



## Mapping Document for the Adult Care Worker Apprenticeship Standard (Level 2)

The purpose of this document is to show where the **Highfield standards Apprenti-kit** textbook content and workbook questions meet the outcomes and criteria of the **Adult Care Worker Apprenticeship Standard (Level 2)**.

It also shows where the **Highfield Level 2 Diploma in Care (RQF)** maps to the **Adult Care Worker Apprenticeship Standard (Level 2)**. The document also includes mapping for the Care Certificate.

Where the **apprenticeship standard criteria** are not mapped word for word in the **qualification**, the criteria may be met implicitly.

**Please note** that where content for skills and behaviours has been identified in the **Apprenti-kit textbook**, this is underpinning knowledge only.

When using this mapping document, it is the responsibility of the training provider or employer to ensure that the learner meets the required outcomes and criteria.

## Adult Care Worker Level 2 Apprenticeship Standard Knowledge Criteria

Apprenticeship Standard Module	Apprenticeship Standard Learning Outcome	Apprenticeship Standard Assessment Criteria (EPA Kit)	RQF Qualification Unit, Learning Outcome & Assessment Criteria	Apprenti-kit Textbook Page	Apprenti-kit Workbook Question	Care Certificate Standard Outcome and Criteria
<b>1. The job they have to do, the main tasks and responsibilities an adult care worker must know and understand</b>	The tasks and responsibilities of the job role relevant to the context of the service in which they are working.	K1.1 Describe tasks and responsibilities of own role	Unit 3 1.1	Page 3, 4	Q1	Standard 1.1a
		K1.2 Outline how own role fits within the structure and context of the organisation	Unit 3 1.1 Unit 7 1.2	Page 4, 5	Q2	
	Professional boundaries and limits of their training and expertise	K1.3 Describe the importance of professional boundaries in adult care	Unit 7 2.1 Unit 4 5.4	Page 5, 6, 7, 8	Q3a, 3b	
		K1.4 Outline limits of responsibility based on own training and expertise	Unit 6 1.4 Unit 7 2.1	Page 8	Q4	Standard 3.4b, 13.3b, 13.4c
	Relevant statutory standards and codes of practice for their role	K1.5 Identify statutory standards that influence own role	Unit 3 1.2	Page 9, 10, 11, 12	Q5	Standard 1.1b
		K1.6 Describe how statutory standards and codes of practice influence own role	Unit 3 1.2	Page 9, 10, 11, 12	Q6	Standard 1.1b
	What the 'duty of care' is in practice	K1.7 Define duty of care	Unit 8 1.1 Unit 4 6.2, 6.4	Page 12, 13	Q7	Standard 1.3a, 3.1a
		K1.8 Describe how duty of care relates to duty of candour	Unit 8 1.2	Page 13, 14	Q8	Standard 1.3a
		K1.9 Explain how duty of care affects own role	Unit 4 6.2, 6.4 Unit 7 2.4 Unit 8 1.3	Page 14, 15, 16	Q9	Standard 1.3a, 3.1b
	How to contribute towards the development and	K1.10 Explain the importance of using an individual care plan	Unit 4 1.4, 4.1, 4.2, 6.1, 6.3	Page 16, 17, 18	Q10a, b, c	Standard 5.2a

	creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported	K1.11 Describe how to contribute to the development of an individual's care plan	Unit 4 1.4	Page 18, 19, 20	Q11	
		K1.12 Describe how to find out the individual's preferences in relation to the way they want to be supported	Unit 4 2.1	Page 20, 21	Q12	
	How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals	K1.13 List physical, social and emotional needs of individuals	Unit 4 6.2, 6.5	Page 21, 22, 23	Q13	
		K1.14 Explain how to identify, respond to and escalate changes to physical, social and emotional needs of individuals	Unit 4 6.5	Page 23	Q14	Standard 5.2b
	How to access, follow and be compliant with regulations and organisational policies and procedures	K1.15 Outline how to access regulations and organisational policies and procedures	Unit 7 2.2	Page 24	Q15	Standard 1.2d
		K1.16 Explain how regulations and organisational policies and procedures are implemented in own role	Unit 7 2.3 Unit 4 3.1, 3.3	Page 25, 26	Q16 Q17a, b	
<b>2. The importance of having the right values and behaviours</b>	How to support and enable individuals to achieve their personal aims and goals	K2.1 Define person centred values	Unit 4 1.1	Page 3	Q1	Standard 7.1a (privacy & dignity)
		K2.2 Explain the importance of working in a way that embeds person centred values	Unit 3 1.3 Unit 4 1.2, 5.3	Page 3, 4, 5, 6, 7, 8	Q2	Standard 5.1b, Standard 5.2a, 7.5a, Standard 10.2b
		K2.3 Explain why risk-taking can be part of a person-centred approach	Unit 4 1.3, 5.3	Page 8, 9	Q3	Standard 7.3b, 7.4b
		K2.4 Explain how to work in a way that supports and enables individuals to achieve their personal aims and goals	Unit 4 1.2,	Page 10, 11, 12, 13	Q4	
	What dignity means in how to work with individuals and others	K2.5 Explain how to promote dignity in own role with individuals and others	Unit 4 1.1, 1.2, 1.4	Page 13, 14	Q5	Standard 5.1c Standard 7.1a, b, c

	The importance of respecting diversity and treating everyone equally	K2.6 Explain what is meant by: <ul style="list-style-type: none"> <li>Diversity</li> <li>Equality</li> <li>Inclusion</li> <li>Discrimination</li> </ul>	Unit 5 1.1, 1.2	Page 14, 15, 16, 17, 18	Q6	Standard 4.1a, 4.1b
		K2.7 Illustrate the importance of respecting diversity and promoting equality	Unit 5 1.1, 1.3, 2.1, 3.1, 3.2	Page 19, 20, 21	Q7	Standard 4.1c
		K2.8 Give examples of practices that respect diversity and promote equality	Unit 5 1.3, 2.1, 2.3, 3.3	Page 21, 22, 23, 24, 25	Q8, Q9	Standard 4.1c
<b>3. The importance of communication</b>	The barriers to communication	K3.1 Identify barriers to communication	Unit 1 3.1	Page 3, 4, 5	Q1	Standard 6.3a
		K3.2 Give examples of ways to reduce barriers to communication	Unit 1 3.2	Page 5, 6, 7, 8	Q1	Standard 6.3b
		K3.3 Describe ways to check that communication has been understood	Unit 1 3.3	Page 9, 10, 11, 12	Q2	Standard 6.3c
		K3.4 List sources of information, support and services to enable communication with individuals and others	Unit 1 3.4	Page 12, 13	Q3	Standard 6.3d
	The impact of non-verbal communication	K3.5 List types of non-verbal communication	Unit 1 1.3, 2.1, 2.2	Page 14, 15, 16, 17, 18, 19	Q4a, b	Standard 6.5a
		K3.6 Give examples of situations when non-verbal communication is used	Unit 1 1.3, 2.1, 2.2	Page 14, 15, 16, 17, 18, 19	Q4a, b	Standard 6.5a
		K3.7 Explain the impact of using non-verbal communication methods to support individuals	Unit 1 1.2	Page 14, 15, 16, 17, 18, 19	Q5	
	The importance of active listening	K3.8 Define active listening	Unit 1 3.3	Page 19, 20	Q6	
		K3.9 Explain how to use active listening in own role	Unit 1 3.3	Page 19, 20	Q7	
		K3.10 Explain the importance of active listening	Unit 1 3.3	Page 19, 20	Q8	
	How the way they communicate can affect others	K3.11 Assess how own communication can affect individuals and others	Unit 1 1.2	Page 20, 21	Q9	Standard 6.1b

