

# Highfield Level 2 End-point Assessment for ST0005 Adult Care Worker

End-Point Assessment Kit



# Highfield Level 2 End-Point Assessment for ST0005 Adult Care Worker

EPA-Kit

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# How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Adult Care Worker Apprenticeship Standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Adult Care Worker Apprenticeship Standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offer the Highfield Adult Care Worker Apprenti-kit, which is a comprehensive learning resource designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that use of this kit is not a prerequisite for apprentices undertaking the adult care worker end-point assessment.

## Key facts

<b>Apprenticeship standard:</b>	<b>Adult Care Worker</b>
<b>Level:</b>	2
<b>On Programme Duration:</b>	Typically 12-18 months
<b>Grading:</b>	Pass/merit/distinction
<b>End-Point Assessment methods:</b>	Situational judgement test, professional discussion

**In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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To work in care is to make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. Adult care workers need to have the right values, behaviours, competences and skills to provide high quality compassionate care and support. They are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives, which is at the heart of person-centred care. Job roles are varied and determined by, and relevant to, the type of service being provided and the person supported. Adult care workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. This standard covers both adult care workers and personal assistants. Personal assistants do the same job as an adult care worker and work directly for 1 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.

## On-programme requirements

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Apprentices must undertake a programme of study in a suitable care setting and complete the Care Certificate as part of a high-quality induction programme. The Care Certificate, which builds on the previous Common Induction Standards (CIS) and National Minimum Training Standards, is a requirement for all apprentices on this standard. For those staff who have completed the CIS prior to the launch of the Care Certificate, it is the employer's responsibility to judge where the skills gaps are that staff need to fill to meet the additional standards in the Care Certificate. The Level 2 Diploma in Care (England) is completed with the support of a learning provider or employer who trains apprentices. Apprentices can only attempt the separate, mandatory end-point assessment once the recognised diploma and Care Certificate have been attempted and achieved. Apprentices must also undertake the Enhanced Disclosure and Barring Service process and provide the result to their employer prior to starting their apprenticeship. The apprentice should also receive support with:

- Ongoing assessment by the employer and provider – for example meetings with apprentice, employer and learning provider, observations of workplace, gathering evidence etc.
- Completion of the self-assessment exercise

## Use of Artificial Intelligence (AI) in the EPA

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## Additional, relevant on-programme qualification

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The required on-programme regulated qualification for this apprenticeship is the Level 2 Diploma in Care (England)

## Readiness for end-point assessment

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In order for an apprentice to be ready for the end-point assessments:

- the Level 1 English and mathematics components of the apprenticeship must be successfully completed by the apprentice
- 15 standards of the care certificate must be successfully achieved by the apprentice
- the apprentice should 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 independent end-point assessor as a source of evidence to prepare for the professional discussion.
- the required on-programme qualification, the Level 2 Diploma in Care must have been achieved
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should then engage with Highfield Assessment to agree a plan and schedule for each assessment activity to ensure all components can be completed. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Order of end-point assessments

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The situational judgement test must be the first assessment component, followed by the professional discussion. The apprentice is required to complete and achieve a minimum of a pass in both of the end-point assessment components as above in addition to achieving the prerequisite components. A pass will be considered as the minimum attainment to achieve an apprentice certificate.

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# The Highfield Approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## Documents used in developing this end-point assessment

ACW 2023

[Adult Care Worker / Institute for Apprenticeship and Technical Education](#)

End-point assessment plan (ST0005/v1.2)

[https://www.instituteforapprenticeships.org/media/7231/st0005\\_adultcareworker\\_l2\\_ap\\_fpublication\\_revision\\_feb-2018em.pdf](https://www.instituteforapprenticeships.org/media/7231/st0005_adultcareworker_l2_ap_fpublication_revision_feb-2018em.pdf)

Adult Care Handbook for End-Point Assessment V4 (March 2019)

## Specific Considerations

In order to develop valid end-point assessments, Highfield has interpreted the requirements of the Adult Care Worker assessment plan as follows:

- knowledge parts of the standard are assessed via the situational judgement test.
- skills and behaviours within the standard are assessed through professional discussion, with coverage of the relevant skills inferred from demonstration of the skills from supporting information provided through self-assessment.
- Highfield Assessment has provided indicative assessment criteria and amplification for the knowledge and skills requirements within this EPA Kit. This is provided as further guidance to support the apprentice in preparation for end-point assessment. In the end-point assessments, the apprentice will be assessed on the high-level outcomes within the standard and not the indicative criteria provided as guidance within this EPA Kit.
- The end-point assessment plan states that the professional discussion will be a structured discussion between the apprentice and the end-point assessor. The employer may be present, to support, but not lead the apprentice and to confirm information, at the assessor's request.



- The employer will not be allowed to add any further information or examples to what the apprentice has stated or lead them in any way. Highfield would encourage the employer/training provider and the apprentice to plan for the professional discussion and consider what resources they may bring with them to support them during their professional discussion. All evidence must be the apprentice's own work and will only be used to support their discussion.
- Grading the professional discussion – Highfield provide the following guidance to support apprentices to achieve higher than a pass grade for the professional discussion
- IfATE have introduced the flexibility framework which removes the need to complete assessments in a certain order if stated in the assessment plan. Therefore, Highfield have removed the need to complete and pass the situational judgement test within this standard. This means this assessment method can take place at any point in the assessment window, and a Pass grade is not required in order to complete the remaining assessment methods.

To achieve a pass, the apprentice must demonstrate that they have achieved **all** the elements for this assessment method.

Merit grade will be given to apprentices who are able to engage in and actively take forward their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills, and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.

Distinction grade will be given to apprentices who are able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge, skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.

Resit and retake guidance in this EPA Kit has been produced to be consistent with the additional guidance provided by the EQAO and in the Adult Care Handbook for End Point Assessment.

