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# Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2)

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## Summary of changes to Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) specification Issue 2 changes

### Summary of changes made between previous Issue 1 and this current Issue 2

The fourth bullet point on page 6 has been updated to reflect changes to the English and maths requirements for the Apprenticeship Standard

Apprenticeship standards and content for Component 1 are no longer in this specification and can be found in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* document

Apprenticeship standards and content and evidence requirements for Component 2 are no longer in this specification and can be found in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* document

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)



## **Collaborative development**

Pearson has worked in close collaboration with sector experts in the development of this end-point assessment. We are grateful to all those who have generously shared their time and expertise to help us in the development process.



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# End-Point Assessments for the New Apprenticeship Standards

## Introduction

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One of the most significant changes in this reform is the introduction of an independent end-point assessment.

The end-point assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard, and learned throughout the apprenticeship programme. The end-point assessment can be delivered only by a registered assessment organisation that must be independent of the employer or any apprenticeship training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the end-point assessment must be made by the independent assessment organisation.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'gateway' criteria to undertake the assessment. The purpose of the end-point assessment is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation. An apprentice cannot be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

Pearson, as a registered end-point assessment organisation, has been working closely with employers, further education providers and occupational experts in the development of end-point assessment tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry and can be delivered effectively and efficiently.

This specification and the accompanying *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* document contain the information needed to prepare apprentices for the Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2).

The Additional Resources document is available directly from Pearson once an EPA service agreement is in place.

It is important that both documents are read together so that apprentices and employers and/or training providers have all the relevant information they require for this end-point assessment.

# 1 The Adult Care Worker Apprenticeship

## End Point Assessment

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The end-point assessment in this specification relates to the Adult Care Worker Apprenticeship Standard and Assessment Plan (published 09 December 2014, updated 09 March 2018). The apprenticeship is at Level 2 and is for apprentices working in the role of Adult Care Worker.

The overall aim of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioral standards set by employers and is competent in their role as an Adult Care Worker.

## The Adult Care Worker role

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Adult Care Workers are frontline staff. They help adults with care and support needs to achieve their personal goals and live as independently and safely as possible. Adult Care Workers enable people to have control and choice in their lives – which is the heart of person-centred care.

Typical job titles include care assistant, care worker, support worker, personal assistant, relief team worker, support worker – supported living, key worker in residential settings, key worker in domiciliary services, key worker in day services, home care support worker, substance misuse worker, learning disability support worker, mental health support worker, mental health outreach worker and re-enablement worker.

When a person is faced with physical, practical, social, emotional and/or intellectual challenges, an Adult Care Worker can make a positive difference to their life. Adult Care Workers are expected to exhibit professionally appropriate values and behaviours. In their apprenticeship, they will develop competencies and skills that allow them to give high-quality, compassionate care and support.

Adult Care Workers work in residential or nursing homes, domiciliary care, day centres, a person's own home and in some clinical healthcare settings.

The typical duration for the apprenticeship programme for an Adult Care Worker is 12 months, but this will depend on the apprentice's previous experience and the level of access to development opportunities that give the full range of competencies.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment detailed in *Section 3*.

## The apprenticeship programme and certification

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The overall apprenticeship is graded as Pass/Merit/Distinction.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships, through a process administered by the Education and Skills Funding Agency (ESFA). As the apprenticeship end-point assessment organisation, Pearson will claim for the certificate, on behalf of the apprentices.

Employers and/or providers should familiarise themselves with the requirements of the apprenticeship and communicate these clearly to apprentices.

The published Adult Care Worker Standard and Assessment Plan (published 09 December 2014, updated 09 March 2018) can be found at [www.instituteforapprenticeships.org/apprenticeship-standards/](http://www.instituteforapprenticeships.org/apprenticeship-standards/)

## 2 Adult Care Worker end-point assessment

### Structure

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The end-point assessment for the Adult Care Worker Apprenticeship consists of the following two components:

- Situational Judgement Test
- Professional Discussion (supported by a range of evidence sources).

The table below gives a summary of the structure of the end-point assessment.

End-point assessment components	Duration	Component grading
Situational Judgement Test	90 minutes	Pass/Merit/Distinction
Professional Discussion (supported by a range of evidence)	Maximum of 45 minutes	Pass/Merit/Distinction

The Situational Judgement Test must be taken and achieved before apprentices progress to the Professional Discussion. It is expected that the test will be taken before the end-point assessor visit, during which the Professional Discussion will be assessed.