	About different forms of communication e.g. signing, communication boards etc	K3.12 Describe different ways that individuals communicate	Unit 1 1.1, 2.2	Page 21, 22	Q10a, b	Standard 6.1a
		K3.13 Describe how to establish individuals' communication and language needs, wishes and preferences	Unit 1 2.1	Page 23, 24	Q11	Standard 6.2a
		K3.14 Describe methods of communication used to meet individuals' communication needs, wishes and preferences	Unit 1 2.2	Page 24, 25, 26	Q12	Standard 6.2b
	How to find out the best way to communicate with the individual they are supporting	K3.15 Define the term 'confidentiality'	Unit 1 4.1	Page 27	Q13	Standard 6.4a
		K3.16 Identify legislation and agreed ways of working in relation to the confidential handling of information	Unit 1 4.2, Unit 2 1.1, 1.2	Page 27, 28, 29	Q14, 15	Standard 6.4b, Standard 14.1a, 14.1b
		K3.17 Describe ways of handling confidential information	Unit 1 4.2, 4.3, 4.4 Unit 2 2.1, 2.2, 3.1, 3.2	Page 29, 30, 31, 32	Q16a, b, c	Standard 6.4a, 6.4c, 6.4d, 14.1a, 14.1b
	<b>4. How to support individuals to remain safe from harm (Safeguarding)</b>	What abuse is and what to do when they have concerns someone is being abused	K4.1 Define different types of abuse	Unit 9 1.1, 1.3	Page 3, 4, 5, 6, 7	Q1
K4.2 List the signs and symptoms of different types of abuse			Unit 9 1.2, 1.4, 1.5, 2.1	Page 3, 4, 5, 6, 7	Q1	Standard 10.1g, 10.1f, 10.1h, 10.1i
K4.3 Describe factors that may contribute to an individual being more vulnerable to abuse			Unit 9 2.2	Page 7, 8, 9	Q2	Standard 10.1e
K4.4 Explain the actions to take if there are concerns that an individual is being abused			Unit 9 1.2, 3.1	Page 9, 10, 11	Q3	Standard 10.1b, 10.1k, 10.3a
K4.5 Explain the actions to take if an individual alleges that they are being abused			Unit 9 1.2, 3.2	Page 11, 12	Q4	Standard 10.1b, 10.1k
K4.6 State ways to ensure evidence of abuse is preserved			Unit 9 3.3	Page 12, 13, 14	Q5	Standard 10.1b, 10.1k

	The national and local strategies for safeguarding and protection from abuse	K4.7 Outline national policies for safeguarding and protection from abuse	Unit 9 4.1, 4.2, 4.3	Page 14, 15, 16, 17, 18, 19, 20, 21	Q6	Standard 10.2d, 10.2e, 10.4a	
		K4.8 Outline local strategies for safeguarding and protection from abuse	Unit 9 4.1, 4.2, 5.1, 5.3, 4.3	Page 14, 15, 16, 17, 18, 19, 20, 21	Q7	Standard 10.2d, 10.2e, 10.4a	
	What to do when receiving comments and complaints	K4.9 Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse	Unit 9 5.2	Page 21, 22	Q8	Standard 3.3c, 10.2f	
		K4.10 Explain the actions to take when receiving comments and complaints	Unit 8 3.1, 3.2	Page 22, 23, 24	Q9	Standard 3.3a, 3.3b	
	How to recognise unsafe practices in the workplace	K4.11 Give examples of unsafe practices that may affect the wellbeing of individuals	Unit 9 6.1, 7.1, 7.2, 7.3	Page 24, 25	Q10a, b, c	Standard 3.4a	
		K4.12 Explain the actions to take if unsafe practices have been identified	Unit 9 6.2, 7.2, 7.3	Page 25, 26	Q11	Standard 3.4b, Standard 3.4c	
		K4.13 Explain the actions to take if unsafe practices have been reported but nothing has been done in response	Unit 9 6.3, 4.5	Page 26, 27	Q12a, b	Standard 3.4b, Standard 3.4c	
	The importance and process of whistleblowing	K4.14 Define the term whistleblowing	Unit 9 4.4	Page 27	Q13	Standard 1.2e	
		K4.15 Assess the importance of whistleblowing in adult care	Unit 9 4.4	Page 27	Q14	Standard 1.2e, 10.2f	
		K4.16 Describe the process for whistleblowing	Unit 9 4.4	Page 27, 28	Q15	Standard 1.2e, 10.3a	
	How to address any dilemmas they may face between a person's rights and their safety	K4.17 Give examples of dilemmas that may be faced between a person's rights and their safety	Unit 6 2.3, Unit 8 2.1, 2.2	Page 28, 27, 28, 29, 30, 31	Q16	Standard 3.2a	
		K4.18 Describe how to address dilemmas that may be faced between a person's rights and their safety	Unit 6 2.3, Unit 8 2.1, 2.2	Page 28, 27, 28, 29, 30, 31	Q16	Standard 3.2b, 3.2c, 7.4b	
	<b>5. How to promote health and wellbeing for the individuals they</b>	The health and safety responsibilities of self, employer and workers	K5.1 Outline legislation and regulations relating to health and safety in adult care	Unit 6 1.1, 5.1	Page 3, 4	Q1	Standard 13.1a, Standard 13.3a
			K5.2 Describe responsibilities for health and safety of:	Unit 6 1.3, 2.2	Page 4, 5, 6	Q2	Standard 13.1c

