



APPRENTICESHIP STANDARD

ADULT CARE WORKER

FULL SPECIFICATION

Level	2
Duration	12 - 18 Months (Not including EPA)
Maximum Funding	£3,000
Code	ST0005



About

FutureQuals

FutureQuals works together with employers and industry experts to develop End-Point Assessments, materials and tools. We provide a first class service for your End-Point Assessment needs and we ensure that we support your employees in every step towards their End-Point Assessment.

Our processes ensure that the apprentice has sufficient knowledge, skills and behaviours in their area of work, as determined by the Level 2 Adult Care Worker Apprenticeship Standard and Assessment Plans.

FutureQuals is a recognised and approved End-Point Assessment Organisation and appears on the Register of End-Point Assessment Organisations (RoEPAO). FutureQuals are the EPAO within Future(Awards & Qualifications) Ltd.

More information on our processes and End-point Assessment can be found on our website or by contacting us at EPAO@futurequals.com.

Contents

The Adult Care Worker Role	4
Overview of the Role	4
Adult Care Worker Apprenticeship.....	4
Knowledge, Skills and Behaviours.....	5
End-point Assessment Process	6
Overview of the EPA process	6
End-point Assessment Structure	7
Overview of the EPA Structure	7
EPA Components.....	8
Grading & Weighting	8
EPAO Role	9
Contact Us.....	10
List of Appendices	10
Appendix A: Overview of ACW EPA	11

The Adult Care Worker Role

Overview of the Role

Adult Care Workers (ACWs) are the frontline staff who help adults with care and support needs to achieve their personal goals and to be able to 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 in someone's life when they are faced with physical, practical, emotional or intellectual challenges. ACWs must ensure they have the right values and behaviours, developing competencies and skills to provide high quality compassionate care and support.

Job roles are varied and determined by and relevant to the type of the service being provided and the person supported. ACWs may work in various locations, varying from residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.

Personal care assistants do the same job as ACWs 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.

Adult Care Worker Apprenticeship

The aim of the ACW apprenticeship is to ensure that the apprentice will be fully competent and job ready to perform the role of the ACW as required by the end of the programme and end-point assessment.

The apprenticeship is an integrated programme of knowledge, skills and core behaviours expected of a competent ACW operating in a regulated field. Apprentices must undertake a programme in a suitable care setting and must complete the 15 Care standards as set out in the Care Certificate. They must also undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting.

The apprenticeship is completed with the support of a learning provider or employer who trains the apprentice. They can only attempt the end-point assessment once this mandatory on-programme training has been completed.

The award of the apprenticeship certificate will signify a recognition of competence in a role and enable progression to higher levels of skills development. This is also the first step in a career as a professional care worker.

Apprentices are also expected to hold Level 1 in Maths and English. For those with an education and care plan or a legacy statement, the Apprenticeships English and Maths minimum requirement is Entry Level 3. British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

