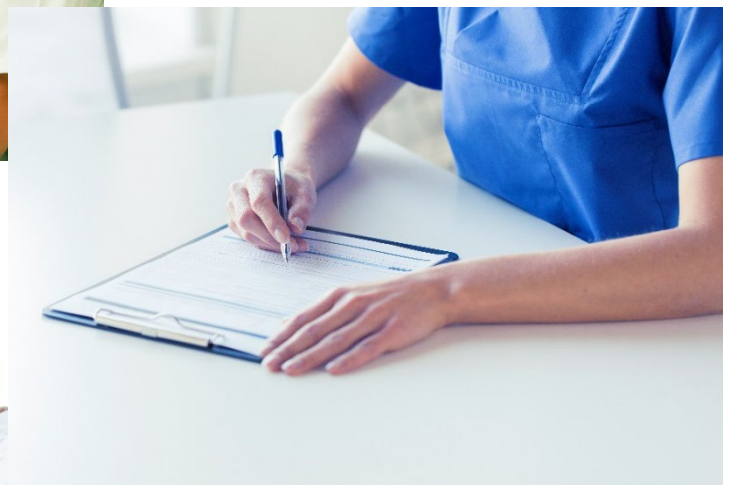


Lead Adult Care Worker Level 3 Apprenticeship Standard (ST0006 / AP02)



Contents	Page
Introduction	3
End-point assessment process	5
The Gateway	6
Access arrangements / Reasonable Adjustments	6
Registering an Apprentice for End Point Assessment	6
Booking an Apprentice onto End-point Assessment	6
Remote assessments	7
Planning assessment dates	7
Cancellation	7
ID requirements	7
The End-point Assessment	8
Situational Judgement Test	9
Professional Discussion	9
Feedback	10
Re-sitting / Retaking End-point Assessment	10
Results	10
Appeals	10
Appendix 1 Gateway Form	11
Appendix 2 Apprentice Self-evaluation	12
Appendix 3 Retake Declaration	20
Appendix 4 Guidance for Apprentices	21

Lead Adult Care Worker Toolkit

VTCT Skills is an approved end-point assessment organisation (EPAO) for the Level 3 Lead Adult Care Worker Apprenticeship Standard.

We have produced this toolkit to help you understand our approach to this standard and provide some templates you can use when preparing your Apprentices for their end-point assessment. It should be used as a guide and is not a pre-requisite for Apprentices who are undertaking this Apprenticeship.

To ensure that our assessments are robust, credible and consistent, VTCT Skills will operate in accordance with the external quality assurance body appointed for this standard, ACEQUAS (Adult Social Care External Quality Assurance Service).

Abbreviations

EPA	End-point Assessment
ACW	Adult Care Worker
EPAO	End-point Assessment Organisation
the Institute	Institute for Apprenticeships and Technical Education
AAS	Apprenticeship Assessment Service
IEA	Independent End-point Assessor
IQA	Internal Quality Assurer
LIEA	Lead Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
PD	Professional Discussion
SEPA	VTCT Skills End-point assessment system

The Lead Adult Care Worker Role

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.

Lead Adult Care Workers will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. They are expected to exercise judgement and take

appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery they 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.

These are the personal attributes and behaviours expected of all Lead 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, empathy 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

End-point Assessment Process



The Gateway

The end-point assessment (EPA) takes place after a minimum of 12 month's on-programme learning.

The Employer, in conjunction with the Provider, will formally sign off that the Apprentice has met the minimum requirements in regard to the knowledge, skills, and behaviours outlined in the standard. The Apprentice must also confirm that they feel ready to move on to their EPA.

A copy of the standard should be available during the gateway meeting to ensure all parties have a clear overview of what is required:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/lead-adult-care-worker-v1-1>

VTCT Skills has a process in place to support apprentices who have any additional learning requirements. Please refer to the VTCT Skills Reasonable Adjustments and Special Considerations policy for further information, this is available on our website.