support and work colleagues		<ul style="list-style-type: none"> <li>• Self</li> <li>• Employer</li> <li>• Worker</li> <li>• Others</li> </ul>				
	How to keep safe in the work environment	K5.3 Describe agreed ways of working for health and safety	Unit 6 1.2	Page 6, 7	Q3	Standard 13.1b
		K5.4 List health and safety tasks that should only be carried out with specialist training	Unit 6 1.4	Page 7	Q4	Standard 13.1d
		K5.5 Outline sources of information, guidance and support relating to health and safety	Unit 6 1.5	Page 8	Q5	Standard 13.1e
	What to do when there is an accident or sudden illness	K5.6 Describe types of accidents or sudden illness that may occur	Unit 6 3.1	Page 8, 9	Q6	Standard 13.1f, Standard 13.4a
		K5.7 Outline the procedures to be followed if an accident or sudden illness should occur	Unit 6 3.2	Page 9, 10	Q6	Standard 13.4b
	What to do with hazardous substances	K5.8 Identify hazardous substances and materials that may be found in adult care	Unit 6 6.1	Page 10, 11	Q7	Standard 13.6a
		K5.9 Outline safe practices for: <ul style="list-style-type: none"> <li>• Storing hazardous substances and materials</li> <li>• Using hazardous substances and materials</li> <li>• Disposing of hazardous substances and materials</li> </ul>	Unit 6 6.2	Page 11, 12, 13	Q7	Standard 13.6b, 15.1e
	How to promote fire safety	K5.10 Describe how to prevent fires from starting or spreading	Unit 6 7.1, 7.3	Page 13, 14	Q8	Standard 13.7a
		K5.11 Outline what to do in the event of a fire	Unit 6 7.2	Page 14	Q9	Standard 13.7b
	How to reduce the spread of infection	K5.12 Identify the roles and responsibilities in the prevention and control of infection	Unit 6 4.1	Page 15, 16	Q10	
		K5.13 Describe the causes and spread of infection	Unit 6 4.2	Page 16, 17, 18	Q11	Standard 15.1a

		K5.14 Describe ways to reduce the spread of infection	Unit 6 4.3, 4.4	Page 18, 19, 20, 21	Q12	Standard 15.1d
		K5.15 Outline ways to ensure that own health and hygiene does not pose a risk to others	Unit 6 4.5	Page 21, 22	Q13	Standard 15.1c
	What a risk assessment is and how it can be used to promote person centred care safely	K5.16 Outline the difference between a hazard and a risk	Unit 6 2.1	Page 22	Q14	
		K5.17 Explain the purpose of risk assessment in adult care	Unit 6 2.1, 2.2, 2.3	Page 22, 23,	Q15	Standard 7.3b, 13.2a
		K5.18 Explain how risk assessments can be used to promote person centred care safely	Unit 6 2.3	Page 23, 24	Q16	Standard 13.2a
<b>6. How to work professionally, including their own professional development</b>	What a professional relationship is with the person being supported and colleagues	K6.1 Explain how a professional relationship is different from a personal relationship	Unit 7 1.1, 1.2	Page 3, 4	Q1	Standard 1.3b
		K6.2 Compare the differences between professional relationships with individuals and others	Unit 7 1.2	Page 4, 5, 6, 7	Q2	Standard 1.3c
	How to work together with other people and organisations in the interest of the person being supported	K6.3 Define the term co-production		Page 7, 8	Q3	
		K6.4 Explain the importance of working in partnership with individuals and others	Unit 7 3.1	Page 8, 9	Q4	Standard 1.4a, 1.4b
		K6.5 Give examples of how to work in partnership with individuals and others in the interests of the individual being supported	Unit 7 3.2, 3.3	Page 10, 11	Q5a, b	Standard 1.4c
	How to be actively involved in their personal development plan	K6.6 Identify sources of information and support for own learning and development	Unit 3 3.1	Page 12, 13	Q6	Standard 2.1a, 2.2g
		K6.7 Explain how to use feedback from individuals and others to support own learning and development	Unit 3 4.1, 4.4	Page 13, 14	Q7	Standard 2.1c, 2.2e
		K6.8 Explain how reflecting on practice contributes to own learning and development	Unit 3 2.1, 4.2, 4.3	Page 14, 15	Q8	Standard 2.2d



