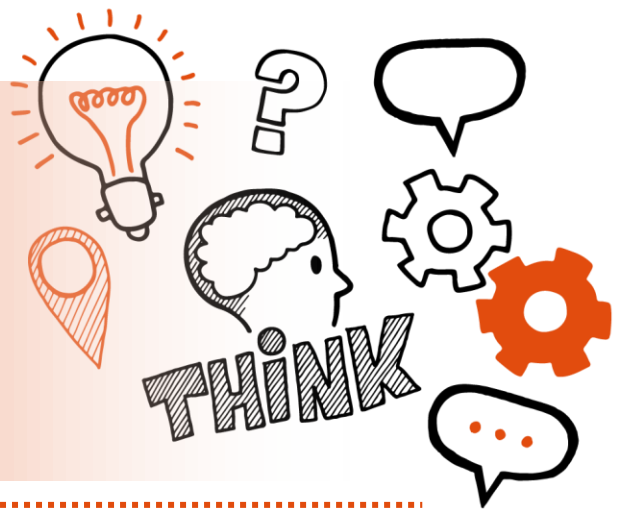


Think about

Professional discussion

Level 2 ST0005 Adult Care
Worker v1.1



On the day of this assessment you will carry out:



A 45-minute professional discussion



Remote or face-to-face



In a suitable, controlled environment free from
distraction



With an end-point assessor. Your employer may be
involved but grading is completed by the assessor.



Key point

Your employer may be present to support you and confirm
information but is not able to take part in the discussion.



Do

- Review the criteria associated with the professional discussion - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Ensure a quiet room is available and that there are no interruptions
- Be prepared to discuss working examples of your practice



Don't

- Forget to bring your ID
- Forget to plan
- Forget to refer to your self-assessment



Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



Resits

- If you do not achieve a pass result on the professional discussion, you can retake the assessment





Use the table below to plan and prepare for the professional discussion

(P) indicates pass criteria

To achieve a merit, apprentices must be able to engage in and actively take forwards, their professional discussion

To achieve a distinction, apprentices must be able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge, skills and behaviours of the standard

Assessment criteria	Key points to remember
The main tasks and responsibilities according to your job role	
(P) Support individuals you are working with according to their personal care/support plan	
(P) Ask for help from an appropriate person when not confident or skilled in any aspect of your role	
(P) Provide individuals with information to enable them to have a choice about the way they are supported	



(P) Encourage individuals to participate in the way their care and support is delivered	
(P) Ensure the individual knows what they are agreeing to regarding the way in which they are supported	
(P) Contribute to the on-going development of care/support plans for the individual you support	
(P) Support individuals with cognitive, physical or sensory impairments	



Treating people with respect and dignity and honouring their human rights

(P) Ensure dignity is at the centre of all work with the individuals you support, their families, carers and advocates

(P) Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences

(P) Demonstrate empathy (understanding and compassion) for individuals you support

(P) Demonstrate courage in supporting people in ways that may challenge your personal/cultural belief



Communicating clearly and responsibly

(P) Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates

(P) Use the preferred methods of communication of the individual you support according to their language, culture, sensory needs and their wishes

(P) Identify and take steps to reduce environmental barriers to communication

(P) Demonstrate you can check for understanding



(P) Write clearly and concisely in records and reports	
(P) Keep information safe and confidential according to agreed ways of working	
Supporting individuals to remain safe from harm (Safeguarding)	
(P) Recognise potential signs of different forms of abuse	
(P) Respond to concerns of abuse according to agreed ways of working	



(P) Recognise, report and challenge unsafe practices

Championing health and wellbeing for the individuals you support and for work colleagues

(P) Promote the health and wellbeing of the individual you support

(P) Move people and objects safely

(P) Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene



(P) Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition	
(P) Demonstrate how to keep people, buildings and yourself safe and secure	
(P) Carry out fire safety procedures when required	
(P) Use risk assessments to support individuals safely	



(P) Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health	
(P) Monitor and report changes in health and wellbeing for individuals you support	
Working professionally and seeking to develop your own professional development	
(P) Reflect on your own work practices	
(P) Demonstrate the development of your own skills and knowledge, including core skills in writing, numbers and information technology	



(P) Demonstrate your contribution to your development plan	
(P) Demonstrate ability to work in partnership with others to support the individual	
(P) Identify sources of support when conflicts arise with other people or organisations	
(P) Demonstrate you can work within safe, clear professional boundaries	



(P) Show you can access and apply additional skills required to perform your specific job role competently

Care

(P) is caring consistently and enough about individuals to make a positive difference to their lives

Compassion

(P) is delivering care and support with kindness, consideration, dignity and respect



Courage

(P) is doing the right thing for people and speaking up if the individual they support is at risk

Communication

(P) good communication is central to successful caring relationships and effective team working

Competence

(P) is applying knowledge and skills to provide high quality care and support



Commitment

(P) to improving the experience of people who need care and support ensuring it is person centred

V2.2

