



Training
Qualifications UK

TQUK Level 2 End-Point Assessment for
ST0005 Adult Care Worker

Qualification Number: 610/1940/9

Standard Specification

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Key Information

Reference:	ST0005
Version:	1.2
Level:	2
Minimum duration to gateway:	12 months
Typical EPA period:	No window is prescribed
Maximum funding:	£4,000
Route:	Care services
Approved for delivery:	21 July 2016
Date updated:	26/06/2023
Lars code:	119
EQA provider:	Ofqual

Apprenticeship Summary

Overview of the Role

Providing frontline care for vulnerable adults within their own homes, daycare centres, residential and nursing homes and other healthcare.

Occupation

Role Profile (what the successful candidate should be able to do at the end of the apprenticeship)

Adult Care Workers are the frontline staff who help 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.

To work in care is to make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. Adult Care Workers need to have the right values and behaviours developing competences and skills to provide high quality compassionate care and support. They are the frontline staff who help 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 which is at the heart of person-centred care. Job roles are varied and determined by and relevant to the type of the service being provided and the person supported. Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.

Personal assistants do the same job as an Adult Care Worker and work directly for one individual usually within their own home. Working with people, feeling passionate about supporting and enabling them to live a more independent and fulfilling life is a rewarding and worthwhile job that provides excellent career opportunities.

These are the personal attributes and behaviours expected of all Adult Care Workers carrying out their roles:

- Care – is caring consistently and enough about individuals to make a positive difference to their lives.
- Compassion – is delivering care and support with kindness, consideration, dignity and respect.
- Courage – is doing the right thing for people and speaking up if the individual they support is at risk.
- Communication – good communication is central to successful caring relationships and effective team working.
- Competence – is applying knowledge and skills to provide high quality care and support.
- Commitment – to improving the experience of people who need care and support ensuring it is person centred.

Typical Job Titles

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.

Progression

This apprenticeship provides an ideal entry into the occupation and supports progression within the sector. 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 apprenticeships English and Maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Gateway Requirements

The gateway requirements are:

- Level 1 Functional Skills English and Maths
- Level 2 Diploma in Care
- Enhanced Disclosure and Barring Services (DBS)
- Self-Assessment
- Care Certificate

Assessment Methods

This End-Point Assessment (EPA) for this Standard consists of two assessment methods:



Situational Judgement Test



Professional Discussion

Assessment Order

The situational judgement test must be passed before the professional discussion can take place.

Situational Judgement Test

Assessment Overview

The situational judgement test will present the candidate with a range of real-life scenarios about which the learner will have to answer questions in a multiple-choice format (60 questions). The assessment will normally be undertaken online, under controlled conditions with a time limit applied. Questions will draw from the stated knowledge and skills elements of the standard and focus on the higher order competencies. Material may be drawn from any part of the apprenticeship standard.

Timing

The test will last **90 minutes**.

Location

The apprentice may take their test on paper or online.

Grading

This assessment is graded according to the table below.

Marks	Percentage	Grade
0-39	0-65%	Fail
40-49	67-82%	Pass
50-54	83-90%	Merit
55-60	92-100%	Distinction

Resits and Retakes

If the apprentice achieves between 25 and 39 correct answers on their first attempt, they may resit the situational judgement test on one further occasion within three months.

If the apprentice achieves fewer than 25 correct answers on their first attempt, they may only retake the assessment once they have undertaken a formal review with their employer and On-Programme Assessor and acted on its findings. This review aims to provide additional learning and development in order to support a more successful outcome.

In the case of a resit or retake, the maximum grade awarded will be a pass.

Annex A - KSBs Assessed

The table below lists the knowledge and skills that will be assessed within the situational judgement test.

Knowledge

- Understanding the job they have to do, their main tasks and responsibilities.
- The importance of having the right values and behaviours.
- The importance of communication.
- How to support individuals to remain safe from harm.
- How to promote health and wellbeing for the individuals they support and work colleagues.
- How to work professionally, including their own professional development.

Skills

- Undertake the main tasks and responsibilities according to their job role.
- Communicate clearly and responsibly.



Professional Discussion

Assessment Overview

The professional discussion is a structured, two-way dialogue between the apprentice and the End-Point Assessor.

An apprentice must achieve a passing grade in their situational judgement test before they can take their professional discussion.

Timing

The professional discussion will be no more than **45 minutes**.

Location

The apprentice's professional discussion may take place face-to-face with the End-Point Assessor on site, or remotely.

Grading

This assessment is graded **distinction, merit, pass** or **fail** according to the criteria in **Annex B**.

Scope of the Professional Discussion

The professional discussion will be structured into five sections:

- Apprentice Reflection/Self-Assessment
- Personal Development Reflection
- Care Sector
- Occupational Competency and Learning Amplification.

Once the apprentice has passed their situational judgement test, they will be assigned an End-Point Assessor who will provide them with an agenda, which includes more detail around the content of each section, including any knowledge areas from the situational judgement test, which will be explored further in the occupational competency section. The apprentice will not be told the questions they will be asked in advance.

