



Pearson

Pearson Apprenticeship End-point Assessment for Lead Adult Care Worker (Level 3)

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Pearson and Apprenticeships

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Summary of changes to Pearson Apprenticeship End-point Assessment for Lead Adult Care Worker (Level 3) specification Issue 2 changes

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

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 Lead Adult Care Worker (Level 3) – 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 Lead Adult Care Worker (Level 3) – 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

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

One of the most significant changes in the apprenticeship reform in England 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 only be delivered 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 Lead Adult Care Worker (Level 3) – Additional Resources* document contain the information needed to prepare apprentices for the Pearson Apprenticeship End-point Assessment for Lead Adult Care Worker (Level 3).

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 Lead Adult Care Worker Apprenticeship

End Point Assessment

The end-point assessment in this specification relates to the Lead Adult Care Worker Apprenticeship Standard and Assessment Plan (published 09 December 2014, updated 06 March 2018). The apprenticeship is at Level 3 and is for apprentices working in the role of Lead 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 behavioural standards set by employers and is competent in their role as a Lead Adult Care Worker.

The Lead Adult Care Worker role

Lead Adult Care Workers are frontline staff who work with adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives. In addition, Lead Adult Care Workers have responsibility for providing supervision, frontline leadership, guidance and direction for others, or working autonomously, exercising judgement and accountability.

Typical job titles include care officer, care supervisor, senior care worker, supervising care worker, senior support worker, relief team leader, social work assistant, social services officer, outreach development worker, community support worker, community outreach worker, community development worker, family support worker or personal assistant. It is possible to specialise in a variety of areas such as learning disability, mental health, drug and alcohol misuse, home care, dementia and end-of-life care.

Lead Adult Care Workers make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. They are expected to exercise judgement and take appropriate action to support individuals to maintain their independence and dignity. By providing leadership, guidance and direction at the frontline of care delivery, Lead Adult Care Workers will be instrumental in improving the health and wellbeing of those receiving care and support. In some circumstances, Lead Adult Care Workers will delegate responsibilities for care and may supervise the work of other care workers. By exercising autonomy and accountability, Lead Adult Care Workers will lead and support others to comply with expected standards and behaviours.

Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers, this standard also covers Lead Personal Assistants who can work at this senior level but they may work directly for one individual who needs support and/or care services, usually within their own home.

The apprenticeship programme and certification

The typical duration for this apprenticeship programme is 12 months but this will depend on apprentices' previous experience and access to 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 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 Lead Adult Care Worker Standard and Assessment Plan (published 09 December 2014, updated 06 March 2018) can be found at www.instituteforapprenticeships.org/apprenticeship-standards/

2 Lead Adult Care Worker end-point assessment

Structure

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

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

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 sources)	Maximum of 45 minutes	Pass/Merit/Distinction

It is expected that the components are attempted in the order they are shown here. 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

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

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 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 3 Diploma in Adult Care (England)
- achieved the Care Certificate as part of their apprenticeship induction
- met the stated English and maths requirements (achieved at Level 2)
- 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

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

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

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

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

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.

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 assessment components affected may be arranged and graded as the first submission and awarded the full range of grades – Pass, Merit or Distinction.

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

Where a resit is permitted, the Professional Discussion should take place within a maximum of three months from the original date. Pearson's Extenuating Circumstances policy 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

The timescale for any reassessment will be agreed on a case-by-case basis, with Pearson. As part of that agreement, any reassessments must not provide an apprentice with 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

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.

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 correct answers – Merit 55 or more correct answers – Distinction.

Content

This section is found in the *Pearson Apprenticeship End-point Assessment for Lead Adult Care Worker (Level 3) – Additional Resources* document and identifies the knowledge Apprenticeship Standard outcomes assessed in the multiple-choice test. It details the related content and topic/knowledge areas to be met to achieve the 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

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

Tests are available through Pearson's onscreen testing systems. Pearson will discuss the set up 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 is given to the employer/training provider alongside this specification.

Component 2: Professional Discussion

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 a Lead 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 the Professional Discussion are as follows:

A The main tasks and responsibilities according to their job role
B Treat people with respect and dignity and honour their human rights
C Communicate clearly and responsibly
D Support individuals to remain safe from harm (Safeguarding)
E Champion health and wellbeing for the individuals they support
F Work professionally and seek to develop their own professional development

Format

The table below gives information on the structure, duration and grading 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 Lead Adult Care Worker (Level 3) – 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 Lead Adult Care Worker (Level 3) – 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>

Content

This section can be found in the *Pearson Apprenticeship End-point Assessment for Lead Adult Care Worker (Level 3) – Additional Resources* document 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.

