



# Level 2

## Adult Care Worker

Version 2.0

nqual.

ASSESSMENT  
SPECIFICATION PACK

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## Introduction

This Assessment Specification provides the requirements, advice, and guidance for the assessment of the Adult Care Worker Apprenticeship Standard. It outlines the mandatory qualification in this standard, timelines, and expectations for apprentices, employers, and training providers.

The information in this pack is based on the Skills England Assessment Plan for the Adult Care Worker Apprenticeship. For reference, you can access the official document: [Adult Care Worker Skills England](#).

The Adult Care Worker Apprenticeship provides apprentices with a structured, supportive route into Adult Care. It develops professional behaviours, practical skills and knowledge, alongside English and Maths.

## Apprentice Assessment Timelines

Step	Approved Centre Approach
1.	Centre becomes an approved centre with NQual for the Level 2 Adult Social Care Certificate.
2.	Apprentice signs up with their centre and the centre registers them with NQual.
3.	Apprentice completes On Programme Learning.
4.	NQual externally quality assures the Level 2 Adult Care Certification.
5.	The Centre can apply for the Apprenticeship Certificate when it has: <ul style="list-style-type: none"> <li>• Evidence of behaviours signed off by the Employer.</li> <li>• Evidence of Level 2 Adult Social Care Certificate</li> <li>• Evidence of English and Maths qualifications if to be completed in line with the <a href="#">apprenticeship funding rules</a>.</li> </ul>

## Important Information for Employers

The Level 2 Adult Care Worker apprenticeship assessment has been updated as part of the national assessment reform led by Skills England. These changes are designed to reduce duplication, and ensure assessments reflect occupational competence.

Key changes include:

- Assessment timing is flexible and based on apprentice readiness, and the term ‘Gateway Period’ has been removed. Apprentices can now complete their assessments on programme.
- Employers are responsible for verifying that apprentices have sufficiently demonstrated the behaviours set out in the occupational standard before gateway to completion.
- Assessment organisations and providers will no longer be required to assess behaviours themselves, nor to quality assure employer judgements. This removes duplication, ensures behavioural judgements are made by those with direct workplace insight and supports a more streamlined and appropriate assessment approach.

- The training provider is responsible for apprenticeship certification for this standard.

## Assessment

### Approved Centre Approach

For this assessment plan, the training provider must become an approved Centre with NQual. For the Approved Centre Approach, the Centre would need to complete NQual's Centre Registration process if they are not already a registered Centre with NQual. Before any apprentice registration, the Centre must be approved. To achieve Centre approval, the Centre must have robust policies to protect the integrity of assessment. Centres must hold evidence of staff qualifications, CPD, and conflict of interest records

The Centre must register apprentices at the start of their programme, maintain records of reasonable adjustments, assessment decisions, and IQA activities. Centres will then be subject to EQA activities including but not limited to assessment sampling.

*For full details: See Centre Handbook.*

### Mandatory Qualification

The qualification detailed in the occupational standard must be achieved before the end of the apprenticeship.

Approved Centres must submit evidence of the Level 2 Adult Social Care Certificate in line with the External Quality Assurance process.

You can find all information regarding the Level 2 Adult Social Care Certificate qualification at:

<https://www.nqual.co.uk/qualifications/level-2-adult-social-care-certificate>

Apprentices are not required to undertake any additional assessments.

### Assessor Requirements

Assessment Assessor and IQA Requirements are listed below and will form part of the Centre Approval Process discussed above.

#### Assessor Requirements:

- Assessors must hold a relevant assessor qualification, such as the Level 3 Certificate in Assessing Vocational Achievement (CAVA).
- Assessors must also be occupationally competent to assess the standard, typically demonstrated by at least two years of recent experience in Health and Social Care settings, supported by a regularly updated CPD record. This should show current, practical experience and knowledge of the Health and Social Care sector to ensure valid assessment decisions.
- Conflict of Interest: Assessors must declare any personal or professional relationship, or any potential benefit from the assessment outcome.

#### IQA Requirements:

- IQAs must hold a relevant IQA qualification, such as the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.

- IQAs must also be occupationally competent in the sector area, typically demonstrated by recent and relevant experience, supported by an up-to-date CPD record evidencing current knowledge of industry standards and assessment practices.
- Conflict of Interest: IQAs must declare any personal or professional relationship, or any potential benefit from the sampling process, before carrying out quality assurance activities.
- Independence: The IQA must be independent from the apprentice and assessor, with no personal or financial interest in the apprentice’s outcome, to ensure impartiality and integrity in the quality assurance process.