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# Gateway

## How to prepare for gateway

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After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence including:

- customer feedback
- recordings
- manager statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved Level 1 English
- achieved Level 1 mathematics
- achieved the 15 standards as set out in the Care Certificate
- achieved the Level 2 Diploma in Care (England)
- undertaken 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 independent end-point assessor as a source of evidence to prepare for the professional discussion

It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving standards before the formal gateway meeting is arranged.

## The gateway meeting

The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all 3 parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

### ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

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# The Adult Care Worker Apprenticeship Standard

The following pages contain the Adult Care Worker Apprenticeship Standard and indicative assessment criteria in a suggested format that is suitable for delivery. The behaviours and personal attributes expected of adult care workers, the 6Cs, are listed at the end, and it is anticipated apprentices will be introduced to these behaviours throughout their programme.

## The job they have to do, their main tasks and responsibilities

### Knowledge – Situational Judgement Test

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KA1 - The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care.	K1.1 Describe <b>tasks and responsibilities</b> of own role (KA1) K1.2 Outline how own role fits within the structure and context of the organisation (KA1)
KA2 - Professional boundaries and limits of their training and expertise	K1.3 Describe the importance of <b>professional boundaries</b> in adult care (KA2) K1.4 Outline <b>limits of responsibility</b> based on own training and expertise (KA2)
KA3 - Relevant statutory standards and codes of practice for their role	K1.5 Identify <b>statutory standards</b> that influence own role (KA3) K1.6 Describe how statutory standards and codes of practice influence own role (KA3)
KA4 - What the 'duty of care' is in practice	K1.7 Define <b>duty of care</b> (KA4) K1.8 Describe how duty of care relates to duty of candour (KA4) K1.9 Explain how duty of care affects own role (KA4)
KA5 - How to contribute towards the development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported	K1.10 Explain the importance of using an <b>individual care plan</b> (KA5) K1.11 Describe how to contribute to the development of an <b>individual's</b> care plan (KA5) K1.12 Describe how to find out the individual's preferences in relation to the way they want to be supported (KA5)

## The job they have to do, their main tasks and responsibilities

### Knowledge – Situational Judgement Test

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KA6 - 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 (KA6) K1.14 Explain how to identify, respond to and escalate changes to physical, social and emotional needs of individuals (KA6)
KA7 - How to access, follow and be compliant with regulations and organisational policies and procedures (K1.15, K1.16)	K1.15 Outline how to access regulations and organisational policies and procedures (KA7) K1.16 Explain how regulations and organisational policies and procedures are implemented in own role (KA7)

### Amplification and guidance

#### Tasks and responsibilities:

This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care

**Professional boundaries:** could include care workers being unable to accept gifts, such as money, gift baskets or food hampers from their clients. May also include maintaining acceptable, positive working relationships with individuals and others.

**Limits of responsibility:** Not exceeding the limitations of the adult care worker role or the policies and procedures of the care organisation when carrying out duties/work activities for example not being involved with medication administration and not assisting people with moving and positioning if not trained to do so.

#### Statutory standards:

This could include:

- Codes of practice

- Regulations
- Minimum standards
- National occupational standards
- Care Certificate
- Deprivation of Liberty Safeguards
- The Care Quality Commission's 5 standards: safe, effective, caring, responsive and well-led
- Equality legislation
- Care Act 2014
- Health & Social Care Act 2008/2012

**Duty of care:**

Duty of care means that a worker must aim to provide high quality care to the best of their ability and say if there are any reasons why they may be unable to do so.

**Individual's care plan:**

A care plan may be known by other names for example support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

**Individual** refers to someone requiring care or support; it will usually mean the person or people supported by the apprentice.

## The importance of having the right values and behaviours

### Knowledge – Situational Judgement Test

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KB8 - How to support and enable individuals to achieve their personal aims and goals	K2.1 Define <b>person centred values</b> (KB8) K2.2 Explain the importance of working in a way that embeds person centred values (KB8) K2.3 Explain why risk-taking can be part of a person-centred approach (KB8) K2.4 Explain how to work in a way that <b>supports and enables individuals</b> to achieve their personal aims and goals (KB8)
KB9 - What dignity means in how to work with individuals and others	K2.5 Explain how to promote dignity in own role with individuals and <b>others</b> (KB9)
KB10 - 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 (KB10)</li> </ul> K2.7 Illustrate the importance of respecting diversity and promoting equality (KB10) K2.8 Give examples of practices that <b>respect diversity and promote equality</b> (KB10)



## Amplification and guidance

### Person centred values include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

**Supports and enables individuals:** through inclusive practice care workers support and enable individuals to ensure their best interests and maintain their dignity and independence to achieve positive outcomes and planned goals. This may include helping individuals with:

- enabling them to take part in favourite activities
- meeting holistic needs and preferences for example social, physical, intellectual, emotional and spiritual
- accessing educational or vocational opportunities
- promoting positive risk taking

Supporting individuals could include:

- Dietary needs
- Communication needs
- Vocations

- Inclusive practice

**Others:**

Could include your own colleagues and other professionals across health and social care.

**Respect diversity and promote equality** could include practices which:

- adhere to equality legislation
- respect religions, beliefs and values
- are inclusive and ensure accessibility for everyone
- ensure fairness and challenge discrimination
- recognise and embrace uniqueness and difference
- honour individual needs and preferences for example dietary, communication and personal care

<b>The importance of communication</b>	
<b>Knowledge – Situational Judgement Test</b>	
<b><i>The apprentice will know and understand:</i></b>	<b><i>Indicative assessment criteria:</i></b>
KC11 - The barriers to communication	K3.1 Identify barriers to communication (KC11) K3.2 Give examples of ways to reduce barriers to communication (KC11) K3.3 Describe ways to check that communication has been understood (KC11) K3.4 List sources of information, support and <b>services</b> to enable communication with individuals and others (KC11)
KC12 - The impact of non-verbal communication	K3.5 List types of <b>non-verbal communication</b> (KC12) K3.6 Give examples of situations when non-verbal communication is used (KC12) K3.7 Explain the impact of using non-verbal communication methods to support individuals (KC12)