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 Lead Adult Care Worker (Level 3) – Additional Resources* document.
- 5 The Professional Discussion will take place in a quiet place away from the main area of the apprentices' normal working environments 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 Lead Adult Care Worker (Level 3) – 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.

Suitable 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.

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 burden and time in putting their portfolio together.

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 Lead Adult Care Worker (Level 3) – 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 below and the evidence requirements in the *Pearson Apprenticeship End-point Assessment for Lead Adult Care Worker (Level 3) – Additional Resources* document 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 *Annexe C*.

A. The main tasks and responsibilities according to their job role	
Outcome	Pass criteria
<p>1 Support individuals they are working with according to their personal care/support plan.</p> <p>3 Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking.</p> <p>7 Encourage individuals to actively participate in the way their care and support is delivered.</p>	<p>A1.P Apprentice is able to demonstrate, using appropriate work-based evidence, that they can support individuals in line with their care plan and personal preferences.</p>

A. The main tasks and responsibilities according to their job role	
Outcome	Pass criteria
<p>4 Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments.</p> <p>5 Contribute to the development and ongoing review of care/support plans for the individuals they support.</p> <p>6 Provide individuals with information to enable them to exercise choice on how they are supported.</p> <p>8 Ensure that individuals know what they are agreeing to regarding the way in which they are supported.</p>	<p>A2.P Apprentice is able to demonstrate, using appropriate work-based evidence, that they can make contributions to the development and ongoing review of a care plan based on an individual's assessed needs and informed choices, including implementing/facilitating specialist assessments.</p>
<p>2 Take the initiative when working outside normal duties and responsibilities.</p>	<p>A3.P Apprentice is able to demonstrate, using appropriate work-based evidence, that they can take the initiative to perform duties and responsibilities outside of their expected role.</p>
<p>9 Lead and support colleagues to understand how to establish informed consent when providing care and support.</p> <p>10. Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities.</p>	<p>A4.P Apprentice is able to demonstrate, using appropriate work-based evidence, that they can support the development of colleagues within their role.</p>

A. The main tasks and responsibilities according to their job role	
Outcome	Merit criteria
	<p>A4.M Apprentice is able to demonstrate, using appropriate work-based evidence, that they can use recognised performance development practices to support the development of, and improve the performance of colleagues in carrying out their duties.</p>

B. Treat people with respect and dignity and honour their human rights	
Outcome	Pass criteria
<p>11 Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals.</p> <p>12 Support others to understand the importance of equality, diversity and inclusion in social care.</p> <p>13 Exhibit empathy for individuals they support, i.e. understanding and compassion.</p> <p>14 Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems.</p>	<p>B1.P Apprentice is able to demonstrate that they can show dignity, empathy and courage in their work practice and can support others to understand the importance of equality, diversity and inclusion.</p>

C. Communicate clearly and responsibly	
Outcome	Pass criteria
<p>15 Demonstrate and promote to other workers excellent communication skills, including confirmation of understanding to individuals, their families, carers and professionals.</p> <p>16 Use and facilitate methods of communication preferred by the individual they support according to the individual's language, cultural and sensory needs, wishes and preferences.</p> <p>17 Take the initiative and reduce environmental barriers to communication.</p>	<p>C1.P Apprentice is able to demonstrate, using appropriate work-based evidence that they can act as a role model for communicating effectively with individuals, their families, carers and professionals in different work situations.</p>
Outcome	Merit criteria
	<p>C1.M Apprentice is able to demonstrate, using appropriate work-based evidence that they can act as a role model for communicating effectively with individuals, their families, carers and professionals in different work situations with valid justification for their approaches.</p>
Outcome	Distinction criteria
	<p>C1.D Apprentice is able to demonstrate, using appropriate work-based evidence, that they can facilitate the use of individuals preferred methods of communications according to their needs, wishes and preferences.</p>

C. Communicate clearly and responsibly	
Outcome	Pass criteria
<p>18 Demonstrate and ensure that records and reports are written clearly and concisely.</p> <p>19 Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working</p>	<p>C2.P Apprentice is able to demonstrate, using appropriate work-based evidence, that they can work within the boundaries of organisational policies and procedures to ensure clarity, safe handling and confidentiality of information.</p>

