Apprenticeship Assessment



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

Standard Specification

Qualification Number: 610/1940/9

Version Number: V1.1, V1.2, and V1.3

Contents

Key Information 3
Summary 4
- Overview of the Role 4
- Occupation Summary 4
- Typical Job Titles 5
- Progression 5

Assessment Methods 6
- Assessment Order 6
- EPA Window 6
- Gateway Considerations 6

Situational Judgement Test 7
- Assessment Overview 7
- Areas Assessed 8
- Grading 8

Professional Discussion 7
- Assessment Overview 7
- Areas Assessed 8
- Grading 8

Care Certificate 8
- Requirements 8

Self Assessment 9
- Requirements 9

What is being assessed 10
- The Adult Care Worker's knowledge must include 11
- The Adult Care Worker must be able to 13
- The Adult Care Worker's key behaviours are 14

Overall Grading 16
Resits and Retakes 16
Appeals 17

Key Information

Reference:	ST0005
Version:	V1.1, V1.2, and V1.3
Level:	2
Typical duration to gateway	12 months
Typical EPA period	No window is prescribed
Maximum funding	£4,000
Route:	Care services
Approved for delivery:	21 July 2016
LARS code:	119
EQA provider:	Ofqual
Date updated:	26/6/2023
Qualification number:	610/1940/9

Summary

Overview of the Role

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

Occupation Summary

Adult Care Workers are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives.

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

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

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

Care – is caring consistently and enough about individuals to make a positive difference to their lives.

Compassion – is delivering care and support with kindness, consideration, dignity and respect. Courage – is doing the right thing for people and speaking up if the individual they support is at risk.

Communication – good communication is central to successful caring relationships and effective team working.

Competence – is applying knowledge and skills to provide high quality care and support.

Commitment – to improving the experience of people who need care and support ensuring it is person centred.

Typical Job Titles

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

Progression

This apprenticeship provides an ideal entry into the occupation and supports progression within the sector. Individuals without level 1 English and Maths will need to achieve this level and take the test for level 2 English and Maths prior to taking the End-Point Assessment.

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

Assessment Methods

The end-point assessment (EPA) for this standard consists of 2 assessment methods:

- Situational judgement test
- Professional Discussion

Assessment Order

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

EPA Window

There is no specified EPA Window.

Gateway Considerations

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

- Photo ID
- Level 2 Diploma in Care
- Enhanced Disclosure and Barring Services (DBS)
- Self-assessment
- Care Certificate

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

Situational Judgement Test

Assessment Overview

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

The assessment will normally be undertaken online, under controlled conditions lasting **90 minutes**.

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.

Areas Assessed

Knowledge
- All knowledge elements will be assessed in this component. Skills
- Undertake the main tasks and responsibilities according to their job role.
- Communicate clearly and responsibly

Grading

This assessment is graded according to the table below.

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

Professional Discussion

Assessment Overview

A professional discussion will be undertaken with the End-Point 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 candidate's self-assessment.

Areas Assessed

All knowledge and behaviours will be assessed in this component using a wide range of evidence sources including the self-assessment.

Grading

The End-Point Assessor will make all grading decisions.

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

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

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

Grade	Descriptor
Pass	Acceptable Achievement
Merit	Good achievement
Distinction	Outstanding achievement

Care Certificate

Requirements

The individual must meet the standards as set out in the Care Certificate. The Care Quality Commission expect that providers that employ healthcare assistants and social care support workers follow these standards to make sure new staff are supported, skilled and assessed as competent to carry out their roles.

Self Assessment

Requirements

Apprentices must undertake a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation.

Self-assessment must be submitted at gateway, it will be used as a source of evidence for the professional discussion.

When completing the self-assessment apprentices should review any documentation they may have regarding their job role and responsibilities.

This may include job description, workplace policies and procedures, and monthly one-to-ones. This will support apprentices in providing sufficient detail.

For each of the knowledge, skills, and behaviours (KSBs), apprentices should consider times when they have shown these within their role. This will allow them to make a clear assessment of how well they have met each of the requirements.

