



## End-Point Assessment

Lead Adult Care Worker Level 3 (V1.2)

Support Pack

nqual.

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## INTRODUCTION

This document sets out the requirements, advice and guidance for the End-Point Assessment (EPA) of the Level 3 Lead Adult Care Worker apprenticeship standard. This document is designed for apprentices, employers and training providers involved in the End-Point Assessment of an apprentice studying Level 3 Lead Adult Care Worker.

An Apprentice for the Level 3 Lead Adult Care Worker should have a minimum of 12 months learning prior to End-Point Assessment.

The document is divided into sections covering all the relevant aspects of EPA for Level 3 Lead Adult Care Worker.

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

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

[Lead Adult Care Worker L3 EPA Plan \(www.instituteforapprenticeships.org\)](http://www.instituteforapprenticeships.org)





## EPA TIMESCALE

### Register with NQual

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

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

### Gateway

### EPA Booking

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

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

### EPA Approved

### Assessment

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

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

### Results

## GATEWAY

This section outlines the requirements an apprentice must have met in order to complete their End-Point Assessment. Once the employer and training provider are fully satisfied that the apprentice has the knowledge, skills and behaviours set out within this standard, the employer can formally confirm that the apprentice is ready for EPA via Gateway.

Gateway requirements for the Lead Adult Care Worker Level 3 apprenticeship outline the apprentice must have:

- **Achieved Level 3 Diploma in Care**
- **Complete 15 standards as set out in the Care Certificate**
- **Achieved Level 2 maths and English**
- **Complete the self-assessment document**
- **Testimonies from people who use the service within the last three months.**

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

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

\*For those with an education, health and care plan or a legacy statement, the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

## SELF-ASSESSMENT

During the last month of the Lead Adult Care Worker Level 3 apprenticeship, the apprentice will need to confirm they are confident, and they have taken on board all aspects of the occupation.

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

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

## COMPONENTS OF END-POINT ASSESSMENT

The End-Point Assessment for Lead Adult Care Worker Level 3 requires two assessment methods. These are a Situational Judgement Test and a Professional Discussion; both are outlined within this support pack in further detail.

### Situational Judgement Test

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

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

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

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

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

### Professional Discussion

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

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

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

## END-POINT ASSESSMENT METHODS TABLE

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

Learning Outcomes	What is Required	Situational Judgement Test	Professional Discussion
<b>Knowledge</b>			
A1	Their job roles and other worker roles relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care	✓	✓
A2	Both their own and other workers professional boundaries and limits training and expertise	✓	✓
A3	Relevant statutory Standards and Codes of Practice for their role	✓	✓
A4	What the 'Duty of Care' is in practice	✓	✓
A5	How to create and develop a care plan based on the person's preferences in the way they want to be supported	✓	✓
A6	How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals	✓	✓
A7	How to lead and support others to ensure compliance with regulations and organisational policies and procedures	✓	✓
B8	How to ensure that dignity is at the centre of all work with individuals and their support circles	✓	✓
B9	The importance of respecting diversity, the principles of inclusion and treating everyone fairly	✓	✓
C10	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	✓	✓
C11	How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction	✓	✓
C12	The role of advocates and when they might be involved	✓	✓

C13	Their own, and other workers' responsibilities for ensuring confidential information is kept safe	✓	✓
D14	What abuse is and what to do when they have concerns someone is being abused	✓	✓
D15	The national and local strategies for safeguarding and protection from abuse	✓	✓
D16	What to do when receiving comments and complaints ensuring appropriate and timely actions takes place	✓	✓
D17	How to recognise and prevent unsafe practices in the workplace	✓	✓
D18	The importance and process of whistleblowing, being able to facilitate timely intervention	✓	✓
D19	How to address and resolve any dilemmas they may face between a person's rights and their safety	✓	✓
E20	The health and safety responsibilities of self, employer and workers	✓	✓
E21	How to keep safe in the work environment	✓	✓
E22	What to do when there is an accident or sudden illness and take appropriate action	✓	✓
E23	What to do with hazardous substances	✓	✓
E24	How to promote fire safety and how to support others to do so	✓	✓
E25	How to reduce the spread of infection and support others in infection prevention and control	✓	✓
E26	How to use and promote with others where relevant, risk assessments to enable a person-centred approach to delivering care	✓	✓
F27	What a professional relationship is with the person being supported and colleagues	✓	✓
F28	How to work with other people and organisations in the interest of the person being supported	✓	✓
F29	How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans	✓	✓