D. Support individuals to remain safe from harm (Safeguarding)	
Outcome	Pass criteria
<p>20 Support others, to recognise and respond to potential signs of abuse according to agreed ways of working.</p> <p>21 Work in partnership with external agencies to respond to concerns of abuse.</p> <p>23 Recognise, report, respond to and record unsafe practices and encourage others to do so.</p>	<p>D1.P Apprentice is able to demonstrate that they can work independently and as part of a team to recognise and take actions to respond to signs of abuse and unsafe practices in line with their organisational policies and procedures.</p>
<p>22 Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care.</p>	<p>D2.P Apprentice is able to demonstrate that they can lead and support others to address conflicts and dilemmas that may arise between an individual's rights and duty of care.</p>

E. Champion health and wellbeing for the individuals they support	
Requirement(s)	Pass criteria
<p>24 Lead and mentor others where appropriate to promote the wellbeing of the individuals they support.</p> <p>26 Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition.</p> <p>29 Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support.</p>	<p>E1.P Apprentice is able to demonstrate, using work-based evidence, that they can monitor and manage individuals' health and wellbeing and can lead and support colleagues to do the same.</p>
<p>28 Develop risk assessments and use in a person-centred way to support individuals safely, including moving and assisting.</p>	<p>E2.P Apprentice is able to demonstrate, using appropriate work-based evidence that they can develop and use risk assessments in a person centred way to support individuals in a safe way.</p>
<p>25 Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene.</p> <p>27 Carry out fire safety procedures and manage others to do so.</p>	<p>E3.P Apprentice is able to demonstrate, using work-based evidence, that they can correctly follow organisational policy and procedure relating to infection control and fire safety within their work role.</p>

F. Work professionally and seek to develop their own professional development	
Outcome	Pass criteria
<p>30 Take the initiative to identify and form professional relationships with other people and organisations.</p> <p>36 Demonstrate good team/partnership working skills.</p>	<p>F1.P Apprentice is able to demonstrate, using work-based evidence, effective professional relationships within and outside of the organisation they are employed by.</p>
<p>31 Demonstrate, manage and support self and others to work within safe, clear professional boundaries.</p> <p>35 Demonstrate where necessary mentoring and supervision to others in the workplace.</p> <p>37 Demonstrate their contribution to robust recruitment and induction processes.</p>	<p>F2.P Apprentice is able to demonstrate, using appropriate work-based evidence, that they can manage themselves and others to maintain safe and clear professional boundaries when working with individuals with care/support needs.</p>
Outcome	Merit criteria
	<p>F2.M Apprentice is able to demonstrate, using work-based evidence, engagement with the induction and supervision processes, including proactively offering help to others and seeking help and guidance when needed.</p>

F. Work professionally and seek to develop their own professional development	
Outcome	Pass criteria
<p>32 Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities.</p> <p>33 Demonstrate continuous professional development.</p> <p>34 Carry out research relevant to individuals' support needs and share with others.</p>	<p>F3.P Apprentice is able to demonstrate, using work-based evidence, that they have effectively developed their skills and knowledge by participating in development activities.</p>
Outcome	Merit criteria
	<p>F3.M Apprentice is able to demonstrate, using work-based evidence, that the development activities they have participated in are appropriate and beneficial to service delivery.</p>
Outcome	Distinction criteria
	<p>F3.D Apprentice is able to demonstrate, using work-based evidence, that they have regularly monitored the effectiveness of their ongoing development for service delivery.</p>

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
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Equality Policy* (Pearson)
- *End Point Assessment 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

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

Telephone: 0844 576 0045

Annexe A: End-point Assessment Employer Gateway Declaration Form

Apprentice name:		
Gateway date:		
Requirements	Y/N	Evidence
Completion of Level 3 Diploma in Adult Care (England)		
English and mathematics evidence (Level 2 or above)		
Care certificate		
Self-assessment form		
Evidence as required in the specification		
Testimonies		
Disclosure and Barring Service check		
<p>Employer declaration</p> <ul style="list-style-type: none"> • I confirm that the apprentice has achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship. • The apprentice has produced their evidence portfolio to the specified criteria. • I confirm that the apprentice has achieved all 15 standards of the Care Certificate. • The apprentice has achieved the prerequisites listed above and is ready for their end-point assessment. <p>Name: _____</p> <p>Date: _____ Signature: _____</p>		
<p>Apprentice declaration</p> <p>I confirm the gateway evidence is my own and agree to be put forward for my EPA.</p> <p>Signature: _____ Date: _____</p>		

Annexe B: Evidence Authentication and Certification Declaration form

When submitting the portfolio, 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>Apprentice declaration</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>Tutor/trainer declaration</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 interview outcomes in the 'Evidence requirements' sections on *pages 61–79*.

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. A template observation record, and guidance on producing observation records, can be found in *Annexe B*.

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, e.g. 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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