

# Quest EPAO Guide to the End-Point Assessment In Adult Care Worker

Helping the Apprentice, Employer and Centre:

Understand the requirements of End-Point Assessment

Prepare for Gateway

Prepare for the End-Point Assessment



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## About Quest

Founded in 2007, Quest Training was built on the mission to deliver the highest quality work-based training in the South East of England.

It is this mission that has continued to drive the Quest team. Over a decade later we are proud to still be achieving apprenticeship success rates well above the national average, and to have worked with over 700 employers across a range of professional sectors.

Quest EPAO was formed in 2018 and has gained recognition for a number of End-Point Assessments with more applications in progress. Quest EPAO are focussing on the following sectors initially:

- Adult Care
- Childcare
- Supporting Teaching and Learning
- The Generic Business and Management sector

Quest EPAO will continue to apply for further End-Point Assessments as additional Apprenticeship Standards are developed.

Quest EPAO are supportive, delivering high quality End-Point Assessment through a seamless end to end assessment process from pre-gateway, through to summative assessment using Quest EPAO's E-Portal.

Quest EPAO recognise the need to be flexible when delivering End-Point Assessment taking into account the needs of the sectors we work in offering weekend and evening assessments, in addition to the normal working week.

Quest EPAO will support a centre during the delivery of learning period to an apprentice including:

- Clarifying the breadth and depth of learning that is required by the standard
- Providing learning materials to the centre where appropriate
- Providing mock assessments
- Explaining the End-Point assessment process to the centre

## Values and Care

### **Putting Apprentices at the centre of everything we do**

The apprentices are our main priority. We work to meet their needs through a flexible approach to training and always ensuring we uphold the following core values. We care deeply about the careers and ambitions of every single apprentice. Because of this we work hard to ensure that each individual's training path meets their personal and professional goals. With one-to-one support at the core of what we do, creating an approachable environment is extremely important. This ensures that both apprentices and employers always know our team is dedicated to them and available to guide them through their work. We believe in the capabilities of each of our apprentices

It is essential that the process is a test of the Apprentices Knowledge, Skills and Behaviours and not a test of nerves

## End-Point Assessment

The purpose of the end-point assessment (EPA) is to test that an apprentice is fully capable of doing their job before they receive their apprenticeship certificate. It also helps to demonstrate that what an apprentice has learned can be applied in the real world.

### **Changing how apprentices are assessed**

On a framework apprentices are assessed continuously throughout their apprenticeships, usually by compiling a portfolio consisting of lots of individual pieces of evidence. New apprenticeship standards include an EPA. We highlighted some of the differences between standards and frameworks previously.

The Richard review found that continuous assessment did not allow all apprentices to demonstrate that they can carry out the whole of their job. Employers wanted assurance that former apprentices they employed or planned to employ were fully competent.

The focus is now on the outcome of an apprenticeship and apprentices have to demonstrate the knowledge, skills and behaviours that employers have identified they need.

### **A synoptic end-point assessment**

The synoptic EPA has become a core feature of new apprenticeship standards because it assesses the apprentice's performance across the whole standard rather than for individual tasks.

There are a range of assessment methods including:

- practical assessment
- interview
- project
- written and/or multiple-choice tests
- presentation or sales pitch

The apprentice must be assessed by a minimum of 2 different assessments methods and the methods used will be the ones most relevant to the job.

After the EPA, the apprentice is graded by pass, merit or distinction. Clear grading descriptors set out the requirements for each grade.

### **Quest EPAO's Process**

The Gateway and End-Point assessment process in Business Administration is conducted remotely through Quest EPAO's E-Portal and integrated Edexams platform. All the documentation you require is also held on the portal, and the secure section of the Quest EPAO website.

All apprentices will have a planning meeting. This enables the apprentice, employer and centre to talk to the End-Point Assessor, clarify any queries or concerns and plan the most appropriate time for each assessment to take place. It is also a time to clarify the need for any special considerations and reasonable adjustments, if this has not already been agreed.

See Appendix G for the Process Map

## Adult Care Worker Overview

### **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.

Job titles might include: Care Assistant, Care Worker, Support Worker, Personal Assistant, Relief Team Worker, Support Worker - Supported Living, Key Worker in Residential Settings, Key Worker in Domiciliary Services, Key Worker in Day Services, Home Care Support Worker, Substance Misuse Worker, Learning Disability Support Worker, Mental Health Support Worker, Mental Health Outreach Worker and Re-enablement Worker.