The professional discussion will be no more than **45 minutes**.

Resits and Retakes

If an apprentice fails this assessment on their first attempt, they will be offered the opportunity of a resit or retake. In such cases, the End-Point Assessor will ask a different set of questions.

An apprentice is only permitted to make **one further attempt** at this assessment.

The resit or retake must be taken within a **three-month period** of the initial fail notification.

In the case of a resit or retake, the maximum grade awarded will be a pass.

Annex B - Grading Criteria

This assessment is graded as distinction, merit, pass or fail according to the criteria below.

Fail	<ul style="list-style-type: none"> The apprentice fails to provide sufficient answers to meet all of the assessment criteria. The apprentice reads directly from their notes throughout the discussion. The apprentice fails to meet the required pass level.
Pass	<ul style="list-style-type: none"> The apprentice is able to answer all questions at a basic level giving sufficient information to meet the criteria. The End-Point Assessor leads the discussion, asking additional probing questions to enable the apprentice to expand on their answers. The apprentice's responses are knowledge-based with limited examples of practice which do not extend beyond narrative facts. The apprentice shows an understanding of the six C's within their answers via making reference to these. Answers are limited to reference only to give assurance of their awareness of them. The apprentice relies heavily on their notes to guide them through the discussion and does not lead the discussion.
Merit	<ul style="list-style-type: none"> The apprentice gives answers freely and confidently with minimal requirement of the End-Point Assessor needing to ask additional probing questions. This then enhances the answer by the apprentice, following minimal, additional probing. The apprentice links knowledge to practice, giving examples of how they meet the criteria in practice, without prompting, and shows some evidence of evaluation/analysis within their discussion points. The apprentice shows a good in-depth understanding of the six C's within their answers. The apprentice uses prepared notes sparingly and mainly for reference during the discussion and, for much of the assessment, leads the discussion.
Distinction	<ul style="list-style-type: none"> The apprentice demonstrates confidence and excellence in their knowledge by talking freely with minimal to no additional probing questions. This then provides the strength in the answer from the apprentice independently. The apprentice's language shows clearly how they relate theory to practice with numerous examples, also containing evidence of evaluation and analysis within their discussion points. The apprentice can give detailed examples of how they meet the criteria within their job role whilst also comprehending their role limitations. The apprentice embeds their understanding of the six C's into their examples of practice, reflecting excellent understanding. The apprentice uses prepared notes on limited occasions and mainly for reference during the discussion, and for the vast majority of the assessment leads the discussion. The apprentice shows knowledge and understanding above the level they are working at (non-compulsory).

Annex C - KSBs Assessed

The table below lists the knowledge, skills and behaviours (KSBs) that will be assessed within the professional discussion.

Skills
<ul style="list-style-type: none"> • Undertake the main tasks and responsibilities according to their job role. • Treat people with respect and dignity and honour their human rights. • Communicate clearly and responsibly. • Support individuals to remain safe from harm. • Champion health and well-being for the individuals they support and for work colleagues. • Work professionally and seek to develop their own professional development.
Behaviours, summed up by the 'Six Cs'
<ul style="list-style-type: none"> • Care – is caring consistently and enough about individuals to make a positive difference to their lives. • Compassion – is delivering care and support with kindness, consideration, dignity and respect. • Courage – is doing the right thing for people and speaking up if the individual they support is at risk. • Communication – good communication is central to successful caring relationships and effective team working. • Competence – is applying knowledge and skills to provide high quality care and support. • Commitment – to improving the experience of people who need care and support ensuring it is person centred.

Overall Grading

In order to proceed to the overall grading stage, the apprentice must achieve at least a pass in both assessment methods. The overall grading will be decided using the table below. Training Qualifications UK will provide a summary report and confirmation of the overall apprenticeship grade within **10-12 working days** of the final assessment component.

Situational Judgement Test	Professional Discussion	Overall Grade
Pass	Pass	Pass
	Merit	Merit
	Distinction	Merit
Merit	Pass	Pass
	Merit	Merit
	Distinction	Distinction
Distinction	Pass	Merit
	Merit	Merit
	Distinction	Distinction

Resits and Retakes

Situational Judgement Test

- A resit does not require further learning, whereas a retake does.
- Apprentices who achieve between **25 and 39 correct answers** may attempt the situational judgement test on one further occasion within three months of their first attempt.
- Apprentices who answer **fewer than 25 questions correctly** cannot attempt a retake until they have completed a professional review of performance and acted on its findings.
- Apprentices who have passed the test cannot resit in order to achieve a higher grade.

Professional Discussion

- A resit does not require further learning, whereas a retake does.
- A resit/retake must be taken within a period of **three months** from the original assessment date, otherwise the entire EPA must be retaken.
- Apprentices who have passed the assessment cannot resit/retake in an attempt to achieve a higher grade.
- End-Point Assessor will be notified by the EPA team of any formal resit/retake.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found [here](#).