		K6.9 Describe the process for agreeing a personal development plan and who should be involved	Unit 3 3.2, 4.3, 4.5	Page 16, 17, 18	Q9	Standard 2.1b
The importance of excellent core skills in writing, numbers and information technology		K6.10 Give examples of the core skills in: <ul style="list-style-type: none"> <li>• writing</li> <li>• number and</li> <li>• information technology</li> </ul> that are essential to own role		Page 19, 20	Q10	Standard 2.2a
		K6.11 Explain the importance of excellent core skills in writing, number and information technology for workers in adult care		Page 19, 20	Q11	
What to do to develop, sustain and exhibit a positive attitude and personal resilience		K6.12 Describe what is meant by personal resilience	Unit 6 9.1, 9.2, 9.3	Page 20, 21, 22	Q12	Standard 13.9a, 13.9b, 13.9c
		K6.13 Explain why a positive attitude and personal resilience is essential to workers in adult care	Unit 6 9.1, 9.2, 9.3	Page 20, 21, 22	Q13	Standard 13.9a, 13.9b, 13.9c
		K6.14 Explain how to develop, sustain and exhibit a positive attitude and personal resilience	Unit 6 9.1,9.2, 9.3	Page 20, 21, 22	Q14	Standard 13.9a, 13.9b, 13.9c
Where and how to access specialist knowledge when needed to support performance of the job role		K6.15 Identify specialist knowledge that may be needed to support performance in own role	Unit 3 2.2, 3.1	Page 23	Q15	
		K6.16 Identify where and how to access specialist knowledge to support performance in own role	Unit 1 3.4 Unit 3 3.1 Unit 5 3.1, 3.2	Page 23	Q15	

## Adult Care Worker Level 2 Apprenticeship Standard Skills Criteria

Apprenticeship Standard Module	Apprenticeship Standard Learning Outcome	Apprenticeship Standard Assessment Criteria (EPA Kit)	RQF Qualification Unit, Learning Outcome & Assessment Criteria	Apprenti-kit Textbook Page (Underpinning Knowledge)	Apprenti-kit Workbook Question	Care Certificate Standard Outcome and Criteria
<b>7. The main tasks and responsibilities according to their job role</b>	Support individuals they are working with according to their personal care/support plan	S7.1 Apply person centred values to daily working practice	Unit 4 2.2	Page 26, 27		Standard 5.1a, 5.7a
		S7.2 Demonstrate person centred approaches that take into account the history, preferences, wishes and needs of individuals	Unit 4 2.2	Page 27, 28		Standard 5.1a, 5.7a
	Ask for help from an appropriate person when not confident or skilled in any aspect of their role	S7.3 Recognise own boundaries and limitations by asking for help from an appropriate person when necessary	Unit 6 1.4, 1.5 Unit 7 2.1	Page 28, 29		
	Provide individuals with information to enable them to have choice about the way they are supported	S7.4 Source information for individuals to support their decision-making processes	Unit 4 5.1, 5.4	Page 30		
		S7.5 Use agreed risk assessment processes to support individual's right to make choices	Unit 4 5.2, 5.4	Page 31		Standard 7.3a, 7.3b, 7.5b
	Encourage individuals to participate in the way their care and support is delivered	S7.6 Demonstrate ways to encourage individuals to actively participate in their care and support	Unit 4 4.1, 4.2, 4.3, 5.4	Page 32		Standard 7.5c, 7.6a, 7.6c
		S7.7 Provide individuals with information to be able to give consent	Unit 4 3.1, 3.3	Page 33, 34, 35		Standard 9.6a