KC13 - The importance of active listening	K3.8 Define <b>active listening</b> (KC13) K3.9 Explain how to use active listening in own role (KC13) K3.10 Explain the importance of active listening (KC13)
KC14 - How the way they communicate can affect others	K3.11 Assess how own communication can affect individuals and others (KC14)
KC15 - About different forms of communication e.g. signing, communication boards etc	K3.12 Describe different ways that individuals communicate (KC15) K3.13 Describe how to establish individuals' communication and language needs, wishes and <b>preferences</b> (KC15)
KC16 - How to find out the best way to communicate with the individual they are supporting	K3.14 Describe <b>methods of communication</b> used to meet individuals' communication needs, wishes and preferences (KC16)
KC17 - How to make sure confidential information is kept safe	K3.15 Define the term 'confidentiality' (KC17) K3.16 Identify <b>legislation</b> and <b>agreed ways of working</b> in relation to the confidential handling of information (KC17) K3.17 Describe ways of handling <b>confidential information</b> (KC17)
<b>Amplification and guidance</b>	
<p><b>Services</b> may include:</p> <ul style="list-style-type: none"> <li>• Translation services</li> <li>• Interpreting services</li> <li>• Speech and language services</li> <li>• Advocacy services</li> </ul> <p><b>Non-verbal communication</b> may include:</p> <ul style="list-style-type: none"> <li>• Position/proximity</li> <li>• Eye contact</li> <li>• Touch</li> <li>• Signs</li> </ul>	

- Symbols and pictures
- Physical gestures
- Body language
- Behaviour
- Writing
- Objects of reference
- Human and technological aids
- Speaking clearly
- Facial expressions

**Active listening:** is the practice of attentively listening and observing verbal and non-verbal cues. Active listening is done by asking clarifying questions, maintaining eye contact and paraphrasing what has been said.

**Preferences** may be based on:

- Beliefs
- Values
- Culture

**Methods of communication** may be:

- Verbal
- Non-verbal
- Human
- Technological

**Legislation** may include:

- Data Protection Act
- Human Rights Act
- Mental Capacity Act

**Agreed ways of working:**

This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Confidential information:** managing confidentiality could include:

- paper-based records
- electronic records
- sharing information verbally

Confidentiality may need to be maintained when supporting individuals in different situations, which could include:

- monitoring behavioural, mental or physical health issues
- ensuring financial wellbeing
- sharing safeguarding concerns

Maintaining confidential records could include:

- all paper-based records being locked away
- all electronic records stored on computers/devices that are unshared or password-protected

## How to support individuals to remain safe from harm (Safeguarding)

### Knowledge – Situational Judgement Test

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KD18 - What abuse is and what to do when they have concerns someone is being abused	K4.1 Define different types of <b>abuse</b> (KD18) K4.2 List the signs and symptoms of different types of abuse (KD18) K4.3 Describe <b>factors</b> that may contribute to an individual being more vulnerable to abuse (KD18) K4.4 Explain the <b>actions to take</b> if there are concerns that an individual is being abused (KD18) K4.5 Explain the actions to take if an individual alleges that they are being abused (KD18) K4.6 State ways to ensure evidence of abuse is preserved (KD18)
KD19 - The national and local strategies for safeguarding and protection from abuse	K4.7 Outline national policies for safeguarding and protection from abuse (KD19) K4.8 Outline <b>local strategies</b> for safeguarding and protection from abuse (KD19)
KD20 - What to do when receiving comments and complaints	K4.9 Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse (KD20) K4.10 Explain the actions to take when receiving comments and complaints (KD20)
KD21 - How to recognise unsafe practices in the workplace	K4.11 Give examples of <b>unsafe practices</b> that may affect the <b>wellbeing</b> of individuals (KD21) K4.12 Explain the actions to take if unsafe practices have been identified (KD21) K4.13 Explain the actions to take if unsafe practices have been reported but nothing has been done in response (KD21)

KD22 - The importance and process of whistleblowing	K4.14 Define the term <b>whistleblowing</b> (KD22) K4.15 Assess the importance of whistleblowing in adult care (KD22) K4.16 Describe the process for whistleblowing (KD22)
KD23 - 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 (KD23) K4.18 Describe how to address dilemmas that may be faced between a person's rights and their safety (KD23)
<b>Amplification and guidance</b>	
<p><b>Abuse</b> includes:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic violence – this should include acts of control and coercion</li> <li>• Sexual abuse</li> <li>• Psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Organisational abuse</li> <li>• Neglect/acts of omission</li> <li>• Self-neglect</li> </ul> <p><b>Abuse</b> may be covert and subtle as well as overt.</p> <p><b>Factors</b> may be internal or external to the individual.</p> <p><b>Actions to take</b> constitute the worker's responsibilities in responding to allegations or suspicions of abuse.</p> <p><b>Local strategies</b> may include:</p>	

- Employer/organisational policies and procedures
- Multi-agency adult protection arrangements for a locality
- The roles of different agencies in safeguarding and protecting individuals from abuse

**Unsafe practices** may include:

- Poor working practices
- Resource difficulties
- Operational difficulties
- Restrictive practices
- Poor hygiene
  - not washing hands before helping a client
- Poorly maintained equipment in the home or care setting

**Wellbeing** may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic

**Whistleblowing:**

Whistleblowing is when a worker reports suspected wrongdoing at work. Officially this is called 'making a disclosure in the public interest' and may sometimes be referred to as 'escalating concerns'. You must report things that you feel are not right, are illegal or if anyone at work is neglecting their duties. This includes when someone's health and safety is in danger; damage to the environment; a criminal offence; that the company is not obeying the law (like not having the right insurance); or covering up wrongdoing.