Access arrangements / Reasonable Adjustments

It is important that Apprentices are able to access all types of assessment. Where Apprentices have disabilities, learning difficulties or temporary injuries that may disadvantage them, it is possible to apply to VTCT Skills for a Reasonable Adjustment.

It is the responsibility of the Provider to apply for these arrangements - on behalf of the Apprentice - prior to the EPA taking place. For more information on access arrangements, please refer to the VTCT Skills Reasonable Adjustments Policy for guidance or email enquiries@skillsfirstassess.co.uk for further information.

Registering an Apprentice for End Point Assessment

The Provider can register your Apprentices for EPA via VTCT Skills online registration and booking platform, SEPA. They can be registered at any time during their apprenticeship at no additional upfront cost. You will need to use the Apprentices ULN when registering them via SEPA along with their name and date of birth.

Further information on registering your Apprentices will be supplied once we have received your signed EPAO agreement and Letter of Intent.

Booking an Apprentice onto End-point Assessment

Providers must confirm that the apprentice has completed all of the mandated components of the standard via the apprentice checklist on SEPA.

- ✓ EPA bookings must be made a minimum of 20 working days in advance of the desired assessment date(s)
- ✓ You will need to indicate preferred dates of assessment on the EPA booking form and send this to bookings@skillsfirstassess.co.uk
- ✓ The VTCT Skills EPA team will seek to match an Independent End-point Assessor (IEA) to your request
- ✓ The EPA team will formally confirm the booking by email and via SEPA

Remote assessments

The PD will ordinarily be conducted through a Smart Room, a video conferencing platform provided through SEPA. The apprentice will receive automated emails containing a link to their Smart Room within 72 hours of the assessment being booked. The link is required by the apprentice to complete the relevant assessment.

For further information on Smart Room, our Smart Room Guidance for Apprentices document is available via SEPA.

Planning assessment dates

Prior to the assessment taking place you will receive automated emails with:

- ✓ Confirm start time and expected duration of the assessments
- ✓ Access all relevant customer systems and resources

Cancellation

Under some circumstances it may be necessary to cancel an EPA, should this happen, you must contact the EPA team immediately. Please note, if a cancellation occurs within 10 working days of the assessment taking place there will be a cancellation charge applied in line with our Cancellation Policy.

If the Customer cancels the EPA:

- ✓ prior to the date of the EPA then the Customer must inform VTCT Skills by email; enquiries@skillsfirstassess.co.uk
- ✓ on the day of the EPA, then the Customer must inform VTCT Skills immediately by telephone (0121 270 5100 ex 3)

Cancellation of an EPA within 10 working days prior to the assessment taking place will incur **full cost** of the EPA. For further details you can locate our Cancellation Policy via SEPA or our Website. Should the apprentice wish to re-sit at a later date a new booking form will be required. Further information on re-sit can be found in this toolkit.

ID Requirements

VTCT Skills is required to check the apprentice's identity. As all assessments are remote, the apprentice will be required to show their photo identification prior to the assessment starting via the virtual meeting room. Should there be any technical difficulties, contingencies will be put in place to allow the assessment to continue.

VTCT Skills will accept the following as proof of the apprentices' identity:

- ✓ A valid passport
- ✓ A signed UK photo card driving licence
- ✓ Employee ID card

The IEA will certify they have seen ID before proceeding with an assessment and confirm the correct spelling of the name in readiness for certification.

The End-point Assessment

Assessment Method	Weighting	Duration	Grading	Area to be assessed
Situational Judgement Test	50%	90 minutes	Pass (40 correct answers) Merit (50 or more correct answers) Distinction (55 or more correct answers)	The situational judgement test questions will be based on the whole of the Lead Adult Care Worker Apprenticeship Standard.
Professional Discussion	50%	Maximum of 45 minutes	Pass; Merit; Distinction	All knowledge and behaviours will be assessed in this component using a wide range of evidence sources including the self-assessment and testimonies from people who use services

End-point - 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:

		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.