Detailed information about each of these end-point assessment components is given in *Section 3*.

## Grading

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The table below shows how the grade for the end-point assessment is determined.

Situational Judgement Test	Professional Discussion	Overall EPA grade
Pass	Pass	Pass
Pass	Merit	Merit
Pass	Distinction	Merit
Merit	Pass	Pass
Merit	Merit	Merit
Merit	Distinction	Distinction
Distinction	Pass	Merit
Distinction	Merit	Merit
Distinction	Distinction	Distinction

## Gateway requirements

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Apprentices should be recommended for their end-point assessments by their employer, only when the employer is confident that the apprentice is ready. Employers should gather views from the training provider and the apprentice to inform this decision.

Employers and/or training providers must complete an *End-point Assessment Employer Gateway Declaration Form*, to be signed by the employer and apprentice; the form can be found in *Annexe A*. This form and the associated gateway evidence will be transferred to Pearson, before the end-point assessments take place. The form captures the mandatory prerequisites for the end-point assessments and any other organisation-specific evidence.

The assessments cannot take place unless the relevant information and evidence is available.

This gateway sign off confirms that all apprentices have:

- undertaken the Enhanced Disclosure and Barring Service process and provided the result prior to starting their apprenticeship programme
- completed the Level 2 Diploma in Care
- achieved the Care Certificate as part of their apprenticeship induction
- individuals without Level 1 English and maths will need to achieve this level and take the test for Level 2 English and maths prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement, the minimum English and maths requirement for the apprenticeship is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for learners for whom this is their primary language
- submitted their self-assessment reflection from the last month of their apprenticeship that confirms their confidence in their ability to work in this occupation
- collected appropriate evidence from a range of sources, including testimonies from people who use services, to evidence their competence in the role in the Professional Discussion assessment. Testimonies from service users, family members or other reliable sources, must be collected in the last three months of the apprenticeship.

## Care Certificate

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In line with the assessment plan set by the trailblazer groups, apprentices must have achieved all 15 standards of the care certificate prior to entering the End Point Assessment gateway. For audit purposes, Pearson requires a signed declaration to be

provided from the apprentice's employer to confirm that this requirement has been achieved. This declaration can be found within *Annexe A* in the specification.

The signed declaration and Care Certificate award statement (i.e. summary of achievement) should be submitted to Pearson as part of the Gateway process and will be stored on internal systems to enable internal and external audit.

It is suggested that the apprentice's Care Certificate evidence is made available at the location where end-point assessment activity is being undertaken. This will then allow apprentices to use this information to enhance on their professional discussion assessment, should this be required.

## Language of assessment

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The end-point assessment is conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

## Preparing apprentices for the end-point assessment

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To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development based on the Apprenticeship Standard. The period of training and development should be a minimum of 12 months and must include a minimum of 20 per cent off-the-job training – away from the day-to-day job. In order to prepare apprentices for the end-point assessment effectively, it is important that employers and/or training providers have a good understanding of the Apprenticeship Standard and the structure and format of the end-point assessment. Information on the end-point assessment and the individual components given in this specification will support employers and/or training providers in planning the learning programme and in designing formative assessment to prepare apprentices for the end-point assessment. To ensure that apprentices are ready for their end-point assessment, regular reviews of progress and readiness should be built into the training and development programme. The end-point assessment gateway must take place after a minimum of 12 months on-programme training.

## End-point assessment planning and scheduling

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All components of the end-point assessment for an apprentice are to be completed in the order that they are shown, with the Situational Judgement Test to be taken and passed first, and then the Professional Discussion (supported by a range of work-based evidence), to be completed during the assessor visit.

Once the employer and/or training provider are satisfied that the apprentice is ready for end-point assessment, an end-point assessment planning meeting will be held with the Pearson independent end-point assessor.

The purpose of the meeting is to share information with the independent end-point assessor to support the assessment process and to agree a plan for the upcoming assessment activities for apprentices. Pearson will liaise with the employer before the meeting to agree the information required. The independent end-point assessor will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time.

The end-point assessment planning meeting may be conducted remotely using appropriate technology.

Apprentices must be registered and booked onto their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments.

## Reassessment

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If an apprentice fails to pass a component, a resit or a retake of that component is permitted.