F30	How to demonstrate the importance of excellent core skills in writing, numbers and information technology	✓	✓
F31	How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues	✓	✓
F32	How to carry out research relevant to individuals' support needs and share with others	✓	✓
F33	How to access and apply good practice relating to their role	✓	✓
F34	How to access and apply specialist knowledge when needed to support performance in the job role	✓	✓
<b>Skills</b>			
A1	Support individuals they are working with according to their personal care/support plan	✓	
A2	Take the initiative when working outside normal duties and responsibilities	✓	
A3	Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking	✓	
A4	Implement/Facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments	✓	
A5	Contribute to the development and ongoing review of care/support plans for the individuals they support	✓	
A6	Provide individuals with information to enable them to exercise choice on how they are supported	✓	
A7	Encourage individuals to actively participate in the way their care and support is delivered	✓	
A8	Ensure that individuals know what they are agreeing to regarding the way in which they are supported	✓	
A9	Lead and support colleagues to understand how to establish informed consent when providing care and support	✓	

A10	Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities	✓	
C15	Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals	✓	
C16	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	✓	
C17	Take the initiative and reduce environmental barriers to communication	✓	
C18	Demonstrate and ensure that records and reports are written clearly and concisely	✓	
C19	Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working	✓	
<b>Behaviours</b>			
B1	Care - is caring consistently and enough about individuals to make a positive difference to their lives		✓
B2	Compassion - is delivering care and support with kindness, consideration, dignity and respect		✓
B3	Courage - is doing the right thing for people speaking up if the individual they support is at risk		✓
B4	Communication - good communication is central to successful caring relationships and effective team working		✓
B5	Competence - is applying knowledge and skills to provide high quality care and support		✓
B6	Commitment - is improving the experience of people who need care and support ensuring it is person centred		✓

## GRADING

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

In order to achieve a Passing grade, the apprentice must gain a minimum of a Pass in all components of the End-Point Assessment.

To undertake the Professional Discussion, an apprentice must achieve a minimum of a Pass in the Situational Judgement Test.

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

### Assessment Breakdown

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

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

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

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

The final grade will be decided based on the following combinations:

Assessment Methods 1: Situational Judgement Test	Assessment Methods 2: Professional Discussion	Overall Grade
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Merit	Merit
Pass	Distinction	Merit
Merit	Pass	Pass
Merit	Merit	Merit
Distinction	Merit	Merit
Merit	Distinction	Distinction
Distinction	Distinction	Distinction

### Re-sit / Re-take

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

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

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

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

## MOCK SITUATIONAL JUDGEMENT TEST

It is the responsibility of the employer and training provider to complete Mock Situational Judgement Tests with the apprentice and to ensure they are ready for their End-Point Assessment.

A Mock Situational Judgment Test should take a maximum of 90 minutes.

The apprentice will be given access to Mock Situational Judgement Tests upon the booking of the End-Point Assessment and this can be accessed through our online assessment system.

## MOCK PROFESSIONAL DISCUSSION

It is the responsibility of the employer and training provider to complete Mock Professional Discussions with the apprentice and the responsibility of the apprentice to ensure they have practised answering questions for their End-Point Assessment.

Professional Discussion questions will be given by NQual and can be accessed once the apprentice has booked their End-Point Assessment.

A Mock Professional Discussion should take a maximum of 45 minutes.





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The background features a dark teal, wavy shape that resembles a mountain range or a stylized 'N' shape. In the bottom left corner, there is a lime green shape with rounded corners, partially overlapping the teal shape.

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