The knowledge-based assessments will be graded, with outcomes on a scale that includes at least one grade above satisfactory performance.

Situational Judgement Test

The situational judgement test will present the apprentice with a range of real-life scenarios about which the apprentice will have to answer questions in a multiple-choice format (60 Questions).

The assessment will normally be undertaken online, under controlled examination 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 and may also cover questions about supporting people based on the 15 Standards of the Care Certificate.

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. This professional review should be undertaken by the employer and training provider.

Additionally, an apprentice achieving a score of 40 or higher on the second attempt can only be awarded a Pass grade.

Professional Discussion

A professional discussion will be undertaken with an independent assessor. The discussion will be of no more than 45 minutes duration. Apprentices 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 apprentice's self-assessment.

Although employers may be involved in the professional discussion, the final decision on whether the apprentice has passed the end-point test lies solely with the independent assessor who will grade the apprenticeship according to the components set out in this plan.

Apprentices will be permitted any resources necessary to assist in their contribution to the professional discussion. This may take the form of portfolio items for illustration and examples of documents and records to support responses.

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.

***Re-sit** – an apprentice will be able to undertake a re-sit where there are extenuating circumstances which will impact on the assessment grade e.g. illness, accident on the way to the test etc. The apprentice must provide evidence in order for a re-sit decision to be made.

****Retake** – an apprentice will be able to retake the professional discussion on one further occasion but will not be able to score a grade higher than a pass.

Feedback

The IEA will provide a summary of the assessment that has taken place and allow the apprentice the opportunity to ask questions, comment on the session or provide feedback should they wish to. If the apprentice has any questions / comments or feedback, the IEA should record this on the assessment record.

However, the IEA will not provide the apprentice (or their manager) with a preliminary grade, as it will be subject to the internal quality assurance processes. VTCT Skills will **aim** to confirm the apprentice's final and overall grade approximately 10 working day following the last assessment.

Re-sitting / Retaking End-point Assessment

The rules for re-sitting / retaking part or all of an EPA vary between standards and assessment types. The fees for re-sits / retakes will be agreed with the Head of Assessment Services at VTCT Skills and the Employer / Provider.

Employers and training providers should agree in advance who will pay for re-sits / retakes not included in their contract. Employers are expected to financially support apprentices until completion of their apprenticeship, including paying the cost of re-sits / retakes, when necessary. Re-sits / retakes are ineligible costs and are not funded by the Government.

The training provider is not responsible for re-sit / retake costs but may agree to contribute and can include this in their agreement at the beginning of the apprenticeship.

A re-sit cannot be taken with the intention of increasing the original grade if an apprentice has passed their EPA

Results

Following the completion of all assessments, the IEA will send all completed marking sheets and feedback reports to the EPA Moderation team, who will then provide final grades following IQA/moderation. These final grades will be submitted to the Apprenticeship Assessment Service via the portal within 10 days of the final grade being awarded. The AAS will then issue an Apprenticeship completion certificate for the standard; a copy of the certificate number along with the date will then be input onto the apprentice's record on SEPA by VTCT Skills.

These certificates will confirm that the apprentice has passed the EPA and has demonstrated full competency across the standard. They will be sent to the employer for distribution and celebration. We would advise providers to check with employers that the certificate has been received and a copy has been taken for their records. Should the Certificate need to be sent directly to the Apprentice, this must be agreed upon by the employer and correct information added to SEPA prior to EPA completion.

Appeals

Should an apprentice or employer wish to appeal the grade received, please refer to the VTCT Skills Appeals Policy, which is available via SEPA or the VTCT Skills website.

