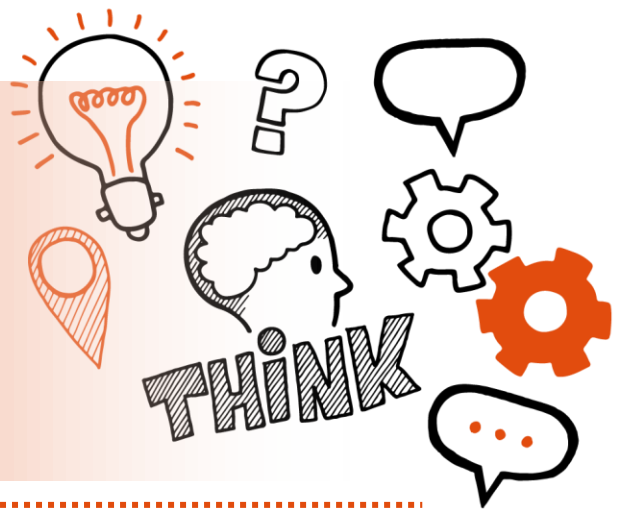


**Think about**  
**Professional discussion**  
**Level 2 ST0005 Adult Care**  
**Worker v1.3**



**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 |
|---|------------------------|
| <b>The main tasks and responsibilities according to your job role</b>                                     |                        |
| (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 |                        |



|  |  |
|--|--|
| <b>(P)</b> Encourage individuals to participate in the way their care and support is delivered                 |  |
| <b>(P)</b> Ensure the individual knows what they are agreeing to regarding the way in which they are supported |  |
| <b>(P)</b> Contribute to the on-going development of care/support plans for the individual you support         |  |
| <b>(P)</b> 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



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



|  |  |
|--|--|
| <b>(P)</b> Recognise, report and challenge unsafe practices  |  |
| <b>Championing health and wellbeing for the individuals you support and for work colleagues</b>              |  |
| <b>(P)</b> Promote the health and wellbeing of the individual you support                                    |  |
| <b>(P)</b> Move people and objects safely  |  |
| <b>(P)</b> Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene |  |





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



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



|  |  |
|--|--|
| <b>(P)</b> Demonstrate your contribution to your development plan                              |  |
| <b>(P)</b> Demonstrate ability to work in partnership with others to support the individual    |  |
| <b>(P)</b> Identify sources of support when conflicts arise with other people or organisations |  |
| <b>(P)</b> 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

V3.0

