



Apprenticeship assessment

SPECIFICATION AND GUIDANCE

NCFE Level 2
Adult Care Worker

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Introduction to apprenticeship assessment

Apprenticeship assessment for Adult Care Worker

The Adult Care Worker apprenticeship assessment plan contains knowledge and skills (K&S) within the occupational standard that fully align with the outcomes listed in the Level 2 Adult Social Care Certificate qualification. This qualification's assessment result will confirm apprenticeship completion. The assessment plan can be found at: <https://skillsengland.education.gov.uk/>.

For standards where a mandatory qualification provides full or majority coverage of the knowledge and skills:

- no additional apprenticeship assessment or involvement of an Assessment Organisation (AO) is required; certification will be based on successful completion of the mandatory qualifications listed in the specific apprenticeship standard along with any other apprenticeship completion requirements
- Independent Training Providers (ITPs) will be responsible for recording the result of the qualification and other completion requirement evidence on [the apprenticeship assessment service](#), which will initiate certification; this will replace the current requirement for AOs to manage these steps
- ITPs must continue to work with the relevant AOs and maintain a formal agreement that includes:
 - ensuring that the AO updates the [Learner Record Service \(LRS\)](#) to ensure compliance and reduce risk
 - maintaining an audit trail for apprenticeship certificate for quality assurance purposes.

If an ITP does not yet have an account and needs to record a grade to prompt certification, email APAR.mailbox@education.gov.uk and request access.

Guidance materials available on the NCFE website include:

- NCFE's apprenticeship assessment policies and procedures
- apprenticeship assessment guidance materials
- the qualification specification for the NCFE CACHE Level 2 Adult Social Care Certificate.

The learning and assessment journey

On-programme

An apprentice will typically spend 12 months on-programme (this means in training before the gateway to completion) working towards occupational competence. They **must** spend a minimum of 8 months on-programme.

The apprentice must receive training to develop the occupational standard's knowledge and skills (K&S) criteria and achieve English and maths in line with the DfE apprenticeship funding rules, if required.

While on-programme, apprentices **must** undertake a Level 2 Adult Social Care Certificate qualification. To enrol an apprentice onto the NCFE CACHE Level 2 Adult Social Care Certificate qualification, visit the NCFE website.

NCFE recommends that to drive quality and consistency through on-programme learning, ITPs and employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice and provide feedback and guide development.
- ITPs may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard.

While on-programme, the ITP must arrange progress reviews to discuss the progress to date of the apprentice against their training plan in line with the DfE apprenticeship funding rules. These reviews must take place at least every 3 months and be a three-way discussion involving the ITP, the employer and the apprentice. Progress reviews can be face to face, virtual or via email. A summary of the progress review must be shared with all parties and then signed, as a minimum, by the ITP and apprentice.

Roles and responsibilities

The table below indicates the roles everyone is expected to undertake.

<p>Apprentice</p>	<ul style="list-style-type: none"> • participates fully in their training and development • actively contributes to their performance review • undertakes the minimum required off-the-job training as per the apprenticeship funding rules, arranged by the employer and ITP • prepares for and completes the Level 2 Adult Social Care Certificate qualification • meets all requirements of the apprenticeship leading up to the gateway to completion.
<p>Employer</p>	<ul style="list-style-type: none"> • supports the apprentice throughout their training and development to achieve the knowledge and skills outlined in the standard • conducts reviews to monitor progress • arranges the minimum required off-the-job training to be undertaken by the apprentice as per the apprenticeship funding rules.
<p>Independent Training Provider</p>	<ul style="list-style-type: none"> • provides ongoing training for the apprentice • provides tools and processes to support the apprentice • carries out regular reviews with the apprentice and employer • enrolls the apprentice onto a Level 2 Adult Social Care Certificate qualification • works with the employer to ensure that the apprentice is given the opportunities to develop the knowledge and skills, and monitors progress • records the result of the qualification and other completion requirement evidence on the apprenticeship assessment service, which will initiate certification.
<p>NCFE</p>	<ul style="list-style-type: none"> • creates apprenticeship assessment guidance for apprentices, ITPs and employers • recruits and trains internal quality assurers (IQAs) • maintains and follows robust quality assurance processes.

Gateway to completion

Gateway to completion should be used as the final opportunity to check an apprentice has met all the requirements for completion. An apprentice can only be put forward for gateway to completion when the apprentice and their employer (in consultation with the ITP) are content they have attained the sufficient knowledge, skills and behaviours to successfully complete the apprenticeship and the apprentice has passed a Level 2 Adult Social Care Certificate qualification.