Appendix 1

Gateway Ready Meeting

GATEWAY READY MEETING			
Apprentice Name			
ULN		Date of Birth	
Apprentice has achieved all criteria for the standard	Yes / No	Is the Apprentice ready for EPA	Yes / No
Confirm that the apprentice has met the prerequisite requirements relating to English and Maths qualifications			
Prerequisite requirement on standard	Achieved	Date	Evidence logged
The 15 standards as set out in the Care Certificate			
Achieved Level 3 Diploma in Adult Care			
Achieved English Level 2			
Achieved Maths Level 2			
Self-evaluation **			
Please confirm that the above-named Apprentice consents that VTCT Skills can apply for their Apprenticeship Certificate on their behalf.			
Standard Title	Lead Adult Care Worker Level 3		Meeting Date
Apprentice Signature			
Employer Signature			
Provider Signature			

Appendix 2
Lead Adult Care Worker Level 3 Apprenticeship Standard – Apprentice Self-Evaluation

Guidance: The apprentice should undertake a self-evaluation 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-evaluation must be submitted to the Independent End-point Assessor as a source of evidence to prepare for the professional discussion.

Apprentice Name:		Assessor / Mentor:	
ULN:		Employer Name:	
Date of Self-evaluation:		Type of Setting:	

Section 1 – As you are coming to the end of your apprenticeship, what knowledge and understanding have you learnt whilst being on programme? A Lead Adult Care Worker must know and understand:	What have you learnt while completing your apprenticeship
A. The job you do, and your main tasks and responsibilities	
1. Your job role and other worker roles relevant to the context of the service in which you are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care	
2. Your own and other workers professional boundaries and limits training and expertise	
3. Relevant statutory Standards and Codes of Practice for your role	
4. What the ‘Duty of Care’ is in practice	

5. How to create and develop a care plan based on the person's preferences in the way they want to be supported	
6. How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals	
7. How to lead and support others to ensure compliance with regulations and organisational policies and procedures	
B. The importance of having the right values and behaviours	
8. How to ensure that dignity is at the centre of all work with individuals and their support circles	
9. The importance of respecting diversity, the principles of inclusion and treating everyone fairly	
C. The importance of communication	
10. 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	
11. How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction	
12. The role of advocates and when they might be involved	
13. Your own, and other workers' responsibilities for ensuring confidential information is kept safe	
D. How to support individuals to remain safe from harm (Safeguarding)	
14. What abuse is and what to do when you have concerns someone is being abused	

15. The national and local strategies for safeguarding and protection from abuse	
16. What to do when receiving comments and complaints ensuring appropriate and timely actions takes place	
17. How to recognise and prevent unsafe practices in the workplace	
18. The importance and process of whistleblowing, being able to facilitate timely intervention	
19. How to address and resolve any dilemmas you may face between a person's rights and their safety	
E. How to champion health and wellbeing for the individuals you support and your work colleagues	
20. The health and safety responsibilities of self, employer and workers	
21. How to keep safe in the work environment	
22. What to do when there is an accident or sudden illness and take appropriate action	
23. What to do with hazardous substances	
24. How to promote fire safety and how to support others to so	
25. How to reduce the spread of infection and support others in infection prevention and control	
26. How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care	
F. How to work professionally, including your own professional development and those you support and your work colleagues	
27. What a professional relationship is with the person being supported and colleagues	

28. How to work with other people and organisations in the interest of the person being supported	
29. How to be actively involved in your own personal development plan and, where appropriate, other worker's personal development plans	
30. How to demonstrate the importance of excellent core skills in writing, numbers and information technology	
31. How to develop and sustain a positive attitude and address signs and symptoms of stress in yourself and other colleagues	
32. How to carry out research relevant to individuals' support needs and share with others	
33. How to access and apply good practice relating to your role	
34. How to access and apply specialist knowledge when needed to support performance in your job role	

Section 2 – The Lead Adult Care Worker must be able demonstrate the following:	The skills and behaviours have I developed to make me competent in my role using real work examples?
A. The main tasks and responsibilities according to your job role	
1. How you support individuals you are working with according to their personal care/support plan	
2. Take the initiative when working outside normal duties and responsibilities	
3. Recognise and access help when you are not confident or skilled in any aspect of the role that you are undertaking	

4. Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments	
5. Contribute to the development and ongoing review of care/support plans for the individuals you support	
6. Provide individuals with information to enable them to exercise choice on how they are supported	
7. Encourage individuals to actively participate in the way their care and support is delivered	
8. Ensure that individuals know what they are agreeing to regarding the way in which they are supported	
9. Lead and support colleagues to understand how to establish informed consent when providing care and support	
10. Guide, mentor and contribute to the development of your colleagues in the execution of their duties and responsibilities	
B. Treating people with respect and dignity and honour their human rights	
11. Demonstrate dignity in your working role with individuals you support, their families, carers and other professionals	
12. Support others to understand the importance of equality, diversity and inclusion in social care	
13. Exhibit empathy for individuals you support, i.e. understanding and compassion	
14. Exhibit courage in supporting individuals in ways that may challenge your own cultural and belief systems	

C. Communicating clearly and responsibly	
15. Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals	
16. Use and facilitate methods of communication preferred by the individual you support according to the individual's language, cultural and sensory needs, wishes and preferences	
17. Take the initiative and reduce environmental barriers to communication	
18. Demonstrate and ensure that records and reports are written clearly and concisely	
19. Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working	
D. Supporting individuals to remain safe from harm (Safeguarding)	
20. Support others, to recognise and respond to potential signs of abuse according to agreed ways of working	
21. Work in partnership with external agencies to respond to concerns of abuse	
22. Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care	
23. Recognise, report, respond to and record unsafe practices and encourage others to do so	
E. Champion health and wellbeing for the individuals you support	
24. Lead and mentor others where appropriate to promote the wellbeing of the individuals they support	

25. Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene	
26. Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition	
27. Carry out fire safety procedures and manage others to do so	
28. Develop risk assessments and use in a person-centred way to support individuals safely including moving and assisting people and objects	
29. Manage, monitor, report and respond to changes in the health and wellbeing of the individuals you support	
F. Working professionally and seeking to develop your own professional development	
30. Take the initiative to identify and form professional relationships with other people and organisations	
31. Demonstrate, manage and support yourself and others to work within safe, clear professional boundaries	
32. Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities	
33. Demonstrate continuous professional development	
34. Carry out research relevant to individuals' support needs and share with others	
35. Demonstrate where necessary mentoring and supervision to others in the workplace	
36. Demonstrate good team/partnership working skills	

37. Demonstrate your contribution to robust recruitment and induction processes	
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DECLARATION:

Apprentice: I confirm that I am now ready to undertake my end-point assessment

Print Name:

Date:

Signature:

Training Provider: I confirm that the apprentice is now ready to undertake their end-point assessment

Print Name:

Post Held:

Signature:

Date:

Employer: I agree that the apprentice is now ready to undertake their end-point assessment

Print Name:

Post Held:

Signature:

Date:

APPENDIX 3
Retake Declaration

Lead Adult Care Worker Level 3 – Retake Declaration			
Apprentice Name:			
ULN Number:			
Date of Retake:			
Situational Judgement Test Retake:		(Please tick) <input type="checkbox"/>	
Professional Discussion:		(Please tick) <input type="checkbox"/>	
This is to confirm that the apprentice has undertaken a period of additional learning in the following area/s of the Level 3 Adult Care Standard:			
Area/s of additional learning covered (Please list)			
Declaration			
Apprentice: I confirm that I am now ready to retake my end-point assessment			
Print Name:		Date:	
Signature:			
Training Provider: I confirm that the apprentice is now ready to retake their end-point assessment			
Print Name:		Date:	
Signature:			
Employer: I agree that the apprentice is now ready to retake their end-point assessment			
Print Name:		Date:	
Signature:			

Appendix 4

Guidance for Apprentices

VTCT Skills is an End-point Assessment Organisation (EPAO); you will be assessed by an Independent End-point Assessor (IEA) to ensure that you are meeting the requirements of the Lead Adult Care Worker Apprenticeship Standard. The IEA will independently assess your competency after you have completed the on-programme training and learning.

