



# End-Point Assessment

## Adult Care Worker Level 2 (V1.2)

### Support Pack

nqual.

# C O N T E N T S

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## INTRODUCTION

This document sets out the requirements, advice and guidance for the End-Point Assessment (EPA) of the Level 2 Adult Care Worker apprenticeship standard.

This document is designed for apprentices, employers and training providers involved in the End-Point Assessment of an apprentice studying the Level 2 Adult Care Worker.

An apprentice studying the Level 2 Adult Care Worker should have a minimum of 12 months learning prior to End-Point Assessment.

The document is divided into sections covering all the relevant aspects of EPA for the Level 2 Adult Care Worker.

Should you require further information other than the guidance in this document, do not hesitate to contact [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

Within this guide you will find references to End-Point Assessments. This information has been outlined in the Institute for Apprenticeships and Technical Education, Care Worker Assessment Plan. For reference, you can find this document:

[Adult Care Worker L2 EPA Plan  
\(www.instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org)



## EPA TIMESCALE

### Register with NQual

Training Providers should register apprentices For EPA with NQual a minimum of 90 days before assessment. Providers will pay a registration fee of £30.

This is when the employer, apprentice and training provider confirm that the apprentice is ready For End-Point Assessment. All evidence should be uploaded to NQual a minimum of 10 working days prior to EPA.

### Gateway

### EPA Booking

The training provider should complete the booking section on the Gateway Form or training providers can arrange the booking via ACE360. NQual will confirm booking within 48 hours.

NQual will send an invoice for the remaining fee once EPA is approved.

### EPA Approved

### Assessment

The apprentice will complete a Situational Judgement Test and a Professional Discussion.

Results will be communicated within 10 working days of final assessment. If the apprentice passes, NQual will send details to the apprentice and training provider containing an EPA results document. If the apprentice fails, NQual will send details to the learner and training provider outlining feedback and next stages.

### Results

## GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment.

Once the employer and training provider is fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for Adult Care outline the apprentice must have:

- Achieved Level 2 Diploma in Care
- Complete 15 standards as set out in the Care Certificate
- Evidence of achieving relevant maths and English qualifications if required by funding regulations or the employer
- Complete self-assessment document
- Testimonies from people who use the service within the last three months.

The Gateway form must be sent to NQual 10 working days before End-Point Assessment is carried out, along with the apprentice's learner journey log.

You can find the NQual Gateway form by emailing: [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

## SELF-ASSESSMENT

During the last month of the Adult Care Worker Level 2 apprenticeship, the apprentice will need to confirm they are confident, and they have taken on board all aspects of the occupation.

This self-assessment must be submitted to the EPAO along with the Gateway Form a minimum of 10 days prior to the assessment. This will then be used by the Independent End-Point Assessor to prepare for the Professional Discussion.

You can access a self-assessment document from your training provider, or by emailing [admin@nqual.co.uk](mailto:admin@nqual.co.uk)

## COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for Adult Care Worker Level 2 requires two assessment methods. These are a Situational Judgement Test and a Professional Discussion; both are outlined within this support pack in further detail.

### Situational Judgement Test

The Situational Judgement Test will present the apprentice with multiple choice, scenario-based questions. The apprentice will be assessed on all knowledge elements of this apprenticeship standard, along with some of the key skills of their role.

The Situational Judgement Test is completed online under controlled conditions, with a time limit of 90 minutes.

Details of criteria to be covered in the Situational Judgement Test can be found in the methods table within this support pack.

The apprentice will be given access to Mock Situational Judgement Tests prior to the live assessment.

For an apprentice to Pass their Situational Judgement Test component they must correctly answer at least 40 questions out of a possible 60.

### Professional Discussion

Apprentices can only undertake the Professional Discussion once they have achieved the Situational Judgement Test.

The Professional Discussion will last for up to 45 minutes. The apprentice will be asked questions based on evidence from prior learning, service user testimonies and self-assessment evidence.

The Professional Discussion will normally be conducted remotely with the learner unless otherwise specified by the training provider or apprentice on booking.