## Occupational Duties

Duties	KSBs
<b>Duty 1:</b> Deliver person-centred care and treatment that is appropriate, meeting the needs of people using the service and reflecting their personal preferences, whatever they might be, in line with their care plan.	K1 K2 K4 K7 K9 K11 K13 S1 S2 S3 S4 S5 S7 S8 S9 S16 B1 B2 B3
<b>Duty 2:</b> Deliver care in ways that ensure the privacy, dignity, rights, health and wellbeing of people using the service as a key part of your service provision and support when providing person-centred care, and ensure your approach promotes equality, diversity and inclusion.	K1 K2 K4 K9 K11 K13 S1 S2 S3 S4 S5 B1
<b>Duty 3:</b> Contribute to the implementation of care and support ensuring the preferences and needs of those using the services are met, working in collaboration with your colleagues to ensure the delivery of high quality, safe and compassionate care and support.	K9 K11 K14 S1 S2
<b>Duty 4:</b> Ensure individuals using the service are fully involved in a collaborative approach to delivering the service, ensuring access to their personal preferences and are being supported in maintaining family/chosen family and community links, if they so desire.	K4 K7 K10 K11 K14 S4 S5 S7 S8 S9 S10 S12 B2
<b>Duty 5:</b> Keep relevant parties informed about the wellbeing of people who use the services through monitoring and reporting, documenting changes in health and social circumstances of the individual, assisting in the assessment of needs and constantly reviewing the suitability of the services provided.	K4 K10 K12 K13 K14 S4 S8 S9 S10 S11 S12 B2
<b>Duty 6:</b> Support people using the service by complying with the relevant mental health and mental capacity legislation where individuals lack mental capacity or are detained under mental health legislation and where any preferences for their care or support may not meet their needs.	K1 K2 K4 K9 K10 K11 K12 K13 S3 S4 S7 S8 S9 S10 S11
<b>Duty 7:</b> Work as part of a team, establishing effective professional working relationships and boundaries with health and social care professionals and families/chosen families, friends, advocates to ensure the people who use the services lead the lives they choose.	K14 S4 S8 B2
<b>Duty 8:</b> Follow Health and Safety and infection prevention and control guidelines carefully, alerting alert line manager immediately of any concerns in relation to Health and Safety issues and/or incidents including any near misses and record as required.	K1 K16 S4 S6 S11 S19

<p><b>Duty 9:</b> Protect people who use the service from abuse and improper treatment in accordance with Safeguarding regulations and policies, participating in the systems and processes established to report and support any investigation about any allegation or evidence of abuse, making sure relevant people are informed immediately if you become aware of any issues.</p>	<p>K3 K5 K6 S1 S6</p>
<p><b>Duty 10:</b> Work within agreed risk management guidelines and assist people who use the service in reducing risks to themselves and others and promptly report all concerns with risks to line manager and relevant agencies.</p>	<p>K3 K5 K6 K8 S4 S6</p>
<p><b>Duty 11:</b> Inform line manager and relevant agencies if any concerns or significant changes in an individual's needs and circumstances and report any concerns regarding vulnerable adults with immediate effect to appropriate person with suitable authority to act.</p>	<p>K1 K2 K4 K13 K14 K15 S4 S6 S11 S12 S19 B2</p>
<p><b>Duty 12:</b> Work within the service's quality assurance system as defined by policy and procedure, and support performance against the Key Lines of Enquiry (KLOE).</p>	<p>K1 K2 K13 K14 K16 K22 S1 S2 S4 S13 S14</p>
<p><b>Duty 13:</b> Communicate and behave in ways that promote the health, safety and wellbeing of yourself, people using the service and colleagues and be accountable by making sure you can answer for your actions or omissions and support other colleagues in doing likewise.</p>	<p>K4 K14 S12 S13 B2</p>
<p><b>Duty 14:</b> Contribute to the improvement of the quality of healthcare, care and support through continuing professional development, maintaining an up-to-date record of your training and development.</p>	<p>K18 K19 K20 S13 S14 S17 S18 B4</p>
<p><b>Duty 15:</b> Maintain a level of digital understanding to allow you to work with technology and devices required for your occupational role.</p>	<p>K16 K17 K19 K21 S12 S14 S15 S16 S17 B3</p>

## Knowledge, Skills and Behaviours (KSBs)

KSBs	Descriptor
<b>Knowledge</b>	
K1	National standards, organisational policies and procedures, codes of conduct and ways of working that relate to own role.
K2	National legislation, policies and guidance in adult social care relating to health and safety within the scope of own role.
K3	Human rights, equality legislation, organisational policies relating to equity, diversity and inclusion, where those with lived experience and colleagues are treated with dignity, respect and the impact on own role.
K4	Principles of a 'duty of candour' and 'duty of care'.