	Ensure the individual knows what they are agreeing to regarding the way in which they are supported	S7.8 Establish consent for an activity or action	Unit 4 3.1, 3.2	Page 33, 34, 35		
		S7.9 Demonstrate steps to take if consent cannot be established	Unit 4 3.3	Page 35, 36		Standard 9.6a, 9.6b, 9.6d
	Contribute to the on-going development of care/support plans for the individual they support	S7.10 Use agreed ways of working to contribute to the development and review of care/support plans for individuals	Unit 4 1.4	Page 37		Standard 1.1c
	Support individuals with cognitive, physical or sensory impairments	S7.11 Explain how cognitive, physical and sensory impairments may influence an individual's needs in relation to their care	Unit 4 6.5	Page 38, 39		Standard 9.1a, 9.1b
		S7.12 Explain how to adapt own care practice to support individuals with <ul style="list-style-type: none"> <li>• cognitive</li> <li>• physical and</li> <li>• sensory impairments</li> </ul>	Unit 4 6.5	Page 38, 39		Standard 9.1c
		S7.13 Demonstrate ways to support individuals with <ul style="list-style-type: none"> <li>• cognitive</li> <li>• physical and</li> <li>• sensory impairments</li> </ul>	Unit 4 6.5	Page 38, 39		
<b>8. Treating people with respect and dignity and honouring their human rights</b>	Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates	S8.1 Demonstrate an approach that ensures dignity is central to own care practice	Unit 4 1.1, 1.2, 1.4	Page 26		Standard 7.2a, b, 10.1j
	Demonstrate all work is person centred,	S8.2 Demonstrate an approach that promotes person centred values	Unit 4 2.2	Page 26, 27		Standard 5.7a

	accommodating the individual's needs, wishes and preferences					
	Demonstrate empathy (understanding and compassion) for individuals they support	S8.3 Describe the term empathy in relation to supporting individuals	Optional Unit 29 4.1, 4.2, 4.3, 4.4	Page 27, 28		
		S8.4 Select verbal and non-verbal communication skills that demonstrate an empathic approach	Unit 5 2.2 Optional Unit 29 4.1, 4.2, 4.3, 4.4	Page 28, 29		Standard 6.5a
		S8.5 Demonstrate empathy in practice with individuals	Optional Unit 29 4.1, 4.2, 4.3, 4.4	Page 29		
	Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs	S8.6 Select ways to support individuals that may challenge their personal or cultural beliefs	Unit 5 2.3 Optional Unit 29 4.1, 4.2, 4.3, 4.4	Page 30		
		S8.7 Reflect on situations when courage has been used to support individuals		Page 30		
<b>9. Communicating clearly and responsibly</b>	Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates	S9.1 Demonstrate use of verbal and non-verbal communication methods that support interactions positively with individuals and others	Unit 1 2.2	Page 33		Standard 6.5a

