of harm or abuse	D22			
K13	Potential implications of whistleblowing not being carried out e.g. risk to vulnerable individuals, upholding of poor/unsafe practice, changes to/development of new organizational policies and procedures, staff dismissals, terminations of contract, legal action against individuals and organizations, political and press interest	D22			
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
K14	Explain the dilemmas which may arise between duty of care and an individual's rights and their safety	D23			
K15	Describe protocols to resolve or minimise dilemmas between a person's rights and their safety	D23			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K14 K15	Dilemmas: if a person wants to participate in a high-risk activity, aggression or violence, attitudes	D23			
Values, attributes and behaviours: Care, compassion, courage, communication, competence, commitment					

**Module E** - Promote health and wellbeing for individuals they support and work colleagues

**ASSESSMENT CRITERIA**

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Apply safe practice in accordance with health and safety policies and procedures	E21
			S2	Promote the health and wellbeing of the individual they support	E21

**DELIVERY CONTENT AND GUIDANCE**

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S1	Safe practice: infection prevention and control practice, person-centred ways of working to ensure the health and wellbeing of individuals is at the centre of all work	E21
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
			S3	Adhere to the principles for safe moving and handling for people and objects	E22

**DELIVERY CONTENT AND GUIDANCE**

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S3	Principles for safe moving and handling e.g. refer to care plans, refer to risk assessments, assess the move, identify how to carry out the move, plan the move, person-centred approach, agreed ways of working, reporting any potentially hazardous handling activities	E22
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
			S4	Follow practices that reduce the spread of infection	E23

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S4	Infection control: hand washing, the use of personal protective equipment (PPE), reporting infection control hazards	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
K1	Describe the health and safety responsibilities of: <ul style="list-style-type: none"> <li>• self</li> <li>• employer</li> <li>• other workers</li> </ul>	E24			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K1	Own responsibilities e.g. reporting faulty equipment, attending training, using personal protective equipment (PPE) when directed	E24			
K1	Employers responsibilities e.g. providing and maintaining equipment, carrying out risk assessments and developing and implementing relevant policies and procedures	E24			
K1	The responsibilities of other workers e.g. ensuring own safety and the safety of others, using equipment provided and reporting poor or unsafe practice	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
K2	Identify legislation relating to health and safety in an adult social care setting	E25	S5	Adhere to procedures that protect own safety and security and the safety and security of others in the work setting or environment	E25
K3	Explain the health and safety policies and procedures of the work environment	E25			
K4	Explain how to minimise potential risks and hazards in the work environment	E25			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	Current generic legislation relating to health and safety, detail not required, however must show overview and awareness of impact on workplace policy and practice	E25	S5	Agreed procedures e.g. agreed ways of working, checking the identification of visitors, procedures for recording own whereabouts	E25
K3	Policies and procedures and agreed ways of working they should be following e.g. infection prevention and control and moving and handling	E25	S5	Records and reports relating to the safety of people, buildings and themselves e.g. reporting faulty equipment, hazards and risk reporting	E25
K4	Keeping safe: reporting intruders, following policies and procedures and infection prevention and control measures	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
K5	Identify the types of accidents and sudden illness that may occur in own work setting	E26	S6	Implement organisational fire safety practices as required	E26
K6	Explain the procedures to be followed when there is an accident or sudden illness in the work environment	E26			
K7	Explain how fires start	E28			
K8	Describe practices that prevent fires from starting and spreading	E28			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K5	Accidents or sudden illnesses which could take place in the work environment e.g. slips, trips, falls, allergic reactions, burns.	E26			
K6	Action to take when there is an accident or illness at work e.g. follow organisations' policies and procedures, complete an Accident/Incident Form, record in individuals' file, ring emergency services	E26			
K7	How fire is caused and how fire spreads e.g. faulty electrical equipment/wiring, fire doors left open	E28			
K8	Actions to take to prevent fires and to prevent the spread of fires e.g. keep fire doors closed, reporting faulty or damaged equipment	E28			
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 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>	E27			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K9	Hazardous substances are e.g. chemicals, cleaning products, medication	E27			
K9	How to use, store and dispose of hazardous substances e.g. the use of personal protective equipment, store in a lockable cupboard or cabinet, deal with accidents and spillages according to current health and safety guidance and legislation and organizational procedures	E27			
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
			S7	Recognise any changes in an individual's cognitive abilities	E28
			S8	Monitor and support any changes in health and wellbeing	E29