For Component 1, the Situational Judgement Test, apprentices achieving between 25 and 29 correct answers may retake the test on one further occasion within three months of the original test. Apprentices achieving fewer than 25 correct answers will not be permitted to retake the component until they have completed a professional review of performance and acted on its findings. In exceptional circumstances, a resit of the Situational Judgement Test may be arranged and graded as the first submission and awarded the full range of grades – Pass, Merit or Distinction.

For Component 2, the Professional Discussion, there is a single opportunity for reassessment. If this is necessary, the maximum award achievable is a Pass. In exceptional circumstances, a resit of the Professional Discussion may be arranged and graded as the first Professional Discussion – Pass, Merit or Distinction. Where a reassessment is permitted, the Professional Discussion should take place within a maximum of three months from the original date.

Retakes for Components 1 and 2 are available only when an apprentice does not succeed in achieving the minimum Pass grade. Retakes to improve a Pass or Merit grade are not permitted.

Pearson's Extenuating Circumstances will apply in this case. Employers and training providers should complete the form, submitting evidence as appropriate and submit to the End Point Assessment Organisation.

## Booking reassessment

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The timescale for any reassessment will be agreed with Pearson on a case-by-case basis. As part of this agreement, any reassessments must not give an apprentice an unfair advantage over others. Pearson will allocate an available Independent End-point Assessor to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.

### 3 End-point assessment components

This section contains information for each component in the end-point assessment.

Component 1: Situational Judgement Test	10
Component 2: Professional Discussion (supported by a range of work-based evidence)	12

## Component 1: Situational Judgement Test

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### Purpose

The Situational Judgement Test is an onscreen test that will assess apprentices' underpinning knowledge and knowledge of the skills required across the Apprenticeship Standard, in line with the Assessment Plan requirements. The assessment will be taken online, under controlled conditions with a time limit applied.

### Format

The table below gives information about the structure, duration, number of marks and grading of the Situational Judgement Test.

Test structure	An onscreen test consisting of 60 multiple-choice questions, with contexts appropriate to the role, worth 1 mark each, where apprentices are presented with four options from which they select the correct answer.  All questions are independent of each other and will not necessarily be sequenced in the order of the standards.
Duration	90 minutes.
Number of marks	60 marks.
Grading	0-39 correct answers – Fail 40-49 correct answers – Pass 50-54 or more correct answers – Merit 55 or more correct answers – Distinction.

### Apprenticeship standards and content

This section can be found in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* document and identifies the knowledge and skills Apprenticeship Standard outcomes that are assessed in the Situational Judgement Test, and details the related content and topic/knowledge areas to be met to achieve these outcomes.

Legislation cited in the content is current at the time of publication. The Situational Judgement Test will cover the most recent legislation.

All content is obligatory. The full breadth of content will be sampled over the life of the end-point assessment.

## Sample assessment materials

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Sample assessment materials (SAMs) are provided for this onscreen Situational Judgement Test. The SAMs are there to provide an example of what the actual test will look like. The SAMs show the range of possible question types that may appear in the actual tests and give a good indication of how the tests will be structured.

While SAMs can be used for practice with apprentices, as with any assessment the content covered and specific details of the questions asked will change in each test.

## Delivery and conduct

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Tests are available through Pearson's onscreen testing systems. Pearson will discuss the setup and delivery of the tests with the employer/training provider, as part of our planning discussions.

Registrations must be made through Pearson's online systems. Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt. The onscreen testing systems have useful help facilities that provide guidance on the functions and layout of each system. Those invigilating the tests should familiarise themselves with the screen and ensure that there is time for apprentices to fully explore the information on the help screen before starting the test. Onscreen assessments must comply with the requirements set out in Pearson's End Point Assessment Service document, which will be provided to the employer/training provider alongside this specification.

## Component 2: Professional Discussion

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### Purpose

The Professional Discussion is a planned, structured discussion between the apprentice and the independent end-point assessor. The primary purpose of the Professional Discussion is to assess the apprentice's level of competency in carrying out their role as an Adult Care Worker.

The Professional Discussion gives apprentices the opportunity to showcase – using a range of real work-based evidence – their ability to use the relevant skills, behaviours and underpinning knowledge effectively to undertake the duties within their role.