	Use the preferred methods of communication of the individual they support	S9.2 Establish individual's communication and language needs, wishes and preferences	Unit 1 2.1, 2.2	Page 33		
		S9.3 Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes	Unit 1 2.2	Page 33, 34		
	Identify and take steps to reduce environmental barriers to communication	S9.4 Recognise barriers to communication in practice	Unit 1 3.1	Page 34		
		S9.5 Demonstrate ways to reduce barriers to communication in different ways	Unit 1 3.2	Page 34		
	Demonstrate they can check for understanding	S9.6 Observe individual's reactions when communicating with them	Unit 1 1.3	Page 34		Standard 6.1c
		S9.7 Respond to individual's reactions using verbal and non-verbal communication skills	Unit 1 2.2, 3.3	Page 34		Standard 6.1c, 6.5a
		S9.8 Use verbal and non-verbal communication methods to summarise and clarify understanding	Unit 1 3.3	Page 35, 36		Standard 6.5a
	Write clearly and concisely in records and reports	S9.9 Provide evidence of clear and concise written communication in records and reports	Unit 2 3.1	Page 35, 36		
	Keep information safe and confidential according to agreed ways of working	S9.10 Demonstrate ways to keep information safe and confidential according to agreed ways of working	Unit 2 3.2	Page 36, 37		Standard 1.1c, 7.2c, 7.2d, Standard 14.1c
	<b>10. Supporting individuals to remain safe from harm (Safeguarding)</b>	Recognise potential signs of different forms of abuse	S10.1 Demonstrate how to recognise potential signs of different forms of abuse	Unit 9 1.3, 1.4, 1.5, 2.1	Page 31	
Respond to concerns of abuse according		S10.2 Follow agreed ways of working to respond to concerns of abuse	Unit 9 3.1, 3.2, 3.3	Page 32		Standard 1.1c

	to agreed ways of working					
	Recognise, report and challenge unsafe practices	S10.3 Demonstrate knowledge of unsafe practices by recognising examples in a work context	Unit 9 6.1	Page 32		
		S10.4 Demonstrate how to use agreed ways of working to report unsafe practices	Unit 9 6.2	Page 32, 33		Standard 1.1c
		S10.5 Use courage to challenge unsafe practices	Unit 9 6.2, 6.3	Page 33		
<b>11. Championing health and wellbeing for the individuals they support and for work colleagues</b>	Promote the health and wellbeing of the individual they support	S11.1 Use communication skills and person-centred values to encourage individuals to actively participate in their health and wellbeing	Unit 4 4.3	Page 24		Standard 7.5d, 7.6a
	Move people and objects safely	S11.2 Follow agreed ways of working and individual care plans to move and assist people and objects safely	Unit 4 5.3 (Objects) Unit 6 5.2, 5.3 Optional unit 18 1.1, 4.3	Page 25, 26, 27	Q17	Standard 1.1c, Standard 13.3c
		S11.3 Use own communication skills and person-centred values to maintain dignity whilst moving people and objects safely	Unit 4 1.4 Optional unit 18 4.2	Page 27, 28		Standard 7.2a, 7.2b, 10.1j
	Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene	S11.4 Demonstrate the recommended method for hand washing	Unit 6 4.3	Page 28		Standard 15.1b
		S11.5 Demonstrate the appropriate use of Personal Protective Equipment (PPE)	Unit 6 4.4	Page 28		
		S11.6 Demonstrate ways to ensure own health and hygiene does not pose a risk to others	Unit 6 4.5	Page 28		
	Demonstrate the promotion of healthy eating and wellbeing	S11.7 Explain the importance of good nutrition and hydration in maintaining health and wellbeing	Unit 4 6.6 Covered in Optional unit 31 & 55	Page 29	Q18	Standard 8.1c

by ensuring individuals have access to fluids, food and nutrition	S11.8 Explain how to promote nutrition and hydration to meet individual care needs	Covered in Optional unit 31 & 55	Page 29, 30		Standard 8.1b, d,
	S11.9 Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility	Covered in Optional unit 31 & 55	Page 30, 31		Standard 8.2a, 8.2c, 8.3a
	S11.10 Ensure fluids are refreshed on a regular basis	Covered in Optional unit 31 & 55	Page 30, 31		Standard 8.2b, 8.2c
	S11.11 Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans	Covered in Optional unit 31 & 55	Page 31		Standard 8.1b, 8.1c, 8.1d, 8.3b
	S11.12 Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible	Covered in Optional unit 31 & 55	Page 30,31		Standard 8.1b, 8.3c
	S11.13 Use communication skills and person-centred values to support and encourage individuals to drink and eat in accordance with individual care plans	Covered in Optional unit 31 & 55	Page 32		Standard 8.1b, 8.2c, 8.2d, 8.3d
	Demonstrate how to keep people, buildings and themselves safe and secure	S11.14 Follow agreed ways of working to keep self, individuals, others and buildings safe and secure	Unit 6 8.1, 8.2, 8.3	Page 32, 33	Q19
Carry out fire safety procedures when required	S11.15 Follow agreed ways of working in relation to fire safety procedures	Unit 6 7.2	Page 33, 34		Standard 1.1c
Use risk assessments to support individuals safely	S11.16 Follow agreed ways of working and individual risk assessments to support the safety of individuals and others	Unit 4 5.2	Page 34		Standard 1.1c