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S7	Symptoms of cognitive impairment e.g. confusion, depression, memory lapse or loss (Dementia, learning disability and mental health)	E28
			S8	When to report changes e.g. increased confusion, anxiety, depression	E29
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	Explain how infection is spread	E29			
K11	Explain own role in following practices that help reduce the spread of infection	E29			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K10	How infection is spread e.g. airborne, through contact with animals or humans, through contaminated food, through touch, in water	E29			
K11	Own role in reducing the spread of infection e.g. effective hand-washing, the use of personal protective equipment (PPE)	E29			
K11	Current legislation and guidance relating to infection prevention and control	E29			
K11	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	E29			
	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	Describe the, stages of a 'risk assessment'	E30	S9	Refer to risk assessments before carrying out activities such as moving and handling	E27
K13	Explain the hazards and risks which are likely to be encountered in the adult care workplace	E30	S10	Follow the agreed control measures identified in the risk assessment, safe ways of working and the individual's care plan	E27
K14	Describe how a risk assessment can support principles of independence for an individual	E30			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K12	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	E30	S9	The hazards and risks encountered in the work environment e.g. slippery floor surfaces, moving and handling activities, the risk of infection, hazardous substances	E27
K14	Risk-assessments relate to rights and responsibilities e.g. empowering individuals to make informed decisions, individuals actively involved in decision making	E30	S10	Risk-assessments relate to rights and responsibilities e.g. empowering individuals to make informed decisions, individuals actively involved in decision making	E27
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
			S11	Provide individuals with the recommended fluids, food and nutrition	E24
			S12	Maintain records of fluids, food and nutrition intake in accordance with organisational procedures	E24

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S12	Records may include: fluid balance, dietary charts, weight, skin condition, adverse reactions, monitoring over time	E24
Values, attributes and behaviours: Care, compassion, courage, communication, competence, commitment					

**Module F** - Work professionally and seek to develop own professional development

**ASSESSMENT CRITERIA**

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
			S1	Reflect on own knowledge, performance and understanding against agreed standards and benchmarks	F30

**DELIVERY CONTENT AND GUIDANCE**

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
			S1	Standards and benchmarks could include codes of practice, regulations and National Occupational Standards	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
K1	Describe the importance of establishing a professional relationship with: <ul style="list-style-type: none"> <li>the person being supported</li> <li>colleagues</li> </ul>	F31	S2	Review the benefits of developing own core skills in the workplace	F31
			S3	Apply skills and knowledge acquired towards core skills across all aspects of practice	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	F31	S3	Core skills include writing, numbers and information technology	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
K2	Explain how to work together with others and organisations	F32	S4	Work with others to identify and plan the care needed of the individual	F33
K3	Describe the benefits of working together for the person being supported	F32			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K2	The importance of working with others e.g. shared resources, sharing of knowledge	F32	S4	Partnership Working - Working effectively together with professionals, agencies and organisations to enhance well-being and support positive and improved standard outcomes	F33
K2, K3	Ways of working e.g. information sharing, agreed standard outcomes, sharing of roles	F32	S4	Others may include: individuals, carers, family members and friends, advocates, paid workers, other professionals	F33
K2	The benefits of working together and the appropriate people and organisations this could include	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
K4	Explain the purpose of a personal development plan	F33	S5	Review and prioritise own learning needs	F32
K5	Explain how to work with others to agree own personal development plan	F33	S6	Apply requirements set within the development plan	F32

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K4	Personal development planning could include aspects of on-going supervision and appraisal	F33			
K5	Sources of support for planning and reviewing own development e.g. mentor, supervisor, teacher, manager, training providers, awarding organisations, further and higher education institutions	F33			
K5	How to work with others e.g. supervision, appraisal, monitoring, reflection, review, feedback	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
K6	Explain the importance of literacy, numeracy and information technology in own role	F34			
K7	Identify whom to ask for advice and guidance in relation to the maintenance of core skills	F34			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K6	The importance of literacy, numeracy and information technology in job role e.g. duty of care, wellbeing, safety, currency of information	F34			
K7	Whom to ask for advice e.g. mentor, teacher, manager, multi-agency professionals; personal development plan	F34			
K7	How the currency of core skills can be maintained e.g. formal lessons, training programmes, research activities, observing practice, practical activities	F34			
	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	Define 'resilience' and its role within the adult care workplace	F35	S7	Work within safe, clear and professional boundaries	F35
K9	Describe the value of a positive attitude in own role	F35	S8	Identify sources of support when conflicts arise with others and organisations	F34
K10	Know where to go for advice and guidance in relation to the development and maintenance of a positive attitude and resilience	F35			