The Standards being assessed in this Professional Discussion are as follows:

The main tasks and responsibilities according to their job role
Treating people with respect and dignity and honouring their human rights
Communicating clearly and responsibly
Supporting individuals to remain safe from harm (safeguarding)
Championing health and wellbeing for the individuals they support and for work colleagues
Working professionally and seeking to develop their own professional development

### Apprenticeship standards and content

This section can be found in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* and identifies the Apprenticeship Standard and outcomes to be assessed in the Professional Discussion and details the principles, concepts and practices that underpin them. To provide sufficient and valid evidence to meet the outcomes during the Professional Discussion assessment, apprentices need to have a good understanding of these principles, concepts and practices, and sufficient time to practise using them in their own working environment and own job role.

Training and delivery approaches such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation will be useful in structured on-the-job learning to help apprentices develop the skills and behaviours linked to this assessment.

## Format

The table below gives information about the context, duration and availability of the Professional Discussion.

Structure	<p>The independent end-point assessor will ask apprentices a series of questions that are targeted to elicit the evidence to meet the Pass, Merit and Distinction grade criteria and related evidence requirements in the <i>Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources</i> document.</p> <p>Apprentices will be required to present real work-based evidence to validate and support their responses in the Professional Discussion. The requirements for the work-based evidence are given in the <i>Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources</i> document.</p>
Duration	Maximum 45 minutes.
Grading	<p>The Professional Discussion component is graded Pass/Merit/Distinction.</p> <p>The grade will be determined by apprentices' responses supported by their work-based evidence.</p> <p>All requirements must be met for the apprentices to achieve this component.</p> <p>All Pass criteria must be met for the apprentices to achieve a Pass overall.</p> <p>All Pass and Merit criteria must be met for the apprentices to achieve a Merit overall.</p> <p>All Pass, Merit, and Distinction criteria must be met for the apprentices to achieve a Distinction.</p>

## Delivery and conduct

This section provides information on how the Professional Discussion will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

- 1 The Professional Discussion will last a maximum of 45 minutes.
- 2 Apprentices must not share details of the Professional Discussion questions or evidence to be provided with others.
- 3 Apprentices will be assessed holistically against the standards.
- 4 The Professional Discussion will be facilitated by an independent end-point assessor who will use a series of questions to focus and guide the discussion with apprentices. The questions are designed to draw out the evidence required to meet the full range of grade criteria and evidence requirements detailed in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* document.
- 5 The Professional Discussion will take place in a quiet place away from the main area of the apprentices' normal working environment where no distractions or interruptions will occur.
- 6 Employers will need to take the necessary steps to ensure compliance with relevant regulations such as data protection legislation where an apprentice gains testimonies from people who use the service.
- 7 Apprentices must present (i.e. talk through) appropriate (valid, authentic and sufficient) work-based evidence, where required, to validate and support their responses in the Professional Discussion. In presenting the work-based evidence, apprentices must give a brief description of the context of the evidence and then clearly explain what it shows and how it demonstrates that they have met the standards for the grade criteria. Apprentices need to be mindful of confidentiality and data protection when talking about their work-based evidence.
- 8 The independent end-point assessor will make notes of the evidence provided by apprentices during the Professional Discussion and the full discussion will be audio recorded to support assessment decisions and for verification purposes.
- 9 After the Professional Discussion, the independent end-point assessor will assess the apprentices' responses, validated by the required evidence, against the grade criteria and evidence requirements in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* document. Where real work-based evidence is required, responses not supported by appropriate work-based evidence will not be considered as meeting the grade criteria.

- 10 Apprentices will need to achieve all criteria at a given grade, for that grade to be awarded for the Professional Discussion overall (i.e. all Pass criteria across all outcomes must be met for a Pass overall, all Merit criteria available across all outcomes must be met for a Merit overall, and all Distinction criteria available across all outcomes must be met for a Distinction overall).
- 11 The grade in the Professional Discussion will be combined with those achieved in the Situational Judgement Test to determine the overall end-point assessment grade. Please refer to *page 5* for details on the end-point assessment overall grading.

## Work-based evidence

As shown in the evidence requirements for each Pass and Distinction grade criterion, suitable work-based evidence must be produced to validate and support apprentices' responses in the Professional Discussion.

Suitable work-based evidence includes:

- observation records
- reflective accounts
- testimonies from users of services
- expert witness testimony
- work products.