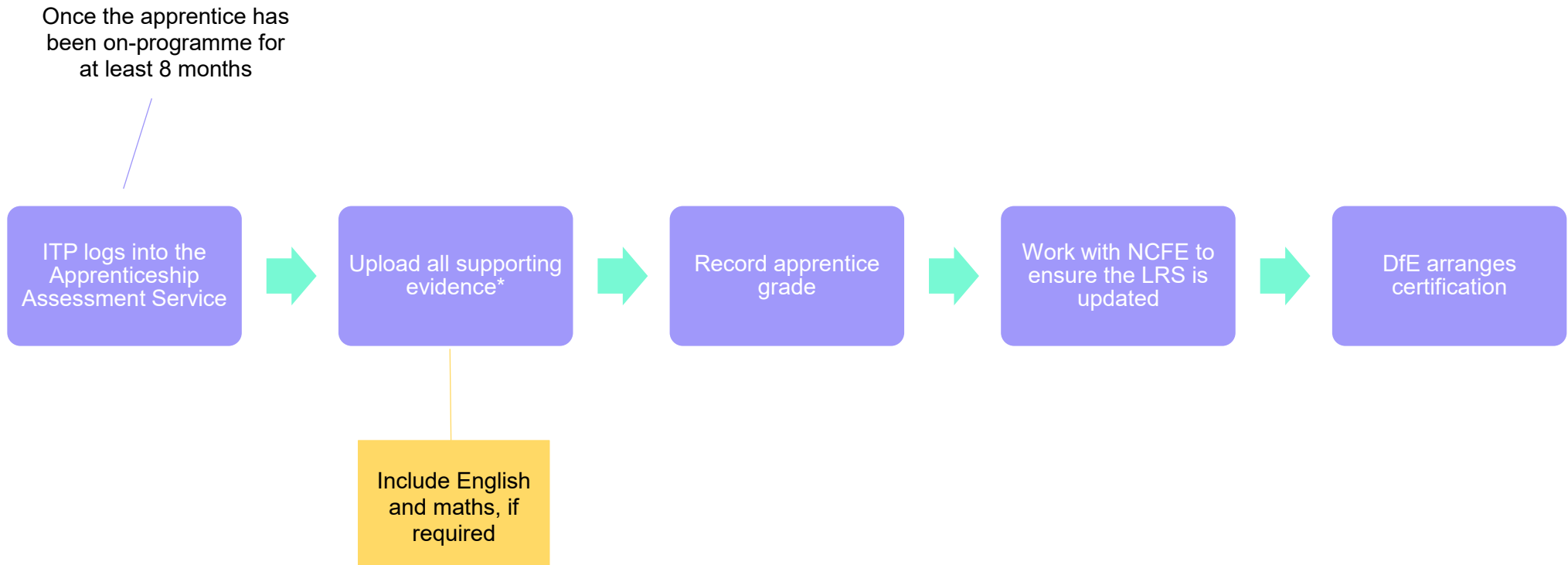
For the Level 2 Adult Care Worker, the requirements are:

- English and maths qualifications in line with the apprenticeship funding rules*
- Level 2 Adult Social Care Certificate qualification
- confirmation from the employer that the apprentice has met the behaviour requirements as set out in the apprenticeship assessment plan.

English and maths are optional for those that began their apprenticeship training when aged 19+. It must be clear in the apprentice's training plan with their ITP whether English and maths have been included in the planned delivery. However, for apprentices who are aged 19+ when their apprenticeship training began, English and maths qualifications will **not be required at the gateway to completion. Where it is agreed with the employer that a 19+ apprentice will study towards a standalone English or maths qualification, the ITP must provide written evidence at gateway to completion to show that the apprentice has attempted the tests, even though they will not be required to achieve English or maths in order to achieve the apprenticeship.*

The following diagram shows the steps required for entrance into the gateway to completion.

Gateway to completion process



** The Level 2 Adult Social Care Certificate qualification must be achieved and be able to be evidenced before the apprentice can enter the gateway to completion.*

Assessment guidance

Overview

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. The knowledge and skills within the occupational standard fully align with the outcomes listed in the Level 2 Adult Social Care Certificate qualification, therefore the qualification's assessment result will confirm apprenticeship completion. Apprentices are not required to undertake any additional assessments.