## END-POINT ASSESSMENT METHODS TABLE

The below highlights criteria that will be covered in each assessment component. Please review these details as it will provide guidance on what will be covered in each assessment component.

| Learning Outcomes | What is Required  | Situational Judgement Test | Professional Discussion |
|-------------------|---|----------------------------|-------------------------|
| A1                | The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care | ✓                          | ✓                       |
| A2                | Professional boundaries and limits of their training and expertise  | ✓                          | ✓                       |
| A3                | Relevant statutory standards and codes of practice for their role   | ✓                          | ✓                       |
| A4                | What the 'duty of care' is in practice  | ✓                          | ✓                       |
| A5                | How to contribute towards the development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported  | ✓                          | ✓                       |
| A6                | How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals  | ✓                          | ✓                       |
| A7                | How to access, follow and be compliant with regulations, organisational policies and procedures   | ✓                          | ✓                       |
| B8                | How to support and enable individuals to achieve their personal aims and goals  | ✓                          | ✓                       |
| B9                | What dignity means in how to work with individuals and others   | ✓                          | ✓                       |
| B10               | The importance of respecting diversity and treating everyone equally  | ✓                          | ✓                       |
| C11               | The barriers and methods to communication   | ✓                          | ✓                       |
| C12               | The impact of non-verbal communication  | ✓                          | ✓                       |
| C13               | The importance of active listening  | ✓                          | ✓                       |
| C14               | How the way they communicate can affect others  | ✓                          | ✓                       |
| C15               | About different forms of communication e.g. signing, communication boards   | ✓                          | ✓                       |

|     |  |   |   |
|-----|--|---|---|
| C16 | How to find out the best way to communicate with the individual they are supporting                    | ✓ | ✓ |
| C17 | How to make sure confidential information is kept safe   | ✓ | ✓ |
| D18 | What abuse is and what to do when they have concerns someone is being abused                           | ✓ | ✓ |
| D19 | The national and local strategies for safeguarding and protection from abuse                           | ✓ | ✓ |
| D20 | What to do when receiving comments and complaints  | ✓ | ✓ |
| D21 | How to recognise unsafe practices in the workplace   | ✓ | ✓ |
| D22 | The importance and process of whistleblowing   | ✓ | ✓ |
| D23 | How to address any dilemmas they may face between a person's rights and their safety                   | ✓ | ✓ |
| E24 | The health and safety responsibilities of self, employer and workers                                   | ✓ | ✓ |
| E25 | How to keep safe in the work environment   | ✓ | ✓ |
| E26 | What to do when there is an accident or sudden illness   | ✓ | ✓ |
| E27 | What to do with hazardous substances   | ✓ | ✓ |
| E28 | How to promote fire safety   | ✓ | ✓ |
| E29 | How to reduce the spread of infection  | ✓ | ✓ |
| E30 | What a risk assessment is and how it can be used to promote person centred care safely                 | ✓ | ✓ |
| F31 | What a professional relationship is with the person being supported and colleagues                     | ✓ | ✓ |
| F32 | How to work together with other people and organisations in the interest of the person being supported | ✓ | ✓ |
| F33 | How to be actively involved in their personal development plan   | ✓ | ✓ |
| F34 | The importance of excellent core skills in writing, numbers and information technology                 | ✓ | ✓ |

|               |  |   |   |
|---------------|--|---|---|
| F35           | What to do to develop, sustain and exhibit a positive attitude and personal resilience   | ✓ | ✓ |
| F36           | Where and how to access specialist knowledge when needed to support performance of the job role  | ✓ | ✓ |
| <b>Skills</b> |  |   |   |
| A1            | Support individuals they are working with according to their personal care/support plan  | ✓ |   |
| A2            | Ask for help from an appropriate person when not confident or skilled in any aspect of their role  | ✓ |   |
| A3            | Provide individuals with information to enable them to have choice about the way they are supported  | ✓ |   |
| A4            | Encourage individuals to participate in the way their care and support is delivered  | ✓ |   |
| A5            | Ensure the individual knows what they are agreeing to regarding the way in which they are supported  | ✓ |   |
| A6            | Contribute to the on-going development of care/support plans for the individual they support   | ✓ |   |
| A7            | Support individuals with cognitive, physical or sensory impairments  | ✓ |   |
| C12           | Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates                                     | ✓ |   |
| C13           | Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes | ✓ |   |
| C14           | Identify and take steps to reduce environmental barriers to communication  | ✓ |   |
| C15           | Demonstrate they can check for understanding   | ✓ |   |
| C16           | Write clearly and concisely in records and reports   | ✓ |   |
| C17           | Keep information safe and confidential according to agreed ways of working   | ✓ |   |
| B1            | Care – is caring consistently and enough about individuals to make a positive difference to their lives  |   | ✓ |
| B2            | Compassion – is delivering care and support with kindness, consideration, dignity and respect  |   | ✓ |
| B3            | Courage – is doing the right thing for people speaking up if the individual they support is at risk  |   | ✓ |