Observation records and expert witness testimonies provided as evidence must be completed by someone with line management responsibility in the employer organisation. They must have occupational expertise and a good understanding of the grade criteria and evidence requirements.

Work-based evidence to support the Professional Discussion must be:

- **Valid** – relevant and appropriate to meet the skills and behaviours within the grade criteria
- **Authentic** – evidence produced by the apprentice and not that of someone else or a group of people
- **Sufficient** – fully meet the standards (quality) detailed in the evidence requirements
- **Compliant** – does not breach regulations and organisational policies and procedures, including those concerning confidentiality.

Apprentices need to be mindful of issues of confidentiality and data protection in the use of work products.

## Selecting the evidence to support the Professional Discussion

It is expected that evidence included in the Professional Discussion will be generated in the final three-month period. However, where appropriate, apprentices may use evidence generated prior to this point, for example evidence related to developmental activities, or in instances where it may not be possible to generate specific evidence in the final three months due to lack of opportunity.

In selecting and compiling the evidence, apprentices should think about how they can use evidence holistically, i.e. using a single piece of evidence to support their responses to multiple grade criteria. This will be particularly useful for evidencing behaviours. This approach reduces the volume of evidence to be collected and reduces the burden on the apprentices. Apprentices must ensure that the evidence they select meets the stated evidence requirements for each grade criterion.

Evidence submitted to support the Professional Discussion can be presented as hard copy or digital; apprentices must discuss and agree the best format with their employer and/or training provider. It is recommended that the work-based evidence is sequenced according to the numerical order of the grade criteria. Apprentices must clearly label each piece of evidence with the date it was generated, the number of the grade criteria it is satisfying and a suitable name to indicate what it is. Apprentices are not required to annotate the evidence but are advised to do this as good practice and to support them in presenting the evidence during the Professional Discussion.

Employers and/or training providers are to support apprentices in producing their suitable work-based evidence. This includes ensuring that:

- 1 Apprentices understand the quality and sources of evidence required to meet the Standard as detailed in the evidence requirements in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) – Additional Resources* document
- 2 They have arranged and conducted sufficient and appropriate observation assessments with apprentices to ensure that they will have suitable evidence
- 3 Apprentices understand how to, and have practice in, writing reflective accounts.

## Handover of evidence to Pearson ahead of the assessor visit

- 1 All work-based evidence must be submitted by apprentices to the relevant person in their organisation before the end-point assessment gateway. The evidence must be accompanied by a declaration of authenticity (*Annexe B*), which must be signed and dated by the apprentice and their trainer/tutor.
- 2 After submission, the evidence must be stored securely by the employer and/or training provider in a locked cupboard/cabinet or electronically on a secure drive on a computer.

Following gateway, the independent end-point assessor will contact employers to arrange a date for the handover of evidence. The end-point assessor will review the evidence in preparation for the interview assessment but will not directly assess it.

## Assessing performance

The independent end-point assessor will use the Pass and Distinction grade criteria and the evidence requirements below to judge the apprentice's performance in the Professional Discussion. No other sources of information will be used to make judgements about the quality and sufficiency of the apprentice's evidence.

All grade criteria at a given grade must be met for that grade to be awarded for this component overall (i.e. all Pass criteria across all outcomes must be met for a Pass overall, all Merit criteria available across all outcomes must be met for a Merit overall, and all Distinction criteria available across all outcomes must be met for a Distinction overall).

Further information regarding evidence types can be found in the glossary in *Annexe C*.

A. The main tasks and responsibilities according to their job role	
Outcome(s)	Pass criteria
<p><b>1</b> Support individuals they are working with according to their personal care/support plan</p> <p><b>4</b> Encourage individuals to participate in the way their care and support is delivered</p> <p><b>7</b> Support individuals with cognitive, physical or sensory impairments</p>	<p><b>A1.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can support individuals with a range of different needs in line with their care plan and personal preferences.</p>

A. The main tasks and responsibilities according to their job role	
Outcome(s)	Pass criteria
<p><b>3</b> Provide individuals with information to enable them to have choice about the way they are supported</p> <p><b>5</b> Ensure the individual knows what they are agreeing to regarding the way in which they are supported</p> <p><b>6</b> Contribute to the ongoing development of care/support plans for the individual they support</p>	<p><b>A2.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can make contributions to the ongoing development of care plans based on the individual's needs and informed choices.</p>