The Level 2 Adult Social Care Certificate qualification must be achieved before the end of the apprenticeship.

Awarding the final grade

The apprenticeship is awarded fail or pass. If an apprentice fails the Level 2 Adult Social Care Certificate qualification, the apprenticeship will be deemed an overall fail.

Certification

The ITP is responsible for apprenticeship certification.

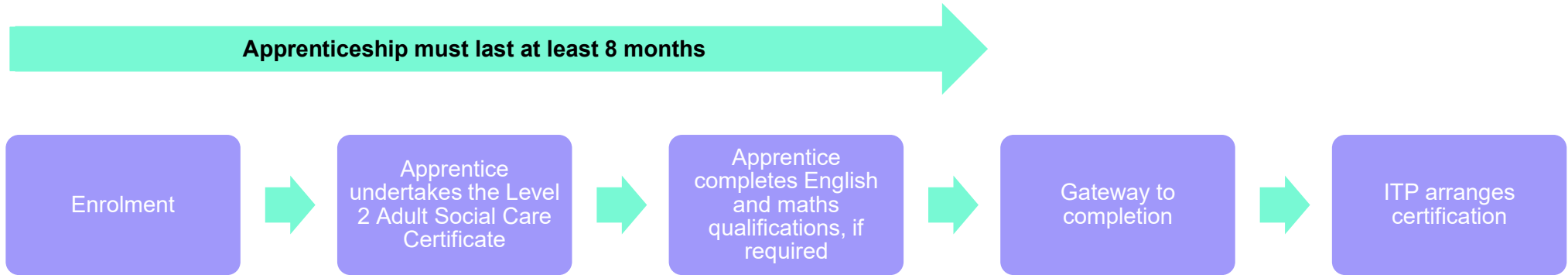
Reasonable adjustments

For instructions and support with reasonable adjustments, please refer to the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the NCFE website.

Resits and retakes

Apprentices who fail the Level 2 Adult Social Care Certificate qualification will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for the resit or a retake. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action.

Timeline



Additional information

Enquiries and appeals

If an ITP would like to appeal any NCFE apprenticeship assessment outcome regarding results or decisions, information about appeals can be found in the Mandatory Policy page on the NCFE website.

Complaints

Complaints can be submitted on the NCFE website by completing the Making a Complaint webform and following the *NCFE Complaints Procedure*.

Useful links and reading materials

To fully prepare for the apprenticeship, this list has been compiled to be used as additional study material.

Resource	Link
The Care Certificate	https://www.skillsforcare.org.uk/Learning-development/inducting-staff/care-certificate/Care-Certificate.aspx
The Care Quality Commission	https://www.cqc.org.uk
Health and Safety Executive	https://www.hse.gov.uk/
NCFE apprenticeship page	https://www.ncfe.org.uk/apprenticeships/end-point-assessment/
NCFE CACHE Level 2 Adult Social Care Certificate information	https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-2-adult-social-care-certificate-1785
NHS England	https://www.england.nhs.uk/
NICE guidance	https://www.nice.org.uk/guidance
Office for Health Improvement and Disparities	https://www.gov.uk/government/organisations/office-for-health-improvement-and-disparities
Resuscitation Council (UK)	https://www.resus.org.uk/
Skills for Care	https://www.skillsforcare.org.uk/Home.aspx
Social Care Institute for Excellence (SCIE)	https://www.scie.org.uk/
UK Health	https://www.gov.uk/government/organisations/uk-health-security-agency
World Health Organization	https://www.who.int/