## How to promote health and wellbeing for the individuals they support and work colleagues

### Knowledge – Situational Judgement Test

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KE24 - The health and safety responsibilities of self, employer and workers	K5.1 Outline <b>legislation and regulations</b> relating to health and safety in adult care (KE24) K5.2 Describe responsibilities for health and safety of: <ul style="list-style-type: none"> <li>• Self</li> <li>• Employer</li> <li>• Worker</li> <li>• <b>Others</b> in the work setting (KE24)</li> </ul>
KE25 - How to keep safe in the work environment	K5.3 Describe <b>agreed ways of working</b> for health and safety (KE25) K5.4 List health and safety tasks that should only be carried out with specialist training (KE25) K5.5 Outline sources of information, guidance and support relating to health and safety (KE25)
KE26 - What to do when there is an accident or sudden illness	K5.6 Describe types of accidents or sudden illness that may occur (KE26) K5.7 Outline the procedures to be followed if an accident or sudden illness should occur (EK26)

KE27 - What to do with hazardous substances	<p>K5.8 Identify <b>hazardous substances and materials</b> that may be found in adult care (KE27)</p> <p>K5.9 Outline safe practices for:</p> <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 (KE27)</li> </ul>
KE28 - How to promote fire safety	<p>K5.10 Describe how to <b>prevent fires</b> from starting or spreading (KE28)</p> <p>K5.11 Outline what to do in the <b>event of a fire</b> (KE28)</p>
KE29 - How to reduce the spread of infection	<p>K5.12 Identify the <b>roles and responsibilities</b> in the prevention and control of infection (KE29)</p> <p>K5.13 Describe the causes and spread of <b>infection</b> (KE29)</p> <p>K5.14 Describe ways to reduce the spread of infection (KE29)</p> <p>K5.15 Outline ways to ensure that own health and hygiene does not pose a risk to others (KE29)</p>
KE30 - What a risk assessment is and how it can be used to promote person centred care safely	<p>K5.16 Outline the difference between a hazard and a risk (KE30)</p> <p>K5.17 Explain the purpose of <b>risk assessment</b> in adult care (KE30)</p> <p>K5.18 Explain how risk assessments can be used to promote person centred care safely (KE30)</p>
<b>Amplification and guidance</b>	
<p><b>Legislation and regulations</b> could include:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work etc. Act</li> <li>• Control of Substances Hazardous to Health</li> <li>• Manual Handling Operations Regulations</li> <li>• Reporting of Injuries, Diseases and Dangerous Occurrences Regulations</li> <li>• Food Safety Act and Regulations</li> <li>• Health and Safety (First Aid) Regulations</li> </ul>	

**Others** may include:

- Individuals
- Team members
- Other colleagues
- Those who use or commission their own health or care services
- Families, carers and advocates

**Agreed ways of working:**

This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Hazardous substances and materials** could include:

- Skin irritants
- Blood and bodily fluids
- Sharps
- Used PPE
- Used dressings and equipment
- Hygiene waste
- Spillage kits
- Medicines and drugs
- Cleaning products

**Prevent fires starting:** this could include, safe plug sockets which are not overloaded, Portable Appliance Testing of electrical equipment, no smoking policies, smoke alarms and not leaving food unattended when cooking.

**Prevent fires spreading:** this could include; clean and clear environments with the reduction of clutter, closing fire doors and fire extinguishers.

**Event of a fire:** establishing the location of the fire, activation of the fire alarm, calling the emergency services, evacuation of individuals (following their Personal Emergency Evacuation Plan), meeting at designated assembly points.

**Roles and responsibilities** could include those of:

- Self
- Employer
- Individuals
- Others

**Infections** may include: E-coli, Norovirus, etc.

**Risk assessments:** enable individuals to live fulfilled lives and be safe while still taking an element of risk.

Risk assessments should cover 5 steps:

- identify hazards
- determine who is at risk
- evaluate the risks and implement safety measures
- record results
- undertake regular reviews

**Accident:** an unexplained event or incident which may result in injury or damage, for example, slips, trips or falls, breakages or failures of equipment, aggressive behaviours of others.

**Sudden Illness:** an immediate and unpredicted deterioration in the health and well-being of an individual which may require emergency medical intervention for example stroke, heart attack, seizure, anaphylactic shock, adverse effect to medication or mental health crisis.

## How to work professionally, including their own professional development

### Knowledge – Situational Judgement Test

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KF31 - What a professional relationship is with the person being supported and colleagues	<p>K6.1 Explain how a professional relationship is different from a personal relationship (KF31)</p> <p>K6.2 Compare the differences between professional relationships with individuals and <b>others</b> (KF31)</p>
KF32 - How to work together with other people and organisations in the interest of the person being supported	<p>K6.3 Define the term <b>co-production</b> (KF32)</p> <p>K6.4 Explain the importance of working in partnership with individuals and others (KF32)</p> <p>K6.5 Give examples of how to work in partnership with individuals and others in the interests of the individual being supported (KF32)</p>
KF33 - How to be actively involved in their personal development plan	<p>K6.6 Identify sources of information and support for own learning and development (KF33)</p> <p>K6.7 Explain how to <b>use feedback from individuals and others</b> to support own learning and development (KF33)</p> <p>K6.8 Explain how <b>reflecting on practice</b> contributes to own learning and development (KF33)</p> <p>K6.9 Describe the process for agreeing a personal development plan and <b>who should be involved</b> (KF33)</p>

<p>KF34 - The importance of excellent core skills in writing, numbers and information technology</p>	<p>K6.10 Give examples of the <b>core skills</b> in:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• number and</li> <li>• information technology that are essential to own role (KF34)</li> </ul> <p>K6.11 Explain the importance of excellent core skills in writing, number and information technology for workers in adult care (KF34)</p>
<p>KF35 - What to do to develop, sustain and exhibit a positive attitude and personal resilience</p>	<p>K6.12 Describe what is meant by <b>personal resilience</b> (KF35)</p> <p>K6.13 Explain why a positive attitude and personal resilience is essential to workers in adult care (KF35)</p> <p>K6.14 Explain <b>how to develop, sustain and exhibit</b> a positive attitude and personal resilience (KF35)</p>
<p>KF36 - Where and how to access specialist knowledge when needed to support performance of the job role</p>	<p>K6.15 Identify specialist knowledge that may be needed to support performance in own role (KF36)</p> <p>K6.16 Identify where and how <b>to access specialist knowledge</b> to support performance in own role (KF36)</p>

### Amplification and guidance

**Others:**

Could include your own colleagues and other professionals across health and social care.