B. Treating people with respect and dignity and honouring their human rights	
Outcome(s)	Pass criteria
<p><b>8</b> Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates</p> <p><b>9</b> Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences</p> <p><b>10</b> Demonstrate empathy (understanding and compassion) for individuals they support</p> <p><b>11</b> Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs</p>	<p><b>B1.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can work in a person-centred way, respecting the dignity of individuals, their families, carers and advocates, and showing empathy and courage in their work practice.</p>

C. Communicating clearly and responsibly	
Outcome(s)	Pass criteria
<p><b>12</b> Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates</p> <p><b>13</b> Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes</p> <p><b>14</b> Identify and take steps to reduce environmental barriers to communication</p> <p><b>15</b> Demonstrate they can check for understanding</p>	<p><b>C1.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can use verbal and non-verbal communication skills and techniques to communicate effectively with individuals, family members, carers or advocates.</p>

C. Communicating clearly and responsibly	
Outcome(s)	Merit criteria
	<b>C1.M</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can use verbal and non-verbal communication skills and techniques to communicate effectively with individuals, family members, carers or advocates, with valid justification for their approaches.
C. Communicating clearly and responsibly	
Outcome(s)	Distinction criteria
	<b>C1.D</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can take appropriate actions to communicate effectively with individuals in situations where there are environmental barriers to communication.
C. Communicating clearly and responsibly	
Outcome(s)	Pass criteria
<p><b>16</b> Write clearly and concisely in records and reports</p> <p><b>17</b> Keep information safe and confidential according to agreed ways of working</p>	<b>C2.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can produce clear information in health records and reports, and can work within organisational policy and procedure for safe and confidential record keeping.

D. Supporting individuals to remain safe from harm (Safeguarding)	
Outcome(s)	Pass criteria
<p><b>18</b> Recognise potential signs of different forms of abuse</p> <p><b>19</b> Respond to concerns of abuse according to agreed ways of working</p> <p><b>20</b> Recognise, report and challenge unsafe practices</p>	<p><b>D1.P</b> Apprentice is able to demonstrate that they can take actions to recognise and respond to signs of abuse and unsafe practices in line with their organisational policies and procedures.</p>

## E. Championing health and wellbeing for the individuals they support and for work colleagues

Outcome(s)	Pass criteria
<p><b>21</b> Promote the health and wellbeing of the individuals they support</p> <p><b>24</b> Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition</p> <p><b>28</b> Recognise symptoms of cognitive impairment e.g. dementia, learning disabilities and mental health'</p> <p><b>29</b> Monitor and report changes in health and wellbeing for individuals they support</p>	<p><b>E1.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can promote individuals' health and wellbeing through good nutrition and hydration and know how to monitor and report changes to health and wellbeing in line with organisational policies and procedures.</p>

E. Championing health and wellbeing for the individuals they support and for work colleagues	
Outcome(s)	Pass criteria
<p><b>23</b> Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene</p> <p><b>25</b> Demonstrate how to keep people, buildings and themselves safe and secure</p> <p><b>26</b> Carry out fire safety procedures when required</p>	<p><b>E2.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can reduce the spread of infection and can maintain health, safety and security in line with best practices and organisational policies and procedures.</p>
E. Championing health and wellbeing for the individuals they support and for work colleagues	
Outcome(s)	Pass criteria
<p><b>22</b> Move people and objects safely</p> <p><b>27</b> Use risk assessments to support individuals safely</p>	<p><b>E3.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can use risk assessments successfully to move individuals and objects safely.</p>

F. Working professionally and seeking to develop their own professional development	
Outcome(s)	Pass criteria
<p><b>35</b> Demonstrate they can work within safe, clear professional boundaries</p>	<p><b>F1.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can maintain safe and clear professional boundaries when working with individuals with care/support needs.</p>
<p><b>30</b> Reflect on own work practices</p> <p><b>31</b> Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology</p> <p><b>32</b> Demonstrate their contribution to their development plan</p> <p><b>36</b> Show they can access and apply additional skills required to perform the specific job role competently</p>	<p><b>F2.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can use reflective practice to identify key areas for own professional development.</p>
F. Working professionally and seeking to develop their own professional development	
Outcome(s)	Merit criteria
	<p><b>F2.M</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can produce a personal development plan to effectively address the areas identified for development from their reflective practice activity.</p>