|    |   |  |   |
|----|---|--|---|
| B4 | Communication – good communication is central to successful caring relationships and effective team working |  | ✓ |
| B5 | Competence – is applying knowledge and skills to provide high quality care and support                      |  | ✓ |
| B6 | Commitment – is improving the experience of people who need care and support ensuring it is person centred  |  | ✓ |

## GRADING

Assessments contained within this plan will result in the apprentice achieving a Fail, Pass, Merit or Distinction. This decision is dependent on whether they have met the standard and its End-Point Assessment criteria.

In order to undertake the Professional Discussion, apprentices must achieve a minimum of a Pass in the Situational Judgement Test.

Grading results will be communicated to the apprentice within 10 working days of completion of the final component.

### Assessment Breakdown

The marks for the Situational Judgement test will determine the below grading:

| Grade       | Total Mark   |
|-------------|--------------|
| Distinction | 55+          |
| Merit       | 50-54        |
| Pass        | 40-49        |
| Fail        | Less than 40 |

The Professional Discussion will be graded in line with the following criteria:

| Grade       | Criteria  |
|-------------|---|
| Distinction | As well as achieving the Pass and Merit criteria, the apprentice consistently applies their knowledge and behaviours above expectations for all of the criteria. The apprentice can also reflect on their own learning and practice |
| Merit       | As well as achieving the Pass criteria, the apprentice strives to actively engage and drive the Professional Discussion. The apprentice applies their knowledge and behaviour above expectations for most of the criteria.          |
| Pass        | The apprentice must demonstrate that they have achieved all criteria  |
| Fail        | Unsatisfactory responses been given to questions and gaps throughout criteria   |

An apprentice must achieve a minimum of a Pass in both Situational Judgement Test and the Professional Discussion to achieve overall. The final grade will be decided based on the following combinations:

| Assessment Methods 1:<br>Situational Judgement Test | Assessment Methods 2:<br>Professional Discussion | Overall Grade |
|---|--|---------------|
| Fail  | Any Grade  | Fail          |
| Any Grade   | Fail   | Fail          |
| Pass  | Pass   | Pass          |
| Pass  | Merit  | Merit         |
| Pass  | Distinction                                      | Merit         |
| Merit   | Pass   | Pass          |
| Merit   | Merit  | Merit         |
| Distinction   | Merit  | Merit         |
| Merit   | Distinction                                      | Distinction   |
| Distinction   | Distinction                                      | Distinction   |

The final grading will be communicated to each apprentice within 10 working days of completion of the final component.

### Re-sit / Re-take

If an apprentice Fails one or more component, they will be offered the opportunity to re-sit / re-take the component(s). It is then up to the apprentice's employer how many attempts an apprentice is given.

The timescale for a re-sit typically takes 3 months and a re-take 3 months (dependent on how much re-training is required). All assessment methods must be taken within a 3-month period, otherwise the entire EPA will need to be resat / retaken.

If an apprentice requires a re-sit/re-take for the Situational Judgement Test and achieved between 25-39 correct answers the apprentice can re-take the test within 3 months. However, if the apprentice achieved lower than 25 correct answers, apprentices can only re-take once they have completed a professional review of performance and acted on its findings.

Where any assessment method must be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass. Re-sits and re-takes are not offered to an apprentice wishing to move from Pass to a higher grade.

## MOCK SITUATIONAL JUDGEMENT TEST

It is the responsibility of the employer and training provider to complete mock situational judgement tests with the apprentice and to ensure they are ready for their End-Point Assessment.

A mock situational judgement test should take a maximum of 90 minutes.

The apprentice will be given access to a mock situational judgement Test on booking of the End-Point Assessment and can be accessed through our online assessment system.

## MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete mock professional discussions with the apprentice and the responsibility of the apprentice to ensure they have practiced answering questions for their End-Point Assessment.

Professional discussion questions will be given by NQqual and can be accessed once the apprentice is booked in for End-Point Assessment.

A Mock professional discussion should take a maximum of 45 minutes.





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