Knowledge, Skills and Behaviours

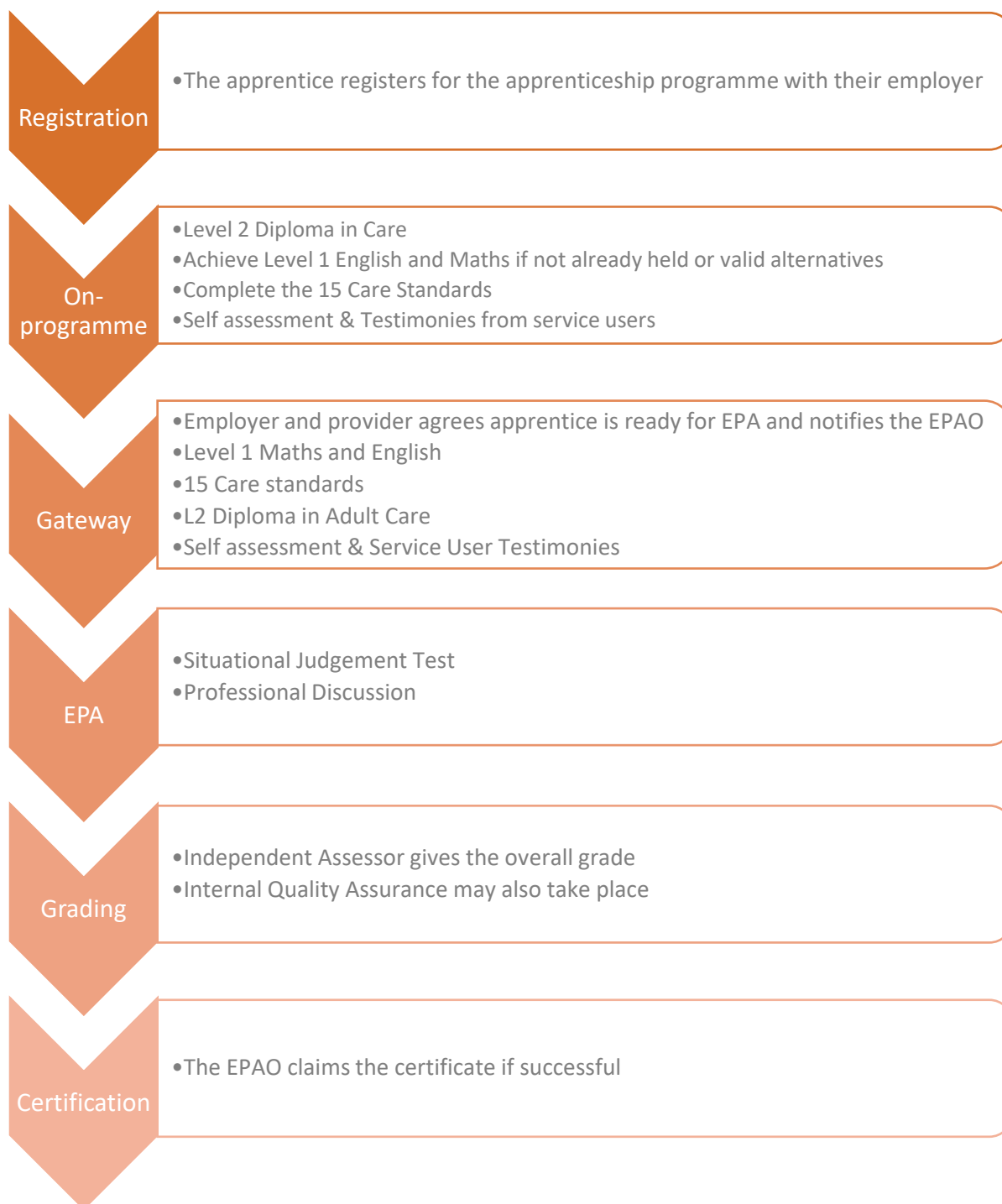
In order to be fully competent, the standard requires that ACWs meet and demonstrate particular values and behaviours. They must also demonstrate particular skills and hold certain knowledge.

The Standard details the behaviours, knowledge and skills required for this role. As taken from the Assessment Plan, these criteria are detailed below.

Knowledge, Skills and Behaviours Criteria		
Knowledge	An ACW must know and understand:	<ul style="list-style-type: none"> • 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 their work colleagues • How to work professionally, including their own professional development
Skills	An ACW must be able to:	<ul style="list-style-type: none"> • 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
Behaviours	An ACW behaviours are identified as the six C's	<ul style="list-style-type: none"> • 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 and ensuring it is person centred.

End-point Assessment Process

Overview of the EPA process



End-point Assessment Structure

Overview of the EPA Structure

The structure of the end-point assessment is demonstrated below.

The Situational Judgement Test should be passed before the apprentice moves onto the Professional Discussion.

Assessment Component	Method of Assessment	Area Assessed	Grading	Weighting
Situational Judgement Test	Multi Choice Test	<p>Knowledge (All knowledge elements will be assessed in this component)</p> <p>Skills</p> <ul style="list-style-type: none"> Undertake the main tasks and responsibilities according to their job role Communicate clearly and responsibly 	Pass/ Merit/ Distinction	50%
Professional Discussion	Professional Discussion with an IEPA	All remaining, skills and the behaviours will be assessed in this component using a wide range of evidence sources including the self -assessment and testimonies from people who use the services.	Pass/ Merit/ Distinction	50%

The overview of the ACW end-point assessment can be found in *Appendix A*.

Sample Assessment Materials can be found in *Appendix B*

Gateway Readiness

During their 12-18 months on the apprenticeship, apprentices will undertake a programme of study as part of the high quality induction programme ensuring they cover:

- The 15 Standards as set out on the Care Certificate
- Level 2 Diploma in Care
- Achieve Level 1 Numeracy & Literacy
- 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 end point assessor as a source of evidence to prepare for the professional discussion

- In the last three months of the apprenticeship following 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

Once the above areas have been covered, the employer, apprentice and learning provider must all agree that the apprentice themselves are ready to proceed to the EPA.