### **What types of activities are covered as part of the Adult Care Worker Apprenticeship Standard**

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

## The Adult Care Worker Standard

### Knowledge

#### **The job they have to do, their main tasks and responsibilities**

- The tasks and responsibilities of the job role 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
- Professional boundaries and limits of their training and experience
- Relevant statutory standards and codes of practice for the role
- What the 'duty of care' is in practice
- How to contribute towards the development and creation of a care plan underpinned by the individuals preferences in relation to the way they want to be supported
- How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals
- How to access, follow and be compliant with regulations and organisational policies and procedure

#### **The importance of having the right values and behaviours**

- How to support and enable individuals to achieve their personal aims and goals
- What dignity means in how to work with individuals and organisations
- The importance of respecting diversity and treating every individual equally

#### **The importance of communication**

- The barriers to communication
- The impact of non-verbal communication
- The importance of active listening
- How the way they communicate can affect others
- About different forms of communication e.g. signing, communication boards
- How to find out the best way to communicate with the individuals they are supporting
- How to make sure 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
- How to recognise unsafe practices in the workplace
- How to address any dilemmas they may face between an individual's rights and their safety

#### **How to promote health and wellbeing for the individuals they support and work colleagues**

- The health and safety responsibilities of self, employer and work colleagues
- How to keep safe in the work environment
- What to do when there is an accident or sudden illness
- What to do with hazardous substances
- How to promote fire safety
- How to reduce the spread of infection
- What a risk assessment is and how it can be used to promote person centred care safely

**How to work professionally, including their own professional development**

- What a professional relationship is with the person being supported and colleagues
- How to work together with other people and organisations in the interest of the person being supported
- How to be actively involved in their personal development plan
- The importance of excellent core skills in writing, numbers and information technology
- What to do to develop, sustain and exhibit a positive attitude and personal resilience
- Where and how to access specialist knowledge when needed to support performance of the job role

**Skills**

**The main tasks and responsibilities according to their job role**

- Support individuals they are working with according to their personal care/support plan
- Ask for help from an appropriate person when not confident or skilled in any aspect of their role
- Provide individuals with information to enable them to have choice about the way they are supported
- Encourage individuals to participate in the way their care and support is delivered
- Ensure the individual knows what they are agreeing to regarding the way in which they are supported
- Contribute to the on-going development of care/support plans for the individual they support
- Support individuals with cognitive, physical or sensory impairments

**Treating people with respect and dignity and honouring their human rights**

- Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates
- Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences
- Demonstrate empathy (understanding and compassion) for individuals they support
- Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs

**Communicating clearly and responsibly**

- Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates
- Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes
- Identify and take steps to reduce environmental barriers to communication
- Demonstrate they can check for understanding
- Write clearly and concisely in records and reports
- Keep information safe and confidential according to agreed ways of working

**Supporting individuals to**

- Recognise potential signs of different forms of abuse

<p><b>remain safe from harm</b> {Safeguarding}</p>	<ul style="list-style-type: none"> <li>• Respond to concerns of abuse according to agreed ways of working</li> <li>• Recognise, report and challenge unsafe practices</li> </ul>
<p><b>Championing health and wellbeing for the individuals they support and for work colleagues</b></p>	<ul style="list-style-type: none"> <li>• Promote the health and wellbeing of the individual they support</li> <li>• Move people and objects safely</li> <li>• Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene</li> <li>• Demonstrate how to keep people, buildings and themselves safe and secure</li> <li>• Carry out fire safety procedures when required</li> <li>• Use risk assessments to support individuals safely</li> <li>• Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health</li> <li>• Monitor and report changes in health and wellbeing for individuals they support.</li> </ul>
<p><b>Working professionally and seeking to develop their own professional development</b></p>	<ul style="list-style-type: none"> <li>• Reflect on own work practices</li> <li>• Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology</li> <li>• Demonstrate their contribution to their development plan</li> <li>• Demonstrate ability to work in partnership with others to support the individual</li> <li>• Identify sources of support when conflicts arise with other people or organisations</li> <li>• Demonstrate they can work within safe, clear professional boundaries</li> <li>• Show they can access and apply additional skills required to perform the specific job role competently</li> </ul>

## The Requirements of the Gateway (Gateway Readiness)

### Overview

Gateway Readiness checks take place via Quest EPAO's E-Portal. Apprentices can be added to Quest EPAO's E-Portal from the time you initially sign up the apprentice until 90 days prior to the estimated Gateway date, there is no charge for this.

As soon as you have added the apprentice, you can start uploading documentation and evidence required for Gateway and once the apprentice has satisfied the minimum apprenticeship requirements, all required information has been uploaded and the Gateway Declaration signed by all required parties, a Gateway Readiness check can be requested. All the documentation and information you require to complete the Gateway process is available on Quest's E-Portal in the Gateway section.