F. Working professionally and seeking to develop their own professional development	
Outcome(s)	Distinction criteria
	<b>F2.D</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can review the effectiveness of their personal development plan to assess its contribution to their professional development.
F. Working professionally and seeking to develop their own professional development	
Outcome(s)	Pass criteria
<p><b>33</b> Demonstrate ability to work in partnership with others to support the individual</p> <p><b>34</b> Identify sources of support when conflicts arise with other people or organisations</p> <p><b>2</b> Ask for help from an appropriate person when not confident or skilled in any aspect of their role</p>	<b>F3.P</b> Apprentice is able to demonstrate, using appropriate work-based evidence, that they can work effectively as part of a team to provide care/support to individuals and know where to access support to help in difficult situations.

## 4 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work-based Learning contact details:  
[qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Equality Policy* (Pearson)
- *EPA Service document* (Pearson).

These publications will be made available on our website.

## 5 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

**Email:** [wblcustomerservices@pearson.com](mailto:wblcustomerservices@pearson.com)

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

**Email:** [wbl@pearson.com](mailto:wbl@pearson.com)

**Telephone:** 0844 576 0045

# Annexe A: End-point Assessment Employer Gateway Declaration Form

<b>Apprentice name:</b>			
<b>Gateway date:</b>			
<b>Requirements</b>	<b>Y/N</b>	<b>Evidence</b>	
English and mathematics evidence (Level 1 or above)			
Completion of Level 2 Diploma in Care			
Care certificate			
Self Assessment form			
Evidence			
Testimonies			
Disclosure and Barring Service check			

## Employer declaration

- I confirm that the apprentice has achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship.
- I confirm that the apprentice has achieved all 15 standards of the Care Certificate.
- The apprentice has produced evidence to the specified criteria.
- The apprentice has achieved the prerequisites listed above and is ready for their end-point assessment.

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

## Apprentice declaration

I confirm the gateway evidence is my own and agree to be put forward for my EPA.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Annexe B: Evidence Authentication and Certification Declaration Form

When submitting the evidence, each apprentice and their trainer/tutor must sign this declaration form. The apprentice should also confirm that they give permission for their overall apprenticeship certificate to be claimed upon satisfactory completion of the two end-point assessment components.

Apprentice name:		
Pearson registration number:		
Submission type: (first or retake)	Submission date:	Submission time:
<p><b>Apprentice declaration</b></p> <p>a) I certify that the work submitted as evidence for the Professional Discussion component (such as reflective accounts) is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>b) I give my permission for Pearson to claim for my overall apprenticeship certificate, following confirmation of my successful achievement of this EPA.</p> <p>Apprentice signature: _____ Date: _____</p>		
<p><b>Tutor/trainer declaration</b></p> <p>I confirm that the work presented for evidence is the apprentice's own.</p> <p>I confirm that the work was completed under the specified conditions and context, and the apprentice's evidence is authentic.</p> <p>Tutor/trainer name: _____</p> <p>Tutor/trainer signature: _____ Date: _____</p>		

## Annexe C: Glossary of evidence types

The following evidence types are required and/or suggested as suitable for each of the Professional Discussion outcomes in the 'Evidence requirements' sections in the *Pearson Apprenticeship End-point Assessment for Adult Care Worker (Level 2) Additional Resources* document.

**Expert witness testimonies** – a written record by an expert (i.e. someone who is occupationally competent in the relevant area, usually a qualified professional), who can provide an expert opinion as to the competence of an apprentice. The expert witness will have had the opportunity to observe the apprentice's practice over time. It is important that sufficient detail is provided to enable the independent end-point assessor to make assessment decisions.

Reflective accounts – apprentice-authored account of work-related activities they have carried out, and their considered reflections and evaluations. This may be reflections of work duties undertaken or of learning and development activities.

**Observation records** – a formal record of an assessor's observation of an apprentice's performance in their work activities. Observation records should be accompanied by other supporting evidence such as work products/outputs, where appropriate.

Work products – a resource that is used within the workplace and produced, or contributed to, by the apprentice. Work products can be in a variety of formats, for example paper or electronic. Work products can be located in the apprentice's portfolio (as copies) or in the apprentice's workplace. When in their portfolio, apprentices should ensure they are appropriately anonymised in the interests of confidentiality.

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