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K8	What demonstrates a positive attitude and personal resilience e.g. person-centred working, the support given to others, the giving and receiving of feedback <ul style="list-style-type: none"> <li>• there's much more to resilience</li> <li>• it's about persistence and overcoming obstacles</li> </ul>	F35	S7, S8	Agreed ways of working will include policies and procedures where these apply	F35
K10	Whom to ask for advice and support e.g. mentors, teachers/ tutors/assessors, colleagues, supervisors and managers	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
K11	Explain how to access specialist knowledge when needed to support performance of own role	F36	S9	Access support for additional skills and knowledge when required	F36
			S10	Apply new skills and knowledge gained	F36

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Maps to standard	Ref	Skill	Maps to standard
K11	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	F36	S9	Support for professional development may include: formal support, informal support, supervision, appraisal, mentoring, funding for development activities. These may be within the organisation or beyond the organisation	F36
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. This coverage is as follows. The coverage (example Knowledge A1.2) is taken from the amplification that is listed on the preceding / following pages. The required knowledge, skills and behaviors from the standard are split 50/50 across the two assessment methods.

### Situational judgement test

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	K1, K2, K3, S1 K6, K7, K8, S2 K9 K13, S3, S4 K15, S5 K17, K18, K19, S7 K21, K22
Module B Rights, values and behaviours	K1, K2, K3 K5, K6 S4 S6
Module C The importance of communication	K1, K2, K3, K4, K6, S3, S4 S5 K9, S6 K10, K11, S7
Module D Support individuals to remain safe from harm (Safeguarding)	K1, K2, K3, K4, K5 K7, K8 K9, K10 K14, K15
Module E Promote health and wellbeing for the individuals they support and work colleagues	S1, S2 S3 S4 K2, K3, K4 K5, K6, K7, K8 K9 K10, K11 S7, S8 K12, K13, S9
Module F Work professionally and seek to develop own professional practice	K1 S4 K4, K5, S5, S6 K8, K9, K10

## 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	K4, K5 K10 K11, K12 K14, K16, S6 K17, K18, K19, S7 K20
Module B Rights, values and behaviours	S1 K4, S2, S3 K7, S5
Module C The importance of communication	K5, S1, S2 K8 K11
Module D Support individuals to remain safe from harm (Safeguarding)	S1, S2, S3 K6 S4, S5 K11, K12, K13
Module E Promote health and wellbeing for individuals they support and work colleagues	S1, S2 K1 S5 S6 S7, S8 K14, S10 S11, S12
Module F Work professionally and see to develop own professional practice	S1 S2, S3 K2, K3 S5 K6, K7 S7, S8 K11, S9, S10

## 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 and achieve a minimum of 50% for each component

ASSESSMENT METHOD	ASSESSED BY	WEIGHTING	MARKS AND GRADING
Situational judgment test (MCQs)	End-point Assessor	50%	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	50%	<p>Fail (Re-assessment required) Requiring a level of prompting in which there is minimal ability to respond and engage. Cannot re-call examples of own safe practices and required knowledge. Value based personal attributes and behaviours (6 Cs) are not considered.</p> <p>Pass (Acceptable achievement) Responds to appropriate prompts and engages throughout the professional discussion. Provide examples from their own practices and knowledge which evidence the requirements of the standard and safe practices. Presents value-based personal attributes and behaviours (the 6 Cs) during the discussion.</p> <p>Merit (Good achievement) Engages and is able to provide detail confidently without being prompted. Provides examples from their own practices, contextualising shared knowledge and skills across the requirements of the standard and demonstrating safe practices. Models value-based personal attributes and behaviours (the 6 Cs) consistently during the discussion and across practices.</p> <p>Distinction (Outstanding achievement) Engages fluently throughout and leads areas of discussion to demonstrate their own understanding. Provides clearly expressed examples from their own safe practices, 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. An appropriate, extended time-scale will be agreed if this falls outside 3 months.

There is an opportunity to re-sit or retake the Professional Discussion. If a re-take 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 | January 2025