### Requirements for Gateway

Before the apprentice is adjudged ready to undertake the end-point assessment they will need to provide evidence that they have:

- Achieved the Level 2 Diploma in Adult Care
- Completed the 15 standards as set out in the Care Certificate
- Achieved Functional Skills English and Mathematics at Level 1
- Attempted Functional Skills English and Mathematics at Level 2
- Undertaken 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. This self-assessment must be submitted to the independent end point assessor as a source of evidence to prepare for the professional discussion
- Obtained In the last three months of the apprenticeship following the completion of the Diploma, collate testimonies from people who use services. This must be submitted to the end point assessor to support the professional discussion assessment

### Gateway Declaration

The Gateway Declaration form needs to be completed demonstrating that the minimum apprenticeship requirements have been met and signed by the Employer, Provider and Apprentice. This is then uploaded onto the Gateway section of Quest's E-Portal.

### I.D.

Apprentices will need a valid form of identification and a copy should be submitted at Gateway. The apprentice needs to ensure that they have their identification with them on the day of the assessment so the end-point assessor can check.

The forms of identification, Quest EPAO will accept are:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

## Reasonable adjustments and Special Considerations

At Quest EPAO, our Fair Access to Assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness. These values underpin our relationship with apprentices, employers and training providers. All apprentices and potential apprentices should be able to enter and successfully participate in an apprenticeship programme and end-point assessment in pursuit of their learning objectives. It is our intention to deliver an End-Point Assessment that are fair, accessible and do not include any unnecessary barriers to entry.

Reasonable adjustments - These are planned alterations to the regular assessment practice for End-Point Assessment in order to ensure fair access to assessment for apprentices. Examples of individuals who may require reasonable adjustment include, but is not limited to:

- Apprentices with Special Educational Needs
- Apprentices with disabilities
- Apprentices who have incurred an injury which inhibits their ability to undertake assessment

Special consideration - It may, on occasion, be appropriate for post-assessment considerations to be made in order to ensure an apprentice has had a fair opportunity to undertake End-Point Assessment.

Examples of situations which may require special consideration include, but are not limited to:

- Temporary illness
- An accident or injury which inhibits access to assessment
- Bereavement
- A disturbance during the examination

## Appendices

- Appendix A - Gateway Declaration Checklist
- Appendix B - Adult Care Service User Testimony
- Appendix C - Apprentice Self-Assessment of Adult Care Worker Gateway Readiness
- Appendix D - Employer Confirmation of Apprentice Gateway Readiness
- Appendix E - Reasonable Adjustment Request Form
- Appendix F – Special Considerations Request Form

Please Note – All the above documentation is also available on Quest's E-Portal

## The Situational Judgement Test

### What the End-Point Assessment Plan states

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 in 90 minutes). 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.

The grading threshold will be:

- Acceptable achievement (Pass) 40 correct answers
- Good achievement (Merit) 50 or more correct answers
- Outstanding achievement (Distinction) 55 or more correct answers

Candidates achieving between 25 and 39 correct answers may retake the assessment on one further occasion within three months. Candidates 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.

### Quest EPAO Process

The date and time for the knowledge test will be agreed at the planning meeting and usually a sufficient time will be given between the knowledge test to allow for a resit if necessary.

The test will be sat via Quest EPAO's Edexams examination platform, which allows online and downloadable (offline testing).

. The main benefits of this system are:

- Instant results for multiple choice tests
- Fewer paper forms and a more rewarding experience for students
- Browser-based testing with no need for locally installed software
- Online and offline testing available
- Easy to use and quick to learn
- Practice tests for apprentices to use
- Multiple choice and short answer tests available

### Practice Test

Quest EPAO has a full practice test available for apprentices completing their end-point assessment through Quest EPAO. This mock paper is on Quest EPAO's exam platform so that as well as practicing for the situational judgement test, apprentices also experience using the same platform that they will use when sitting the live situational judgement test

## The Professional Discussion

### What the End-Point Assessment Plan states

#### Professional discussion

A professional discussion will be undertaken with an independent assessor. The discussion will be of no more than 45 minutes duration. Candidates can only apply to undertake the discussion component once the multiple-choice assessment has been achieved. The discussion will draw questions and amplifications from prior learning and experience including, where applicable, the candidate's self-assessment and supporting evidence including testimony from users of services and a sample of standardised candidate questions asked of every apprentice candidate in the interview. These questions will be developed and made open and public on the internet. There is an opportunity to re-sit or retake the Professional Discussion. If a re-take is necessary the maximum award achievable would be a Pass. In exceptional circumstances a re-sit 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 3 months from the original date.