**Co-production:**

The Care Act’s statutory guidance states that co-production is:

*‘When an individual influences the support and services received, or when groups of people get together to influence the way that services are designed, commissioned and delivered’.*

**Use feedback from individuals and others:**

This may include:

- Individuals
- Carers

- Advocates
- Supervisor, line manager or employer
- Team members
- Other professionals

**Who should be involved:**

This may include:

- Individuals
- Carers
- Advocates
- Supervisor, line manager or employer
- Team members
- Other professionals

**Reflecting on practice:** evaluating and self-assessing own work performance/actions as part of continuous professional development to identify and improve working practices.

**Core skills:**

The core skills of writing, number and information technology are those that are needed to perform confidently and effectively at work.

**Personal resilience** including:

- Behaviours associated with personal resilience
- Factors that influence resilience include personality, experience, situations and other people.

**How to develop, sustain and exhibit a positive attitude and personal resilience:**

This could include:

- Who is responsible for supporting the worker to develop, sustain and exhibit a positive attitude and personal resilience.

- Factors that contribute to developing, sustaining and exhibiting a positive attitude and personal resilience including stress management, coping strategies, reflection, supervision, learning and development, professional boundaries and working within own limits of responsibility, positive workplace culture.

**Access specialist knowledge:** this could include appraisals with managers/mentors, learning from others such as experienced colleagues and health or social care professionals, and carrying out research from reliable sources.

Improving knowledge – acquiring and developing information to improve understanding through education or experience, for example, reading from appropriate resources, training and receiving information from relevant others.

Researching information – actively finding out relevant facts and details in order to develop and improve knowledge, understanding and skills which can be applied to own role to improve practices, for example, accessing information from credible resources such as websites, books, leaflets, asking questions/having discussions with appropriate others such as professionals, managers, experienced colleagues.

Record keeping – documenting, completing and storing required information in legible, factual, clear and concise ways which may be in electronic or handwritten format for example care plans, reports and monitoring charts.

Learning and development – growing and enhancing knowledge and skills to improve understanding, practice and competencies which will benefit the service, enable own role to be carried out more effectively and improve the quality of care provided, for example, through training, reflection, feedback from others, supervision, carrying out own research.

Managing stress – strategies and techniques which reduce stress and the negative impact this has on mental and physical well-being, for example, seeking help, exercise and mindfulness.

Relationships with clients – maintaining professional working relationships with individuals as part of safe and clear boundaries and the building of positive and trusting relationships.



## The main tasks and responsibilities according to their job role

### Skills – Professional Discussion

<i>The apprentice will be able to:</i>	<i>Indicative assessment criteria:</i>
SA1 - Support individuals they are working with according to their personal care/support plan	S7.1 Apply <b>person centred values</b> to daily working practice (SA1) S7.2 Demonstrate <b>person centred approaches</b> that take into account the history, preferences, wishes and needs of individuals (SA1)
SA2 - 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 (SA2)
SA3 - 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 (SA2) S7.5 Use agreed risk assessment processes to support individual's right to make choices (SA2)
SA4 - 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 (SA4)
SA5 - Ensure the individual knows what they are agreeing to regarding the way in which they are supported	S7.7 Provide individuals with information to be able to give consent (SA5) S7.8 Establish consent for an activity or action (SA5) S7.9 Demonstrate steps to take if consent cannot be established (SA5)
SA6 - Contribute to the on-going development of care/support plans for the individual they support	S7.10 Use <b>agreed ways of working</b> to contribute to the development and review of care/support plans for individuals (SA6)

<p>SA7 - Support individuals with cognitive, physical or sensory impairments</p>	<p>S7.11 Explain how <b>cognitive</b>, physical and sensory impairments may influence an individual's needs in relation to their care (SA7)</p> <p>S7.12 Explain how to adapt own care practice to support individuals with</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• physical</li> <li>• sensory</li> <li>• impairments (SA7)</li> </ul> <p>S7.13 Demonstrate ways to support individuals with</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• physical</li> <li>• sensory</li> <li>• impairments (SA7)</li> </ul>
<p><b>Amplification and guidance</b></p>	
<p><b>Person centred values</b> include:</p> <ul style="list-style-type: none"> <li>• Individuality</li> <li>• Rights</li> <li>• Choice</li> <li>• Privacy</li> <li>• Independence</li> <li>• Dignity</li> <li>• Respect</li> <li>• Care</li> <li>• Compassion</li> <li>• Courage</li> <li>• Communication</li> <li>• Competence</li> </ul>	

- Partnership

**Person centred approaches** should include evidence of:

- Establishing consent – informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent ('mental capacity')
- Supporting risk enablement
- Encouraging active participation – a way of working that recognizes an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care of support, rather than a passive recipient
- Supporting individuals' right to make choices
- Supporting individuals' well-being – which may include aspects that are social, emotional, cultural, spiritual, intellectual, economic, physical and mental

**Agreed ways of working:**

This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Cognitive impairments** include:

- Mental health conditions
- Learning disabilities
- Dementia

<b>Treating people with respect and dignity and honouring their human rights</b>	
<b>Skills – Professional Discussion</b>	
<b><i>The apprentice will be able to:</i></b>	<b><i>Indicative assessment criteria:</i></b>
SB8 - Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates	S8.1 Demonstrate an <b>approach</b> that ensures dignity is central to own care practice (SB8)
SB9 - Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences	S8.2 Demonstrate an approach that promotes <b>person centred values</b> (See 7.2 also) (SB9)
SB10 - Demonstrate empathy (understanding and compassion) for individuals they support	S8.3 Describe the term <b>empathy</b> in relation to supporting individuals (SB20) S8.4 Select verbal and non-verbal communication skills that demonstrate an empathic approach (SB10) S8.5 Demonstrate empathy in practice with individuals (SB10)
SB11 - Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs	S8.6 Select ways to support individuals that may challenge <b>their</b> personal or cultural beliefs (SB11) S8.7 Reflect on situations when courage has been used to support individuals (SB11)
<b>Amplification and guidance</b>	
<p><b>Approach:</b> The workers approach should include demonstration of actions, behaviours and values that embed dignity as a central component of the care they provide.</p> <p><b>Person centred values</b> include:</p> <ul style="list-style-type: none"> <li>• Individuality</li> <li>• Rights</li> </ul>	

- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage
- Communication
- Competence
- Partnership

**Empathy** involves the worker considering the individual's experience from their perspective, putting themselves in the individual's position and imagining what it feels like for the individual rather than how the worker would feel if they were in the individual's position.

**Their** means the care worker's personal beliefs.

<b>Communicating clearly and responsibly</b>	
<b>Skills – Professional Discussion</b>	
<b><i>The apprentice will be able to:</i></b>	<b><i>Indicative assessment criteria:</i></b>
SC12 - Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates	S9.1 Demonstrate use of <b>verbal and non-verbal communication methods</b> that support interactions positively with individuals and others (SC12)
SC13 - Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes	S9.2 Establish individual's communication and language needs, wishes and <b>preferences</b> (SC13) S9.3 Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes (SC13)
SC14 - Identify and take steps to reduce environmental barriers to communication	S9.4 Recognise <b>barriers to communication</b> in practice (SC14) S9.5 Demonstrate ways to reduce barriers to communication in different ways (SC14)
SC15 - Demonstrate they can check for understanding	S9.6 Observe individual's reactions when communicating with them (SC15) S9.7 Respond to individual's reactions using verbal and non-verbal communication skills (SC15) S9.8 Use verbal and non-verbal communication methods to summarise and clarify understanding (SC15)
SC16 - Write clearly and concisely in records and reports	S9.9 Provide evidence of clear and concise written communication in records and reports (SC16)
SC17 - Keep information safe and confidential according to agreed ways of working	S9.10 Demonstrate ways to keep information safe and confidential according to <b>agreed ways of working</b> (SC17)

## Amplification and guidance

### Verbal and non-verbal communication methods:

Verbal communication may include:

- Vocabulary
- Linguistic tone
- Pitch
- Accent/regional variations
- Jargon/complex terminology

Non-verbal communication may include:

- Position/proximity
- Eye contact
- Touch
- Signs
- Symbols and pictures
- Physical gestures
- Body language
- Behaviour
- Writing
- Objects of reference
- Human and technological aids

**Preferences** may be based on:

- Beliefs
- Values
- Culture

**Barriers to communication** should include how people from different backgrounds may use or interpret communication methods in different ways.

<b>Agreed ways of working:</b> This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.	
<b>Supporting individuals to remain safe from harm (Safeguarding)</b>	
<b>Skills – Professional Discussion</b>	
<b><i>The apprentice will be able to:</i></b>	<b><i>Indicative assessment criteria:</i></b>
SD18 - Recognise potential signs of different forms of abuse	S10.1 Demonstrate how to recognise potential signs of different forms of <b>abuse</b> (SD18)
SD19 - Respond to concerns of abuse according to agreed ways of working	S10.2 Follow <b>agreed ways of working</b> to respond to concerns of abuse (SD19)
SD20 - Recognise, report and challenge unsafe practices	S10.3 Demonstrate knowledge of <b>unsafe practices</b> by recognising examples in a work context (SD20) S10.4 Demonstrate how to use agreed ways of working to report unsafe practices (SD20) S10.5 Use courage to challenge unsafe practices (SD20)
<b>Amplification and guidance</b>	
<p><b>Abuse</b> includes:</p> <ul style="list-style-type: none"> <li>• Physical abuse</li> <li>• Domestic violence – this should include acts of control and coercion</li> <li>• Sexual abuse</li> <li>• Psychological abuse</li> <li>• Financial/material abuse</li> <li>• Modern slavery</li> <li>• Discriminatory abuse</li> <li>• Organisational abuse</li> <li>• Neglect/acts of omission</li> </ul>	



- Self-neglect

**Agreed ways of working:**

This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

**Unsafe practices** may include:

- Poor working practices
- Resource difficulties
- Operational difficulties

## Championing health and wellbeing for the individuals they support and for work colleagues

### Skills – Professional Discussion

<i>The apprentice will be able to:</i>	<i>Indicative assessment criteria:</i>
SE21 - Promote the health and wellbeing of the individual they support	S11.1 Use <b>communication skills</b> and <b>person centred values</b> to encourage individuals to actively participate in their health and wellbeing (SE21)
SE22 - Move people and objects safely	S11.2 Follow <b>agreed ways of working</b> and <b>individual care plans</b> to move and assist people and objects safely (SE22) S11.3 Use own <b>communication skills</b> and <b>person centred values</b> to maintain dignity whilst moving people and objects safely (SE22)
SE23 - 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 (SE23) S11.5 Demonstrate the appropriate use of <b>Personal Protective Equipment (PPE)</b> (SE23) S11.6 Demonstrate ways to ensure own health and hygiene does not pose a risk to others (SE23)
SE24 - Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition	S11.7 Explain the importance of good nutrition and hydration in maintaining health and <b>wellbeing</b> (SE24) S11.8 Explain how to promote nutrition and hydration to meet individual care needs (SE24) S11.9 Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility (SE24) S11.10 Ensure fluids are refreshed on a regular basis (SE24) S11.11 Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans (SE24) S11.12 Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible (SE24) S11.13 Use communication skills and person-centred values to support and encourage individuals to drink and eat in accordance with individual care plans (SE24)