	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	S11.17 Follow agreed ways of working to monitor and report changes to individuals' health and wellbeing	Unit 4 6.5	Page 34, 35		Standard 1.1c
<b>12. Working professionally and seeking to develop their own professional development</b>	Reflect on own work practices	S12.1 Explain why reflecting on work activities is an important way to develop knowledge, skills, behaviours, values and practice	Unit 3 2.1, 4.1, 4.2	Page 24, 25		Standard 2.2d
		S12.2 Use a reflective journal to assess development of own knowledge, skills, behaviours, values and practice	Unit 3 2.3, 4.2, 4.5	Page 25		Standard 2.2f
	Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology	S12.3 Provide evidence to demonstrate how own knowledge and skills are developing	Unit 3 2.2, 4.1, 4.5	Page 26		Standard 2.2c
		S12.4 Provide evidence to demonstrate how own core skills are developing in practice		Page 26		
	Demonstrate their contribution to their development plan	S12.5 Provide evidence of contributions to own personal development plan	Unit 3 3.3	Page 27		Standard 2.1d, 2.1e, 2.2h
	Demonstrate ability to work in	S12.6 Follow agreed ways of working to work in partnership with individuals and others	Unit 7 2.3, 3.2	Page 27		Standard 1.1c



	partnership with others to support the individual	S12.7 Demonstrate ways of working that can improve partnerships	Unit 7 3.2	Page 28		Standard 1.4c
	Identify sources of support when conflicts arise with other people or organisations	S12.8 Demonstrate how and when to access support and guidance about: <ul style="list-style-type: none"> <li>Partnership working</li> <li>Resolving conflicts</li> </ul>	Unit 7 3.3, 3.4	Page 28, 29, 30		Standard 1.4d, 3.5a, 3.5d
	Demonstrate they can work within safe, clear professional boundaries		Unit 6 1.4 Unit 7 2.1	Page 30		
	Show they can access and apply additional skills required to perform the specific job role competently	S12.9 Provide evidence of occasions when own skills have been developed in order to support own role	Unit 3 4.1, 4.2, 4.4, 4.5	Page 30		

## Adult Care Worker Level 2 Apprenticeship Standard Behaviours Criteria

Apprenticeship Standard Module	Apprenticeship Standard Learning Outcome	Apprenticeship Standard Assessment Criteria (EPA Kit)	RQF Qualification Unit, Learning Outcome & Assessment Criteria	Apprenti-kit Textbook Page (Underpinning Knowledge)	Apprenti-kit Workbook Question	Care Certificate Standard Outcome and Criteria
<b>Care</b>	Is caring consistently and enough about individuals to make a positive difference to their lives	Is caring consistently and enough about individuals to make a positive difference to their lives		Page 4		Standard 3, 5, 14
<b>Compassion</b>	Is delivering care and support with kindness, consideration, dignity and respect	Is delivering care and support with kindness, consideration, dignity and respect		Page 4		Standard 3, 5, 8
<b>Courage</b>	Is doing the right thing for people and speaking up if the individual they support is at risk	Is doing the right thing for people and speaking up if the individual they support is at risk		Page 5		Standard 4, 5, 11, 14
<b>Communication</b>	Good communication is central to successful caring relationships and effective team working	Good communication is central to successful caring relationships and effective team working		Page 5		Standard 1, 5
<b>Competence</b>	Is applying knowledge and skills to provide high quality care and support	Is applying knowledge and skills to provide high quality care and support		Page 6		Standard 1, 5, 13, 15
<b>Commitment</b>	To improving the experience of people who need care and support ensuring it is person centred	To improving the experience of people who need care and support ensuring it is person centred		Page 6, 7		Standard 5