- Acceptable achievement - Pass using a standard interview record template (to be developed and shared with all assessment organisations)
- Good achievement - Merit using a standard interview record template (to be developed and shared with all assessment organisations)
- Outstanding achievement - Distinction using a standard interview record template (to be developed and shared with all assessment organisations)

### Quest EPAO Process

Quest's End-Point assessors will lead a 45-minute discussion to identify and uncover personal growth through developmental activities and how their learning has been applied in the workplace. The apprentice can use supporting evidence and testimonies from service users. The themes and topics of the professional discussion will be available on our e-portal platform.

The Professional Discussion takes place online at an agreed time with the employer and apprentice. The End-Point assessor will publish the results of the Professional Discussion after the discussion has taken place.

Supporting Evidence to support the discussion, from their period of can include:

- Tutor Feedback
- Witness statements
- Work Reviews
- Observations and evidence from the apprentice's qualification in Adult Care

## Grading

An Apprentice will be required to complete and achieve a minimum of a Pass in both of the end-point assessment components as above in addition to achieving the pre-requisite components to allow the end point to be attempted. The grade for each component will appear on the achievement certificate. The final grade is decided by the following combinations:

The table below demonstrates how the final grade is worked out from the two assessments taken.

		Professional Discussion		
		Pass	Merit	Distinction
Situational Judgement Test	Pass	<i>Pass</i>	<i>Merit</i>	<i>Merit</i>
	Merit	<i>Pass</i>	<i>Merit</i>	<i>Distinction</i>
	Distinction	<i>Merit</i>	<i>Merit</i>	<i>Distinction</i>

The professional discussion will carry the grade determining outcome.

All the knowledge and skills set out in the standard are of equal importance and therefore are equally weighted. That means that none of the competencies have been selected for specific inclusion in the end-point assessment. The end-point assessment can therefore draw on all competencies.

## Appendix A

# End-Point Assessment Gateway Checklist

## Adult Care Worker ST0005

<b>Version Number:</b>	2	<b>Route:</b>	Care Services
<b>Date Updated:</b>	05/02/2018	<b>Date Approved for Delivery:</b>	21/07/2016

### Overview

This checklist is designed to ensure that the apprentice has a seamless journey from the learning delivery stage of their apprenticeship to the End-Point assessment stage of their apprenticeship.

This document needs to be uploaded onto Quest EPAO's End-Point assessment portal with all the supporting evidence. Once this has been accepted, the apprentice, employer and independent training provider will be contacted within five days to arrange the End-Point assessment meeting.

### Safeguarding

Once the Gateway stage has been passed, Quest assessment assumes responsibility for Safeguarding of the apprentice along with the employer. If the apprentice returns to the independent training provider for further training, the responsibility for safeguarding will return to the independent training provider.

### Apprentice's Details

<b>Name:</b>	
<b>ULN:</b>	
<b>Contact Address:</b>	
<b>Email Address:</b>	
<b>Telephone Number:</b>	
<b>Gender:</b>	
<b>Ethnicity:</b>	

### Apprenticeship Details

<b>Apprenticeship Start Date:</b>	
<b>Gateway Request Date;</b>	
<b>Duration (excluding Breaks in Learning:</b>	
<b>Working Hours (per week):</b>	

## Employer Details

<b>Employer Name:</b>	
<b>Employer Address:</b>	
<b>Employer Email Address:</b>	
<b>Employer Telephone Number:</b>	
<b>Employer Contact:</b>	
<b>Contact Email Address:</b>	
<b>Contact Telephone Address:</b>	

## Training Provider Details

<b>Training Provider:</b>	
<b>UKPRN:</b>	
<b>Training Provider Address:</b>	
<b>Training Provider Email Address:</b>	
<b>Training Provider Telephone Number:</b>	
<b>Training Provider Contact:</b>	
<b>Training Provider Contact Email Address:</b>	
<b>Training Provider Contact Telephone Address:</b>	
<b>Employer invited Representative to Planning Meeting:</b>	

## Qualifications Achieved, or Attempted

Requirement	Evidence Required	Centre / Apprentice	Office Use Only
<b>Care Certificate:</b>	<b>Certificate Uploaded</b>		
<b>Diploma in Adult Care L2:</b>	<b>Certificate Uploaded</b>		
<b>Functional Skills English L1</b>	<b>Certificate or Exemption Uploaded</b>		
<b>Functional Skills Maths L1</b>	<b>Certificate or Exemption Uploaded</b>		
<b>Functional Skills English L2 All parts attempted or achieved</b>	<b>Certificate or evidence of attempting all parts uploaded</b>		
<b>Functional Skills Maths L2 All parts attempted or achieved</b>	<b>Certificate or evidence of attempting all parts uploaded</b>		