SE25 - Demonstrate how to keep people, buildings and themselves safe and secure	S11.14 Follow <b>agreed ways of working to keep self, individuals, others and</b> buildings safe and secure (SE25)
SE26 - Carry out fire safety procedures when required	S11.15 Follow <b>agreed ways of working</b> in relation to fire safety procedures (SE25)
SE27 - 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 (SE25)
SE28 - Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health	<b>See 7.9, 7.10 and 7.11</b>
SE29 - 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 (SE29)
<b>Amplification and guidance</b>	
<p><b>Agreed ways of working:</b> This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies. Agreed ways of working in relation to moving and assisting people and objects, safety and security, fire safety, health, safety and wellbeing will be informed by relevant legislation and regulations.</p> <p><b>Individual care plans:</b> A care plan may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.</p> <p><b>Communication skills:</b> <b>Verbal communication</b> may include:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Linguistic tone</li> <li>• Pitch</li> </ul>	

- Accent/regional variations
- Jargon/complex terminology

**Non-verbal communication** may include:

- Position/proximity
- Eye contact
- Touch
- Signs
- Symbols and pictures
- Physical gestures
- Body language
- Behaviour
- Writing
- Objects of reference
- Human and technological aids

**Person centred values** include:

- Individuality
- Rights
- Choice
- Privacy
- Independence
- Dignity
- Respect
- Care
- Compassion
- Courage

- Communication
- Competence
- Partnership

**Personal Protective Equipment (PPE):**

The worker must know the different types of PPE and how to use PPE correctly and appropriately in their work environment. Appropriate use may, in some cases, mean after consideration PPE is not required.

**Wellbeing** may include aspects that are:

- Social
- Emotional
- Cultural
- Spiritual
- Intellectual
- Economic

## Working professionally and seeking to develop their own professional development

### Skills – Professional Discussion

<i>The apprentice will be able to:</i>	<i>Indicative assessment criteria:</i>
SF30 - Reflect on own work practices	<p>S12.1 Explain why reflecting on work activities is an important way to develop knowledge, skills, behaviours, values and practice (SF30)</p> <p>S12.2 Use a <b>reflective journal</b> to assess development of own knowledge, skills, behaviours, values and practice (SF30)</p>
SF31 - Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology	<p>S12.3 Provide evidence to demonstrate how own <b>knowledge and skills are developing</b> (SF31)</p> <p>S12.4 Provide evidence to demonstrate how own <b>core skills</b> are developing in practice (SF31)</p>
SF32 - Demonstrate their contribution to their development plan	S12.5 Provide evidence of contributions to own personal development plan (SF32)
SF33 - Demonstrate ability to work in partnership with others to support the individual	<p>S12.6 Follow <b>agreed ways of working</b> to work in partnership with individuals and others (SF33)</p> <p>S12.7 Demonstrate ways of working that can improve partnerships (SF33)</p>
SF34 - Identify sources of support when conflicts arise with other people or organisations	<p>S12.8 Demonstrate how and when to access support and guidance about:</p> <ul style="list-style-type: none"> <li>• Partnership working</li> <li>• Resolving conflicts (SF34)</li> </ul>
SF35 - Demonstrate they can work within safe, clear professional boundaries	<b>See 7.3</b>
SF36 - Show they can access and apply additional skills required to perform the specific job role competently	S12.9 Provide <b>evidence of occasions</b> when own skills have been developed in order to support own role (SF36)

### **Amplification and guidance**

#### **Reflective journal:**

Is a term used to describe documentary evidence of a workers' reflections on their own practice. This can be evidenced in a variety of ways and does not have to be in the form of a journal.

#### **Knowledge and skills are developing:**

The worker should be able to demonstrate how a learning activity has improved their own knowledge, skills and understanding. The worker should be able to demonstrate how reflecting on a situation has improved their own knowledge, skills and understanding.

#### **Core skills:**

The core skills of writing, number and information technology are those that are needed to perform confidently and effectively at work.

#### **Agreed ways of working:**

This refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

#### **Evidence of occasions:**

This could be in the form of CPD training, refresher training, core skills training, formal or informal learning etc.

<b>Care</b>	
<b>Behaviour – Professional Discussion</b>	
<b><i>The apprentice will evidence the following:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B1 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 (B1)

<b>Compassion</b>	
<b>Behaviour – Professional Discussion</b>	
<b><i>The apprentice will evidence the following:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B2 is delivering care and support with kindness, consideration, dignity and respect	is delivering care and support with kindness, consideration, dignity and respect (B2)

<b>Courage</b>	
<b>Behaviour – Professional Discussion</b>	
<b><i>The apprentice will evidence the following:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B3 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 (B3)



<b>Communication</b>	
<b>Behaviour – Professional Discussion</b>	
<b><i>The apprentice will evidence the following:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B4 good communication is central to successful caring relationships and effective team working	good communication is central to successful caring relationships and effective team working (B4)

<b>Competence</b>	
<b>Behaviour – Professional Discussion</b>	
<b><i>The apprentice will evidence the following:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B5 is applying knowledge and skills to provide high quality care and support	is applying knowledge and skills to provide high quality care and support (B5)

<b>Commitment</b>	
<b>Behaviour – Professional Discussion</b>	
<b><i>The apprentice will evidence the following:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B6 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 (B6)

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# Assessment Summary

The end-point assessment for adult care worker is made up of 2 components that must be taken in the following order:

1. Situational judgement test consisting of 60 questions, which has a 90-minute duration
2. Professional discussion, which has a 45-minute duration

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate outcomes laid out in this kit, which will be used to determine a grade for each individual component.

A pass will be considered as the minimum attainment to achieve an apprentice certificate.