EPA Components

The Situational Judgement Test will be conducted via multiple choice questions. The apprentice will be presented with a range of real life scenarios for which the apprentice must answer the multiple choice questions.

Questions will draw from the knowledge and skills aspects of the Standard as demonstrated above.

The exam will normally be taken online in controlled exam conditions and will have 60 questions and a time limit applied.

The Situational Judgement Test must be achieved before the candidate can proceed to the professional discussion.

The Professional Discussion will be undertaken by the Independent End-point Assessor (IEPA).

The discussion will draw on amplifications from prior learning experience, including the candidate's self-assessment and testimonies from users of services and sample standardised candidate questions asked of every apprentice candidate in the interview.

The discussion will take no more than 45 minutes to complete and may take place in the workplace under controlled conditions.

Sample Assessment Materials can be found in *Appendix B*

Grading & Weighting

The grading of the Situational Judgement Test is as follows:

Situational Judgment:	Weighting	50%
Pass	Acceptable Achievement	40 - 49 correct answer
Merit	Good achievement	50 – 54 correct answer
Distinction	Outstanding achievement	55 + correct answers

Candidates who achieve between 25 – 39 correct answers are permitted to retake the test on a further occasion within three months.

Candidates achieving fewer than 25 correct answers will not be allowed to retake the test until they have completed a professional review of performance and acted on its findings.

Grading of the Professional Discussion is as follows:

Professional Discussion:	Weighting	50%
Pass	Acceptable Achievement	A standard interview record template (to be developed)
Merit	Good Achievement	
Distinction	Outstanding achievement	

A resit may be taken within three months from the original discussion. If a resit is taken, the maximum achievable grade will be a Pass.

A candidate will be required to achieve a Pass in both of the components to have passed overall. The final grade is decided by the IEPA only. The final grading decision is decided in the following ways:

		Professional Discussion		
		Pass	Merit	Distinction
Situational Judgement Test	Pass	Pass	Merit	Merit
	Merit	Pass	Merit	Distinction
	Distinction	Merit	Merit	Distinction

EPAO Role

In line with the assessment plan, as an EPAO, we will:

- Take no part in the training of apprentices who complete the EPAs
- Devise assessment materials and administer the EPA
- Recruit and train independent assessors
- Ensure assessors are occupationally competent, are able to assess the performance of the apprentice using the EPA method and are able to determine grade achieved
- Undertake annual standardisations and moderation activities
- Actively participate in quality assurance procedures described in the assessment plan
- Follow Internal Quality Assurance Procedures and adhere to External Quality Assurance procedures and requests
- Comply with the Conditions for the EPAOs
- Comply with the EQA Framework

Contact Us

For more information about the EPAO, FutureQuals or the EPA please contact us on:

Phone: 01530 836668

Email: EPAO@futurequals.com

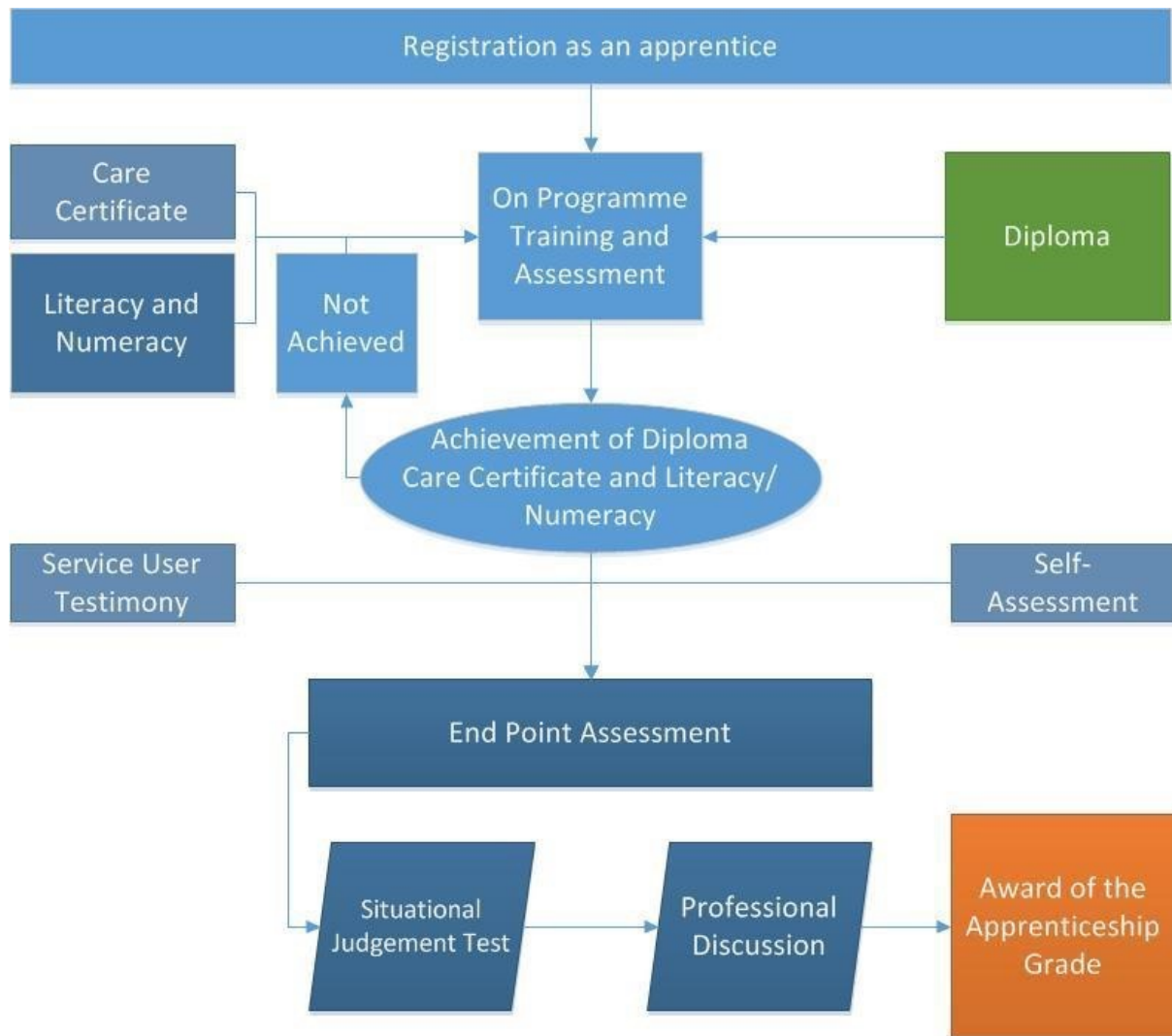
Web: www.futurequals.com

List of Appendices

Appendix A: Overview of ACW EPA

Appendix B: Sample Assessment Materials

Appendix A: Overview of ACW EPA



Appendix B: Sample Assessment Materials

FutureQuals are not able to divulge all information regarding the assessment materials, but exemplar multiple choice questions are shown below.

Q1: You are going to do a routine check on Richard in his room. When you get there, the door is closed. What should you do?

- a. Check on him later when the door is open
- b. Ask him if he is ok through the door then leave
- c. Open the door right away and check on him
- d. Knock on the door first before entering

Q2: An elderly woman at the care home where you work tells you she does not like the look of how her room is laid out. What should you do?

- a. Listen because surroundings can affect dignity
- b. Ask her to get used to the layout of her room
- c. Rearrange her room immediately however she wants it
- d. Show sympathy but explain that nothing can be done 10. The importance of respecting diversity and treating everyone equally

Q3: You have been assigned to care for an individual who has undergone gender reassignment. Which of the following must you keep in mind?

- a. Gender reassignment is not a protected characteristic under equality legislation
- b. Individuals who have undergone gender reassignment are harder to work with
- c. Gender reassignment is a protected characteristic under equality legislation.

Q4: Malik has dementia. You need to ask him about his daily routine. What is the best way to communicate with him?

- a. Use gestures instead of words
- b. Ask questions one at a time
- c. Write down your questions
- d. Ask all the questions at once

Q5: You are trying to get to know Kate. Which non-verbal communication method is best for building a connection?

- a. Glancing at her and away quickly
- b. Avoiding eye contact if possible
- c. Making eye contact while talking
- d. Keeping staring after talking



APPRENTICESHIP STANDARD
ADULT CARE WORKER



FutureQuals[®]



01530 836668



EPAO@futurequals.com



futurequals.com