Completed and ready to be given to the End-Point Assessor at the Planning Meeting

Requirement	Centre / Apprentice	Office Use Only
Self-assessment from the apprentice, completed in the last month of the apprenticeship detailing whether the apprentice is confident that they have taken on board all aspects of the occupation		
Witness Testimonies, collected in the final 3 months off the apprenticeship from people who use the services		

## Declaration

### I/We confirm that:

- All mandatory components of the apprenticeship standard have been completed including a Gateway review.
- The apprentice has completed the mandatory 20% “off the job” training in line with the Institute for Apprenticeships guidance.
- The apprentice has met the minimum required duration for the apprenticeship, once any breaks in learning, holidays or sickness has been accounted for.
- The apprentice’s self-assessment of their learning and skills demonstrates that they are Gateway ready.
- The employer believes that the apprentice is competent in the knowledge, skills and behaviours of the Adult Care Worker Apprenticeship Standard and that the apprentice has demonstrated through their job role that they are Gateway ready
- All the information provided on this checklist is accurate and a true reflection of the apprentice’s apprenticeship.

## Signatures

Apprentice:	Name:		
Signature:		Date:	
Employer Name:	Contact Name:		



Signature:	Date:
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### Documentation Check (Office Use Only)

Does the documentation uploaded demonstrate that the Apprentice has met all the requirements of the Gateway to be able to commence End-Point Assessment?

**Yes / No**

### Actions

Concern	Requirement	Agreed Timescale

### Feedback

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### Signature

Quest Administrator Name:	Contact Name:	
Signature:	Date:	

Concern	Requirement	Action Met (With Detail)

## Appendix B

# Adult Care Service User Testimony

## End-Point Assessment Details

<b>End Point Assessment</b>	
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<b>Apprentice</b>		<b>Date</b>	
<b>Service User</b>			
<b>Location</b>			

## Centre Guidance

These can be completed by any service users, including individuals needing care and their families, to record their testimony. If preferred, the testimony can be voice recorded and referenced to on this form.

The apprentice needs to submit at least two service user testimonies at Gateway although more maybe required to cover the range of competences the apprentice would like to demonstrate.

## Service user Testimony – Guidance

Thank you for taking the time to complete a testimony. This will help provide evidence towards the End-Point Assessment (EPA) for the Apprentice.

### **The form asks you to tell us about:**

The situation you are providing a testimony for and how well you know the apprentice – for example you may see the apprentice every week at the care home or they may visit you in your own home every day.

How the apprentice:

- Provided consistent care making a positive difference
- Delivered care and support with kindness, consideration, dignity and respect
- Did the right thing and spoke up for individuals when necessary
- Communicated effectively
- Applied knowledge and skills
- Showed commitment to improving the experience of those needing care and support

The apprentice's employer or Tutor will be able to offer you any help that you need in completing this form.

**Briefly describe the situation about which you are providing a testimony and how well you know the apprentice.**

--

**Statement of the apprentice's performance – please provide as much detail as possible.**

--

**I can confirm that this is an accurate reflection of the situation**

<b>Witness Signature</b>		<b>Date:</b>	
<b>Print name:</b>			
<b>Apprentice Signature</b>		<b>Date:</b>	
<b>Print name:</b>			

## Appendix C

# Apprentice Self-Assessment of Adult Care Worker Gateway Readiness

## Guidance to the Apprentice

As part of the Gateway readiness check, the End-Point Assessment Plan asks the apprentice to:

“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. This self-assessment must be submitted to the independent end point assessor as a source of evidence to prepare for the professional discussion”

Preparation for and completing the self-assessment form:

- 1 Prior to commencing your self-assessment, you may find it useful to review documentation about your role and responsibilities e.g. your job description, your development plan, appraisal documentation, your organisation’s agreed ways of working etc. These documents will help you to consider your role in relation to the requirements of the apprenticeship standard.
- 2 Reflect on how your apprenticeship has supported you in meeting the requirements of your role and your responsibilities in order to help you to make a judgement about your competence in the areas outlined below.
- 3 For each standard subject area, look at the outcomes that should be met and consider how each element of the standard has been achieved. It may be useful to consider what evidence you have produced over the period of being on-programme and how it has contributed to your achievement of each standard subject area.
- 4 Provide comments for each standard subject area to outline why you are assessment ready and how you feel you have achieved each element of the standard. You can also evidence in some of the evidence you have produced throughout your apprenticeship.