Apprentices may also wish to review documentation completed during the on-programme phase of the apprenticeship as this will outline the training received for each element of this standard.

Against each section of the self assessment, apprentices should outline how they have shown competences against relevant areas.

What is Being Assessed

The table below provides an overview of what will be assessed at the EPA:

The Adult Care Worker's knowledge must include	The Adult Care Worker's skills must include being able to:	The Adult Care Worker's key behaviours are summed up by the "Six Cs":
• Understanding the job they have to do, their main tasks and responsibilities • The importance of having the right values and behaviours • The importance of communication • How to support individuals to remain safe from harm • How to promote health and wellbeing for the individuals they support and work colleagues • How to work professionally, including their own professional development	• Undertake the main tasks and responsibilities according to their job role • Treat people with respect and dignity and honour their human rights • Communicate clearly and responsibly • Support individuals to remain safe from • harm • Champion health and wellbeing for the individuals they support and for work colleagues • Work professionally and seek to develop their own professional development	• Care • Compassion • Courage • Communication • Competence • Commitment

The Adult Care Worker's knowledge must include:

A. 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 expertise
Relevant statutory standards and codes of practice for their 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 regard 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 procedures
B. 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 others
The importance of respecting diversity and treating everyone equally
C. 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 individual they are supporting
How to make sure confidential information is kept safe

D. 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
The importance and process of whistleblowing
How to address any dilemmas they may face between a person's rights and their safety
E. How to promote health and wellbeing for the individuals they support and work colleagues
The health and safety responsibilities of self, employer and workers
How to keep safe in the work environment
What to do when there is an accident or sudden illness
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
F. 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

The Adult Care Worker must be able to:

A: 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 a 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
B. 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
C. 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
D. Supporting individuals to remain safe from harm (Safeguarding)
Recognise potential signs of different forms of abuse
Respond to concerns of abuse according to agreed ways of working
Recognise, report and challenge unsafe practices

E. Championing health and wellbeing for the individuals they support and for work colleagues
Promote the health and wellbeing of the individual they support
Move people and objects safely
Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene
Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition
Demonstrate how to keep people, buildings and themselves safe and secure
Carry out fire safety procedures when required
Use risk assessments to support individuals safely
Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health
Monitor and report changes in health and wellbeing for individuals they support
F. Working professionally and seeking to develop their own professional development
Reflect on your own work practices
Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology
Demonstrate their contribution to their development plan
Demonstrate ability to work in partnership with others to support the individual
Identify sources of support when conflicts arise with other people or organisations
Demonstrate they can work within safe, clear professional boundaries
Show they can access and apply additional skills required to perform the specific job role competently

The Adult Care Worker's key behaviours are:

Key behaviours are summed up by the "Six Cs":
1. Care – is caring consistently and enough about individuals to make a positive difference to their lives
2. Compassion – is delivering care and support with kindness, consideration, dignity and respect
3. Courage – is doing the right thing for people and speaking up if the individual they support is at risk
4. Communication – good communication is central to successful caring relationships and effective team working

5. Competence – is applying knowledge and skills to provide high quality care and support
6. Commitment – to improving the experience of people who need care and support ensuring it is person centred

Overall Grading

In order to proceed to the overall grading stage, the apprentice must achieve at least a pass in both assessment methods. The overall grading will be decided using the table below:

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

Resits and Retakes

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

Situational Judgement Test

Apprentices achieving between 25 and 39 correct answers may retake the assessment on one further occasion within three months. Apprentices achieving fewer than 25 correct answers will not be allowed to retake the assignment until they have completed a professional review of performance and acted on its findings. If a resit or a retake is required maximum grade will be capped at a pass.

Professional Discussion

If a retake is necessary the maximum award achievable would be a pass. In exceptional circumstances a resit may be arranged and graded as the first

professional discussion pass, merit or distinction. In the event of either of the above the professional discussion should take place within a maximum of 3 months from the original date.

Appeals

VQA's Appeals Policy, including time frames, can be found here.

www.vqa.org

Copyright © 2026 VQA. All rights reserved.

Company number 07827508.

Registered address: Crossgate House, Cross Street, Sale, England, M33 7FT.