Glossary of terms

Term	Meaning
Biological Factors	Biological factors are factors that occur biologically in an individual and are difficult to alter; for example, genetic, metabolism, and wear and tear in the body.
Boundaries	Define effective and appropriate interaction between professionals and the public they serve. Boundaries exist to protect both the professional and the client.
Care Plans/Care Planning	Care plans/care planning is used throughout the standard to include care, therapy, intervention plans, treatment plans or sheets and planning processes. In some instances, care plans exist and may not be used.
Code of Practice	A set of written rules which explains how people working in a particular profession should behave.
Consent	NHS Choices (2010) defines consent as: 'the principle that a person must give their permission before they receive any type of medical treatment. Consent is required from a patient regardless of the type of treatment being undertaken, from a blood test to an organ donation'.
Continuing Professional Development (CPD)	A process of tracking and documenting the skills, knowledge and experience that you gain, formally and informally. It is a record of what you experience, learn and then apply.
Continuous Improvement	The ability to understand the processes that impact on the objectives of the organisation; to measure process effectiveness and efficiency; and, to make changes to these processes based on information and knowledge.
Dignity	To treat someone with dignity is to treat them as being of worth, in a way that is respectful of them as valued individuals.
Discrimination	Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, sexual orientation, or certain other personal characteristics.
Diversity	Diversity is about empowering people by respecting and appreciating what makes them different, in terms of age, gender, ethnicity, religion, disability, sexual orientation, education or national origin.
Duty of Care and Candour	The duty of care is the general legal obligation to provide a reasonable standard of care to patients, while the duty of candour is a specific professional and legal requirement to be open and honest with patients when something goes wrong in their care that has or could have caused harm.
End of Life	Is defined as care that helps those with advanced, progressive, incurable illness to live as well as possible until they die.
Equality	Equality means each individual (or group of people) is given the same resources and opportunities, regardless of their circumstances.

Term	Meaning
Evidence-based Approach	The practical application of the findings of the best available current research.
General Data Protection Regulation (GDPR)	The UK GDPR is the data protection law that governs how personal data is handled in the United Kingdom, following Brexit. It is based on the EU's GDPR but has been adapted for the UK. The Data Protection Act 2018 supports the UK GDPR.
Inclusion	Inclusion is an extension of equality and diversity. It means that all people, without exception, have the right to be included, respected, and appreciated as valuable members of the community.
Legislation	The act or process of making or enacting laws.
Multi-disciplinary Team	A group of healthcare workers who are members of different disciplines (professionals such as psychiatrists or social workers), each providing specific services to the patient.
Partnership Working	Partnerships can be formed between individuals, agencies or organisations with a shared interest.
Person-Centred Care and Support	Professionals work collaboratively with individuals who use services and support them to develop the knowledge, skills and confidence they need to manage and make informed decisions about their own health and health care more effectively.
Policies and Procedures	Documents put in place to explain how organisations will deal with issues when they arise and to show that they operate in a fair and consistent way towards all employees.
Reflective Practice	Reflective practice is the ability to reflect on one's actions to engage in a process of continuous learning.
Risk Assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking.
Safeguarding	Protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect.
Self-awareness	Self-awareness is the foundation skill required for reflective practice as the outcomes from being self-aware underpin the whole process. Being self-aware means that you are conscious of your beliefs, values, qualities, strengths and limitations.
Stakeholders	Stakeholders are any people or groups who are positively or negatively impacted by a project, initiative, policy or organisation. They could be internal (people within your organisation) or external (people outside of your organisation).

Term	Meaning
Wellbeing	A positive state of physical, mental and emotional health that includes how people feel about themselves and their lives.

This list is not exhaustive, and ITPs should make their own decisions on the content of their programmes of delivery to ensure apprentices have a good breadth of understanding, based on the knowledge and skills within the assessment plan and the Level 2 Adult Social Care Certificate qualification specification.

Command words

Verb	Meaning
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Discuss	Write an account giving more than one view or opinion.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (examples of)	Provide relevant examples to support the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
List	Give a selection of answers, as many as the question indicates.
Outline	Identify or describe the main points.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
State	Give the main points clearly in sentences.
Summarise	Brief statement of the main points.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Appendix I: knowledge, skills and behaviours

The following tables show the knowledge, skills and behaviours from the Adult Care Worker apprenticeship assessment plan. For full details of what is required refer to the Level 2 Adult Social Care Certificate qualification specification.

Knowledge and skills
Knowledge
K1 National standards, organisational policies and procedures, codes of conduct and ways of working that relate to own role.
K2 National legislation, policies and guidance in adult social care relating to health and safety within the scope of own role.
K3 Human rights, equality legislation, organisational policies relating to equity, diversity and inclusion, where those with lived experience and colleagues are treated with dignity, respect and the impact on own role.
K4 Principles of a 'duty of candour' and 'duty of care'.
K5 Local safeguarding board policies and procedures relating to safeguarding of adults in social care settings and how to escalate safeguarding concerns, including disclosures involving children and young people.
K6 The signs and types of abuse and neglect and ways to reduce the risk of abuse or neglect of individuals in adult social care settings.
K7 Person-centred, co-produced approaches to develop relationships with individuals that support their health and wellbeing.
K8 Principles of positive risk-taking, including taking a person-centred approach to safety and contributing to risk assessments.
K9 Principles of positive and proactive care and support for those with lived experience, including techniques to proactively avoid or reduce escalation, de-escalate and manage conflict, and when and how to report concerns.