## Self-Assessment Grid

REF	Standard subject area	Criteria	Ready for EPA	Comments or Evidence
<b>Knowledge and Skills:</b>				
A	<b>Knowledge</b> The job they have to do, their main tasks and responsibilities	1. The tasks and responsibilities of the job role 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 2. Professional boundaries and limits of their training and expertise 3. Relevant statutory standards and codes of practice for their role 4. What the 'duty of care' is in practice 5. How to contribute towards the development and creation of a care plan underpinned by the individuals preferences in regard to the way they want to be supported 6. How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals 7. How to access, follow and be compliant with regulations and organisational policies and procedures		
	<b>Skills</b> The main tasks and responsibilities according to their job role	1. Support individuals they are working with according to their personal care/support plan 2. Ask for help from an appropriate person when not confident or skilled in any aspect of their role 3. Provide individuals with information to enable them to have choice about the way they are supported 4. Encourage individuals to participate in the way their care and support is delivered 5. Ensure the individual knows what they are agreeing to regarding the way in which they are supported 6. Contribute to the on-going development of		

		care/support plans for the individual they support 7. Support individuals with cognitive, physical or sensory impairments		
B	Knowledge The importance of having the right values and behaviours	8. How to support and enable individuals to achieve their personal aims and goals 9. What dignity means in how to work with individuals and others 10. The importance of respecting diversity and treating everyone equally		
	Skills Treating people with respect and dignity and honouring their human rights	8. Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates 9. Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences 10. Demonstrate empathy (understanding and compassion) for individuals they support 11. Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs		
C	Knowledge The importance of communication	11. The barriers to communication 12. The impact of non-verbal communication 13. The importance of active listening  14. How the way they communicate can affect others 15. About different forms of communication e.g. signing, communication boards 16. How to find out the best way to communicate with the individual they are supporting 17. How to make sure confidential information is kept safe		
	Skills Communicating clearly and responsibly	12. Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates 13. Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes		

		14. Identify and take steps to reduce environmental barriers to communication 15. Demonstrate they can check for understanding 16. Write clearly and concisely in records and reports 17. Keep information safe and confidential according to agreed ways of working		
D	Knowledge How to support individuals to remain safe from harm (Safeguarding)	18. What abuse is and what to do when they have concerns someone is being abused 19. The national and local strategies for safeguarding and protection from abuse 20. What to do when receiving comments and complaints 21. How to recognise unsafe practices in the workplace 22. The importance and process of whistleblowing 23. How to address any dilemmas they may face between a person's rights and their safety		
	Skills Supporting individuals to remain safe from harm (Safeguarding)	18. Recognise potential signs of different forms of abuse 19. Respond to concerns of abuse according to agreed ways of working 20. Recognise, report and challenge unsafe practices		
E	Knowledge How to promote health and wellbeing for the individuals they support and work colleagues	24. The health and safety responsibilities of self, employer and workers 25. How to keep safe in the work environment 26. What to do when there is an accident or sudden illness 27. What to do with hazardous substances 28. How to promote fire safety 29. How to reduce the spread of infection 30. What a risk assessment is and how it can be used to promote person centred care safely		
	Skills Championing health and wellbeing for the individuals they support	21. Promote the health and wellbeing of the individual they support 22. Move people and objects safely 23. Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene		

	and for work colleagues	<p>24. Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition</p> <p>25. Demonstrate how to keep people, buildings and themselves safe and secure</p> <p>26. Carry out fire safety procedures when require</p> <p>27. Use risk assessments to support individuals safely</p> <p>28. Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health</p> <p>29. Monitor and report changes in health and wellbeing for individuals they support</p>		
F	<p>Knowledge</p> <p>How to work professionally, including their own professional development</p>	<p>31. What a professional relationship is with the person being supported and colleagues</p> <p>32. How to work together with other people and organisations in the interest of the person being supported</p> <p>33. How to be actively involved in their personal development plan</p> <p>34. The importance of excellent core skills in writing, numbers and information technology</p> <p>35. What to do to develop, sustain and exhibit a positive attitude and personal resilience</p> <p>36. Where and how to access specialist knowledge when needed to support performance of the job role</p>		
	<p>Skills</p> <p>Working professionally and seeking to develop their own professional development</p>	<p>30. Reflect on own work practices</p> <p>31. Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology</p> <p>32. Demonstrate their contribution to their development plan</p> <p>33. Demonstrate ability to work in partnership with others to support the individual</p> <p>34. Identify sources of support when conflicts arise with other people or organisations</p> <p>35. Demonstrate they can work within safe, clear</p>		

		professional boundaries 36. Show they can access and apply additional skills required to perform the specific job role competently		
<b>Behaviours:</b>				
	Care			
	Compassion			
	Courage			
	Communication			
	Competence			
	Commitment			