Each IEA will carry identification as proof of who they are before commencing an assessment. EPA's will be carried out by an IEA, who is an assessment expert and has the required occupational expertise within the sector. IEA's will carry out the range of required assessments securely and safely in your workplace or remotely.

Successful completion of EPA demonstrates that you are competent in your role and will result in the award of the apprenticeship certificate from the Institute. This certificate will be applied for by VTCT Skills and will be sent directly to your employer from the Apprenticeship Assessment Service (AAS).

The purpose of this document is to ensure you, the apprentice, know about the requirements within the Lead Adult Care Worker Apprenticeship Standard. This will help you to meet the assessment requirements

On programme training and learning

On programme training and learning must meet the requirements set out in the apprenticeship standard. Your employer and provider will support you throughout your apprenticeship; this should take a minimum of 12 months.

Abbreviations

EPA	End-point Assessment
EPAO	End-point Assessment Organisation
AAS	Apprenticeship Assessment Service
IEA	Independent End-point Assessor
KSB	Knowledge Skills & Behaviour
SJT	Situational Judgement Test
LIEA	Lead End-point Assessor
PD	Professional Discussion
SEPA	VTCT Skills End-point assessment system

Your identification (ID) requirements

VTCT Skills will need to ensure that you are the right person undertaking an assessment, therefore the IEA will need to see photo ID from you, and this can be:

- ✓ A valid passport
- ✓ A signed UK photo card driving licence
- ✓ Employee ID card

The IEA will need to confirm they have seen your ID before they proceed, so please ensure you have this with you on the day. Failure to do so may result in the assessment being cancelled and a charge being incurred by your employer and provider. Should there be any technical difficulties, contingency arrangements will be implemented to allow the assessment to continue.

Gateway to End-point Assessment

Once you have completed the relevant on-programme training and learning, you, your employer and your provider will confirm that you are ready for EPA. Confirmation is via a Gateway meeting and once you have all agreed you are ready, you will be booked in for your EPA on an appropriate date for you, your employer, and your provider.

End-point Assessment

The EPA is the final assessment of your apprenticeship. It will test your knowledge, skills, and behaviours; the Lead Adult Care Worker apprenticeship standard is made up of two different assessment methods, the IEA will grade these as a fail, pass, or distinction. We have provided your employer and provider with guidance regarding what you will need to know and how to achieve a pass or distinction.

Methods of assessment

The EPA methods for the Lead Adult Care Worker apprenticeship standard include the following components:

Situational Judgement Test

The situational judgment test will present the apprentice with a range of real-life scenarios about which you will have to answer questions in a multiple-choice format (60 Questions).

The assessment will normally be undertaken online, under controlled examination 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 and may also cover questions about supporting people based on the 15 Standards of the Care Certificate.

If you achieve between 25 and 39 correct answers may retake the assessment on one further occasion within three months. If you achieve fewer than 25 correct answers will not be allowed to retake the assignment

until you have completed a professional review of your performance and acted on its findings. This professional review should be undertaken by the employer and training provider. Additionally, if you achieve a score of 40 or higher on the second attempt can only be awarded a Pass grade.

Professional Discussion

A professional discussion will be undertaken with an IEA. The discussion will be of no more than 45 minutes duration. You 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 apprentice's self-assessment.

You will be permitted any resources necessary to assist in your contribution to the professional discussion. This may take the form of portfolio items for illustration and examples of documents and records to support responses.

Before the Assessment you should ensure:

- ✓ You are aware of the date and time of your assessment and are able to access the Smartroom; discuss this with your Employer and/or Training Provider.
- ✓ You reflect on your experience and understand what is required of you to meet the standard.

Good luck with your Apprenticeship, we look forward to meeting you.

Please feel free to view our website for further information

<https://www.skillsfirst.co.uk/end-point-assessment>