Knowledge and skills

Knowledge continued

K10 Information, advice, and guidance activities which assist individuals being supported or their legally designated individual to make independent and informed choices from options available to them.

K11 The needs of those with lived experience and associated cognitive and physical conditions that impact their care and wellbeing.

K12 Meaning of 'capacity' and how an individual's capacity determines their ability to make informed decisions about their needs.

K13 Signs and symptoms of changes in the physical, mental capacity, mental health and wellbeing of individuals with lived experience and ways to monitor, record and report changes.

K14 How to communicate using verbal, written, non-verbal and digital methods to convey information responding to the needs of individuals, stakeholders and family members using person-centred approaches that are adaptable.

K15 Sources of internal and external support to help develop personal resilience and maintain wellbeing.

K16 Legal and organisational guidelines and policies for maintaining the security of information and data.

K17 Developments in digital working, communication and software.

K18 Sustainable working practices, including the efficient use of resources and how to recycle, reuse and safely dispose of waste in line with organisational policies.

K19 The Importance of continuous professional development, the benefits of lifelong learning and the links to relevant standards.

Knowledge and skills

Knowledge continued

K20 The process for agreeing a personal development plan incorporating goal setting and career opportunities, feedback from supervision and other sources of support.

K21 How literacy, numeracy and communication skills impact on own role and sources of support to check own levels.

K22 Principles of safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.

Skills

S1 Apply national standards, organisational policies and procedures, codes of conduct and ways of working that apply to own role.

S2 Follow national legislation, policies and guidance in adult social care settings, relating to health and safety within the scope of own role.

S3 Consider the human rights of individuals in adult social care settings, in line with organisational policies relating to equity, diversity and inclusion to support an open culture.

S4 Demonstrate a duty of candour, and duty of care acting in the best interest of individuals to ensure they do not come to harm.

S5 Apply a person-centred, co-produced approach when developing relationships with individuals to support their health and wellbeing.

S6 Assist with conducting risk assessments, which focus on positive risk taking, to ensure the safety of yourself and others.

S7 Apply the principles of positive and proactive care and support for those with lived experience to proactively avoid or reduce escalation, de-escalate, and manage conflict.

S8 Customise information, advice and guidance to individuals with or without capacity or their representative to make informed, independent choices and decisions.

Knowledge and skills

Skills continued

S9 Adapt approach to care and support for individuals with lived experience to meet their current and evolving cognitive and physical needs and conditions.

S10 Recognise and respect how an individual's capacity determines their ability to make informed decisions about their needs.

S11 Identify and respond to signs and symptoms of changes in the physical and mental capacity, mental health and wellbeing of those with lived experience, and monitor, record and report changes.

S12 Use appropriate communication methods that are adapted to respond to the needs of individuals, stakeholders and family members in adult social care settings, including verbal, written, non-verbal and digital communication.

S13 Develop personal resilience and access support to maintain wellbeing of self.

S14 Use record keeping systems to maintain clear and accurate records of interactions with individuals, and others ensuring security of information and data.

S15 Apply methods of digital working and communication and new care technologies to support improvements in own work setting.

S16 Record learning opportunities in line with organisational policies that support lifelong learning and meet the relevant standards.

S17 Record, use feedback and supervision to improve own practice to identify and support the development of individual goals and career opportunities.

S18 Contribute and agree to the personal development plan demonstrating support required for new learning goals and reflection on actual practice.

S19 Monitors safe and effective administration of medicines in accordance with national and organisational policies and the limitations of own role.

Behaviours

Behaviour statements are **not** formally assessed. However, employers must confirm with NCFE that they have been suitably demonstrated over the course of the apprenticeship.

NCFE provides a mandatory Behaviour Confirmation Form on the online assessment platform that **must** be completed and submitted at gateway to completion.

Behaviours

B1 Act in a person-centred, ethical and professional manner in the workplace.

B2 Build and maintain positive relationships with the individual and those important to them, colleagues and other professionals.

B3 Take an organised and situational approach to complete tasks in a timely manner.

B4 Take personal responsibility to develop knowledge and skills, resilience and wellbeing, and continually seek to improve performance.



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