## Signature

<b>Apprentice Signature</b>		<b>Date:</b>	
<b>Print name:</b>			

## Appendix D

# Employer Confirmation of Apprentice Gateway Readiness

## Guidance to the Employer

As part of the Gateway readiness check, the End-Point Assessment Plan asks the apprentice to:

“Confirm the competence of the Apprentice across the Apprenticeship Standard”

Please review the apprentices completed Self-Assessment of Gateway Readiness form with the apprentice prior to, or whilst completing the attached document

Apprentice Name:

REF	Standard subject area	Ready for EPA	Comments or Evidence
<b>Knowledge and Skills</b>			
A	Knowledge The job they have to do, their main tasks and responsibilities		
	Skills The main tasks and responsibilities according to their job role		
B	Knowledge The importance of having the right values and behaviours		

	<b>Skills</b> Treating people with respect and dignity and honouring their human rights		
<b>C</b>	<b>Knowledge</b> The importance of communication		
	<b>Skills</b> Communicating clearly and responsibly		
<b>D</b>	<b>Knowledge</b> How to support individuals to remain safe from harm (Safeguarding)		
	<b>Skills</b> Supporting individuals to remain safe from harm (Safeguarding)		
<b>E</b>	<b>Knowledge</b> How to promote health and wellbeing for the individuals they support and work colleagues		
	<b>Skills</b> Championing health and wellbeing for the individuals they support and for work colleagues		

F	Knowledge How to work professionally, including their own professional development		
	Skills Working professionally and seeking to develop their own professional development		
<b>Behaviours</b>			
	Care		
	Compassion		
	Courage		
	Communication		
	Competence		
	Commitment		

I confirm that this form was completed after reviewing the apprentice's completed Self-Assessment Grid with the apprentice.



Signature

<b>Employer Signature:</b>		<b>Date:</b>	
<b>Print name:</b>			

## Appendix E

# Reasonable Adjustments Request Form

### Overview

Prior to completing this form, please ensure you have read Quest EPAO's Reasonable Adjustments and Special Considerations Policy. One form needs to be completed for each apprentice requesting a reasonable adjustment.

In line with GDPR requirements, the centre must ensure that they have agreement from the apprentice to share any personal information, such as a medical condition with Quest EPAO.

### Centre Details

<b>Centre Name:</b>	
<b>Centre Number:</b>	
<b>Centre Contact:</b>	

### Apprentice and Assessment Details

<b>Apprentice Name:</b>			
<b>ULN</b>			
<b>End Point Assessment:</b>			
<b>Assessment(s) Reasonable Adjustment being applied for</b>			
<b>Date:</b>		<b>Time:</b>	

### Reason for Application

## Reasonable Adjustment Requested

## Supporting Evidence Supplied (Please attach to application)

Any application for an adjustment to assessment must be supported by evidence that is valid, sufficient and reliable. In order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving him or her an unfair advantage over others, the Centre must be clear about the extent to which the learner is affected by the disability or difficulty.

## Declaration

I confirm that the information provided is accurate and that the apprentice has agreed to the reasonable adjustment requested within this form.

## Signatures

<b>Centre</b>			
<b>Signature:</b>		<b>Date:</b>	
<b>Apprentice</b>			
<b>Signature:</b>		<b>Date:</b>	

## Appendix F

# Special Consideration Request Form

### Overview

Prior to completing this form, please ensure you have read Quest EPAO's Reasonable Adjustments and Special Considerations Policy. One form needs to be completed for each apprentice requesting a special consideration.

In line with GDPR requirements, the centre must ensure that they have agreement from the apprentice to share any persona information, such as a medical condition with Quest EPAO.

### Centre Details

<b>Centre Name:</b>	
<b>Centre Number:</b>	
<b>Centre Contact:</b>	

### Apprentice and Assessment Details

<b>Apprentice Name:</b>			
<b>ULN</b>			
<b>End Point Assessment:</b>			
<b>Assessment(s) Special Consideration being applied for</b>			
<b>Date:</b>		<b>Time:</b>	

Did not sit assessment Yes / No

Assessment sat but disadvantaged Yes / No

### Reason for Application

<b>Is the Issue Temporary or Permanent?</b>	
<b>Date Identified:</b>	

## Special Consideration Requested

## Supporting Evidence Supplied (Please attach to application)

Any application for a special consideration must be supported by evidence that is valid, sufficient and reliable. In order to ensure that any special consideration applied will only provide the apprentice with the necessary assistance without giving them an unfair advantage over others, the Centre must be clear about the extent to which the apprentice has been disadvantaged.

