Training Qualifications UK

TQUK Level 3 End-Point Assessment for ST0006 **Lead Adult Care Worker** V1.2

Qualification Number: 610/1941/0

Standard Specification

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Key Information

Reference:	ST0006
Version:	V1.2
Level:	3
Typical duration to gateway:	18 months (this does not include EPA period)
Typical EPA period:	5 months
Maximum funding:	£4000
Route:	Care services
Approved for delivery:	21 July 2016
Lars code:	118
EQA provider:	Ofqual
Date updated:	26/06/2023
Qualification Number	610/1941/0

Apprenticeship Summary

Overview of the Role

Leading frontline care for vulnerable adults within their own homes, day care centres, residential and nursing homes, and other healthcare settings.

Occupation Summary

Lead 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. 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. These could all specialise in a variety of areas such as learning disability, mental health, drug and alcohol misuse, homecare, dementia and end-of-life care.

As a Lead Adult Care Worker, you will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. You will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity, and control. By providing leadership, guidance, and direction at the frontline of care delivery you will be instrumental in improving the health and wellbeing of those receiving care and support. Lead Adult Care Workers will in some circumstances have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This exercising of autonomy and accountability means leading and supporting 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 only work directly for one individual who needs support and/or care services, usually within their own home.

Qualifications

Level 3 Diploma in Adult Care.

Assessment Methods

The 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.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- Photo ID
- Level 3 Diploma in Care
- Care Certificate:
  - The individual must meet the standards as set out in the Care Certificate. The Care Quality Commission expect that providers that employ healthcare assistants and social care support workers follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles.
- Self-Assessment
  - The individual must undertake a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. Self-assessment must be submitted at gateway, and it will be used as a source of evidence for the professional discussion. A self-assessment template is available to download.

At gateway, the training provider is also requested to sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Situational Judgement Test

Assessment Overview

The situational judgement test will consist of **60 questions** with four possible answers for the apprentice to choose from, one of which is correct. One mark is awarded for each correct answer. The questions will assess the knowledge criteria assigned to this assessment method.

The apprentice must pass the situational judgement test before the professional discussion.

Timing

The test will last **90 minutes.**

Location

The test can be taken on paper or online. This is a formal assessment which must take place in a controlled environment.

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

Results for online exams are distributed within **two working days** of test completion and paper-based exam results are distributed within **five working days** of Training Qualifications UK receiving the required documents.

Knowledge Assessed

Topic	Subtopics
The Job They Have to Do, Their Main Tasks and Responsibilities.	Both their own and other workers' professional boundaries and limits training and expertise.
	Relevant statutory standards and Codes of Practice for their role.
	What the 'Duty of Care' is in practice.
	How to create and develop a care plan based on the person's preferences in the way they want to be supported.
	How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals.
	How to lead and support others to ensure compliance with regulations and organisational policies and procedures.
The Importance of Having the Right Values and Behaviours.	How to ensure that dignity is at the centre of all work with individuals and their support circles.
	The importance of respecting diversity, the principles of inclusion and treating everyone fairly.
The Importance of Communication.	The barriers to communication and be able to both identify, and determine, the best solutions to achieve success when communicating with the individual they are supporting.
	How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction.
	The role of advocates and when they might be involved.
	Their own, and other workers' responsibilities for ensuring confidential information is kept safe.
How to Support Individuals to Remain Safe From Harm (Safeguarding).	What abuse is and what to do when they have concerns someone is being abused.
	The national and local strategies for safeguarding and protection from abuse.
	What to do when receiving comments and complaints ensuring appropriate and timely actions takes place.
	How to recognise and prevent unsafe practices in the workplace.
	The importance and process of whistleblowing, being able to facilitate timely intervention.
	How to address and resolve any dilemmas they may face between a person's rights and their safety.

Topic	Subtopics
How to Champion Health and Well-being for the Individuals They Support and Work Colleagues.	The health and safety responsibilities of self, employer, and workers.
	How to keep safe in the work environment.
	What to do when there is an accident or sudden illness and take appropriate action.
	What to do with hazardous substances.
	How to promote fire safety and how to support others to do so.
	How to reduce the spread of infection and support others in infection prevention and control.
	How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care.
How to Work Professionally, Including Their Own Professional Development of Those They Support and Work Colleagues.	What a professional relationship is with the person being supported and colleagues.
	How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans.
	How to demonstrate the importance of excellent core skills in writing, numbers, and information technology.
	How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues.
	How to carry out research relevant to individuals' support needs and share with others.
	How to access and apply good practice relating to their role.
	How to access and apply specialist knowledge when needed to support performance in the job role.
The Main Tasks and Responsibilities According to Their Job Role.	Take the initiative when working outside normal duties and responsibilities.
	Provide individuals with information to enable them to exercise choice on how they are supported.
Communicate Clearly and Responsibly.	Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers, and professionals.
Champion Health and Well-being for the Individuals They Support.	Promote healthy eating and well-being by supporting individuals to have access to fluids, food, and nutrition.

Professional Discussion

Assessment Overview

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

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

The professional discussion will last **45 minutes** (+10% variance to allow the apprentice to finish their final answer or point).

Location

The professional discussion may take place face-to-face or remotely in a controlled environment.

Scope of the Professional Discussion

The professional discussion will be structured into four sections:

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

Apprentices are permitted to bring notes and their self-assessment into the professional discussion.

Grading

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

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - Grading Criteria

Fail	• 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	• 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. • Apprentice responses are knowledge-based with limited examples of practice which do not extend beyond narrative facts explaining the role of a Lead Adult Care Worker. • 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	• The apprentice gives answers freely and confidently with minimal requirement of the End-Point Assessor to ask additional probing questions. Minimal additional probing allows the apprentice to enhance their answers. • 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 demonstrates through examples how they undertake the role of a Lead Adult Care Worker. • The apprentice shows a good in-depth understanding of the six Cs 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	• The apprentice demonstrates confidence and excellence in their knowledge by talking freely with minimal to no additional probing questions. The strength in the answer comes 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 Cs 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 demonstrates their leadership skills with examples of how they support other staff members in the setting. • The apprentice shows knowledge and understanding above the level they are working at (non-compulsory).

Skills and Behaviours

Skills
• 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 - The Key Behaviours Are Summed Up by the "Six Cs":
• **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

This standard is graded as distinction, merit, pass or fail. Each assessment component is graded individually. Once all assessment components have been completed the grades are combined as described in the table below to determine the overall grade.

The apprentice needs to get the relevant grade in every single assessment component to achieve that grade overall.

Situational Judgement Test	Professional Discussion	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	**Pass**
	Merit	**Merit**
	Distinction	**Merit**
Merit	Pass	**Pass**
	Merit	**Merit**
	Distinction	**Distinction**
Distinction	Pass	**Merit**
	Merit	**Merit**
	Distinction	**Distinction**

Resits and Retakes

Apprentices who fail the end-point assessment will be offered one opportunity of a resit or retake. A resit does not require further learning, whereas a retake does. Resits/retakes are not offered to apprentices who pass and wish to attempt to achieve a higher grade.

Situational Judgement Test

Apprentices achieving between 25 and 39 correct answers may retake the assessment on **one further occasion within three months.** Apprentices achieving fewer than 25 correct answers will not be allowed to retake the assignment until they have completed a professional review of performance and acted on its findings.

Professional Discussion

If a retake is necessary, the maximum award achievable would be a pass. In exceptional circumstances, a resit may be arranged and graded as the first professional discussion pass, merit or distinction.

In the event of either of the above, the professional discussion should take place within a **maximum of three months** from the original date.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.