K5	Local safeguarding board policies and procedures relating to safeguarding of adults in social care settings and how to escalate safeguarding concerns, including disclosures involving children and young people.
K6	The signs and types of abuse and neglect and ways to reduce the risk of abuse or neglect of individuals in adult social care settings.
K7	Person-centred, co-produced approaches to develop relationships with individuals that support their health and wellbeing.
K8	Principles of positive risk-taking, including taking a person-centred approach to safety and contributing to risk assessments.
K9	Principles of positive and proactive care and support for those with lived experience, including techniques to proactively avoid or reduce escalation, de-escalate and manage conflict, and when and how to report concerns.
K10	Information, advice, and guidance activities which assist individuals being supported or their legally designated individual to make independent and informed choices from options available to them.
K11	The needs of those with lived experience and associated cognitive and physical conditions that impact their care and wellbeing.
K12	Meaning of 'capacity' and how an individual's capacity determines their ability to make informed decisions about their needs.
K13	Signs and symptoms of changes in the physical, mental capacity, mental health and wellbeing of individuals with lived experience and ways to monitor, record and report changes.
K14	How to communicate using verbal, written, non-verbal and digital methods to convey information responding to the needs of individuals, stakeholders and family members using person-centred approaches that are adaptable.
K15	Sources of internal and external support to help develop personal resilience and maintain wellbeing.
K16	Legal and organisational guidelines and policies for maintaining the security of information and data.
K17	Developments in digital working, communication and software.
K18	Sustainable working practices, including the efficient use of resources and how to recycle, reuse and safely dispose of waste in line with organisational policies.
K19	The importance of continuous professional development, the benefits of lifelong learning and the links to relevant standards.
K20	The process for agreeing a personal development plan incorporating goal setting and career opportunities, feedback from supervision and other sources of support.
K21	How literacy, numeracy and communication skills impact on own role and sources of support to check own levels.
K22	Principles of safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.

Skills	
S1	Apply national standards, organisational policies and procedures, codes of conduct and ways of working that apply to own role.
S2	Follow national legislation, policies and guidance in adult social care settings, relating to health and safety within the scope of own role.
S3	Consider the human rights of individuals in adult social care settings, in line with organisational policies relating to equity, diversity and inclusion to support an open culture.
S4	Demonstrate a duty of candour, and duty of care acting in the best interest of individuals to ensure they do not come to harm.
S5	Apply a person-centred, co-produced approach when developing relationships with individuals to support their health and wellbeing.
S6	Assist with conducting risk assessments, which focus on positive risk taking, to ensure the safety of yourself and others.
S7	Apply the principles of positive and proactive care and support for those with lived experience to proactively avoid or reduce escalation, de-escalate, and manage conflict.
S8	Customise information, advice and guidance to individuals with or without capacity or their representative to make informed, independent choices and decisions.
S9	Adapt approach to care and support for individuals with lived experience to meet their current and evolving cognitive and physical needs and conditions.
S10	Recognise and respect how an individual's capacity determines their ability to make informed decisions about their needs.
S11	Identify and respond to signs and symptoms of changes in the physical and mental capacity, mental health and wellbeing of those with lived experience, and monitor, record and report changes.
S12	Use appropriate communication methods that are adapted to respond to the needs of individuals, stakeholders and family members in adult social care settings, including verbal, written, non-verbal and digital communication.
S13	Develop personal resilience and access support to maintain wellbeing of self.
S14	Use record keeping systems to maintain clear and accurate records of interactions with individuals, and others ensuring security of information and data.
S15	Apply methods of digital working and communication and new care technologies to support improvements in own work setting.
S16	Record learning opportunities in line with organisational policies that support lifelong learning and meet the relevant standards.
S17	Record, use feedback and supervision to improve own practice to identify and support the development of individual goals and career opportunities.
S18	Contribute and agree to the personal development plan demonstrating support required for new learning goals and reflection on actual practice.

S19	Monitors safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.
<b>Behaviours</b>	
B1	Act in a person-centred, ethical and professional manner in the workplace.
B2	Build and maintain positive relationships with the individual and those important to them, colleagues and other professionals.
B3	Take an organised and situational approach to complete tasks in a timely manner.
B4	Take personal responsibility to develop knowledge and skills, resilience and wellbeing, and continually seek to improve performance.

## Grading

The available grades for this standard are 'pass' and 'fail'.

## Gateway to Completion

Gateway to completion is the last part of the Apprentice's journey and requires the Centre to request a certificate for the Apprentice once they have verified that they have completed their Apprenticeship.

For this standard, it is the Training Providers responsibility to claim the apprenticeship certificate.

Requirements the Centre must check before requesting certification:

- The Apprentice has achieved the **Level 2 Adult Social Care Certificate**
- Evidence of achieving relevant Functional Skills qualifications in line with funding rules.
- Evidence is required to confirm that the employer deems the apprentice competent in Behaviours.

It is the responsibility of the employer to review behaviours throughout the apprentice's programme and confirm sufficient demonstration of these behaviours before a certificate can be requested. Behaviours must be verified by someone, or a combination of people, within the employer setting, who has worked closely with the apprentice and who has sufficient oversight of the apprentice and their work and understands the behaviours set out in the occupational standard. This would usually be the apprentice's line manager or equivalent. It is the responsibility of the employer to report their verification of the behaviours to the organisation requesting the apprenticeship certificate. Assessment organisations and providers are not required to assess behaviours or quality assure employer judgements.

Below is a list of behaviours the Employer must confirm:

- **B1:** Act in a person-centred, ethical and professional manner in the workplace.
- **B2:** Build and maintain positive relationships with the individual and those important to them, colleagues and other professionals.
- **B3:** Take an organised and situational approach to complete tasks in a timely manner.
- **B4:** Take personal responsibility to develop knowledge and skills, resilience and wellbeing, and continually seek to improve performance.



## nQual Details

To find out further information or discuss anything within this Assessment Specification, please reach out to a member of the team. Contact details can be found on the back page of this specification pack.





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