## Declaration

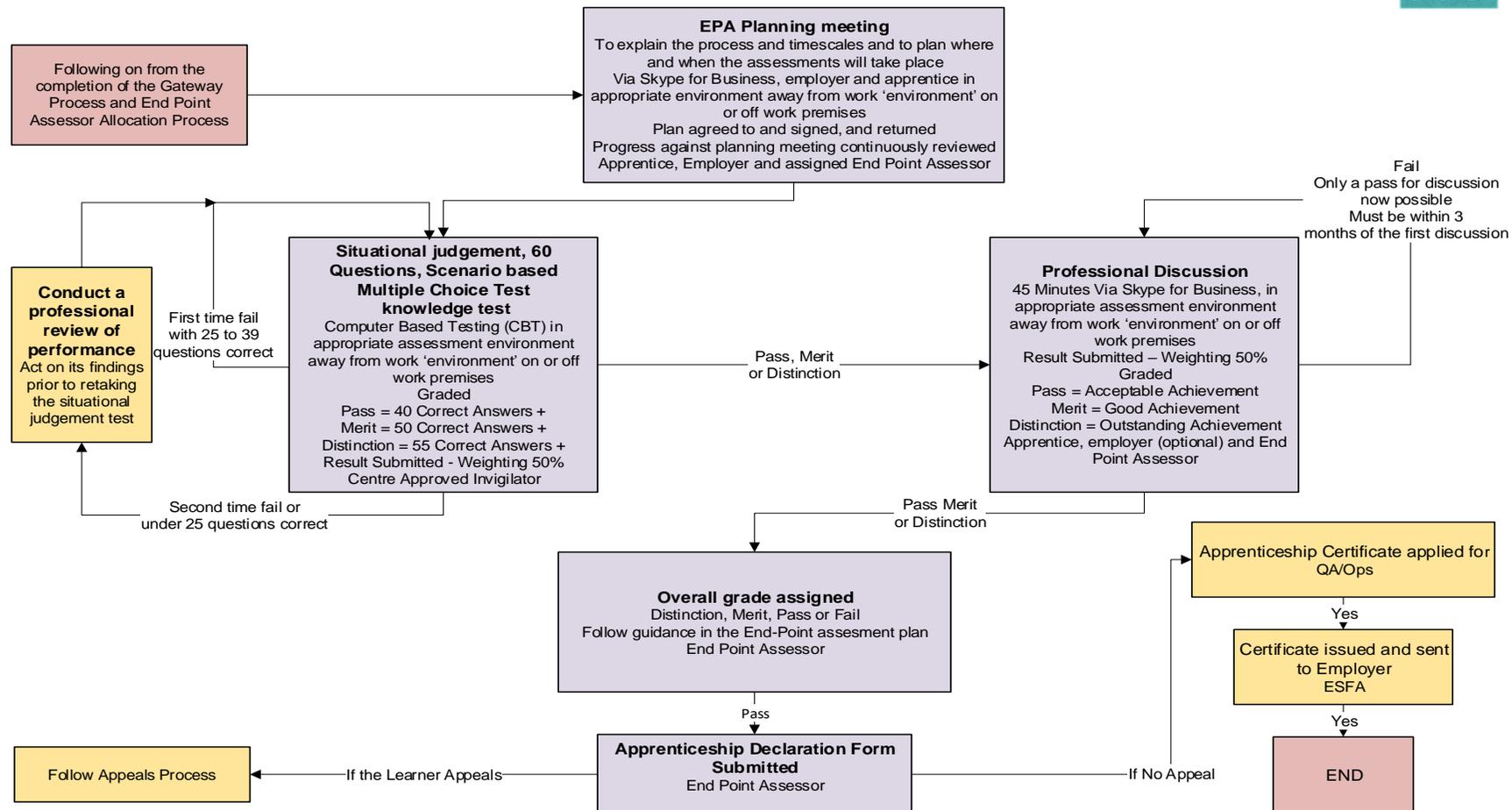
I confirm that the information provided is accurate and that the apprentice has agreed to the special consideration requested within this form.

## Signatures

<b>Centre</b>			
<b>Signature:</b>		<b>Date:</b>	
<b>Apprentice</b>			
<b>Signature:</b>		<b>Date:</b>	

# Appendix G

## Adult Care Worker End Point Assessment process – V0.02



Adult Care Worker End Point Assessment Process November 2018 v0.02