## Situational judgement test

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The 60-question multiple-choice test (with situational judgement questions) will present the candidate with a range of real-life scenarios drawn from the knowledge elements of the standard. They will focus on the higher order competencies rather than factual recall.

- To achieve a pass, apprentices must achieve a minimum of 40 out of 60
- To achieve a merit, apprentices must achieve a minimum of 50 out of 60
- To achieve a distinction, apprentices must achieve a minimum of 55 out of 60

The criteria for the situational judgement test are the knowledge-based outcomes described earlier in this kit.

## Professional Discussion

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The professional discussion is a holistic approach to assessing skills and behaviours. It is important to bear in mind that the professional discussion is not simply a question and answer session. From the end-point assessor's point of view, the discussion is a highly structured interview, however from the apprentice's point of view, it should feel open and fluid, so they can demonstrate that they have covered the required outcomes.

The outcomes that will be covered within the professional discussion are the behaviours and skills of the standard, shown earlier in this Kit.

The apprentice can achieve a pass, a merit or a distinction in the professional discussion.

Further guidance on preparing for the professional discussion, and grading, can be found later in this EPA kit.

## Grading

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The overall grade for the apprentice is determined using the matrix below:

		Professional Discussion		
		Pass	Merit	Distinction
Situational Judgement Test	Pass	<b>Pass</b>	<b>Merit</b>	<b>Merit</b>
	Merit	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
	Distinction	<b>Merit</b>	<b>Merit</b>	<b>Distinction</b>

### Grading the situational judgement test

- To achieve a pass, on the situational judgement test, apprentices must achieve a minimum of 40 out of 60
- To achieve a merit, a minimum of 50 out of 60 must be achieved
- To achieve a distinction, a minimum of 55 out of 60 must be achieved

## Grading the professional discussion

To achieve a pass, the apprentice must demonstrate that they have achieved **all** the elements for this assessment method.

Merit grade will be given to apprentices who are able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills, and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.

Distinction grade will be given to apprentices who are able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge, skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.

## Resit and Retake information

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Candidates achieving between 25 and 39 correct answers on the test will have the opportunity to retake the test. As this is a retake, the apprentice should undergo additional training in order to attempt the assessment a second time. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted to Highfield.

Candidates with fewer than 25 correct answers will not be allowed to retake the test until they have completed a professional review of their performance conducted by the training provider and employer and acted on its findings, this is to support the apprentice with their second attempt. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted when the professional review has taken place.

When retaking the situational judgement test the maximum grade that can be achieved for the activity is a pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

Candidates who fail the professional discussion will have the opportunity to retake the professional discussion. If a retake is necessary, the maximum award achievable would be a pass. The retake should take place within 3 months of the original assessment date. As this is a retake, the apprentice should undergo additional training in order to attempt the assessment a second time. Feedback will be provided on the areas of failure and a retake checklist will need to be submitted to Highfield.

In exceptional circumstances a resit may be arranged for the professional discussion and graded as the first attempt at pass, merit or distinction.

Retakes should be scheduled as soon as the apprentice is ready, when practicable for the business and in line with the policies, practices and procedures of Highfield Assessment.

In the event of any resit/retake, the failed assessment method should be resat/retaken within 3 months of the EPA outcome notification.

Resit and retake guidance in this EPA Kit has been produced to be consistent with the additional guidance provided by the EQAO and in the Adult Care Handbook for End Point Assessment.

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# Assessing the Situational Judgement Test

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The situational judgement test will take place under examination conditions.

The 60-question multiple-choice test (with situational judgement questions) will present the candidate with a range of real-life scenarios drawn from the knowledge elements of the standard. They will focus on the higher order competencies rather than factual recall.

- To achieve a pass, apprentices must achieve a minimum of 40 out of 60
- To achieve a merit, apprentices must achieve a minimum of 50 out of 60
- To achieve a distinction, apprentices must achieve a minimum of 55 out of 60

The criteria for the situational judgement test are the knowledge-based outcomes described earlier in this EPA kit.

## Before the assessment

The Situational Judgement Test must be achieved to at least a pass grade, before moving onto the professional discussion.

Employer/training provider should:

- brief the apprentice on the areas to be assessed by the situational judgement test
- ensure the apprentice knows the date and location of the assessment
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A mock test is available as a paper-based test on the Highfield Assessment website and also on the Highfield mock e-assessment system.

## Situational judgement test criteria

Element: The job they have to do, their main tasks and responsibilities	
The apprentice will know and understand	Indicative assessment criteria:
KA1 The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care	<p>K1.1 Describe <b>tasks and responsibilities</b> of own role (KA1)</p> <p>K1.2 Outline how own role fits within the structure and context of the organisation (KA1)</p>
KA2 Professional boundaries and limits of their training and expertise	<p>K1.3 Describe the importance of professional boundaries in adult care (KA2)</p> <p>K1.4 Outline limits of responsibility based on own training and expertise (KA2)</p>
KA3 Relevant statutory standards and codes of practice for their role	<p>K1.5 Identify <b>statutory standards</b> that influence own role (KA3)</p> <p>K1.6 Describe how statutory standards and codes of practice influence own role (KA3)</p>
KA4 What the 'duty of care' is in practice	<p>K1.7 Define <b>duty of care</b> (KA4)</p> <p>K1.8 Describe how duty of care relates to duty of candour (KA4)</p> <p>K1.9 Explain how duty of care affects own role (KA4)</p>
KA5 How to contribute towards the development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported	<p>K1.10 Explain the importance of using an <b>individual care plan</b> (KA5)</p> <p>K1.11 Describe how to contribute to the development of an individual's care plan (KA5)</p> <p>K1.12 Describe how to find out the individual's preferences in relation to the way they want to be supported (KA5)</p>
KA6 How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals	<p>K1.13 List physical, social and emotional needs of individuals (KA6)</p> <p>K1.14 Explain how to identify, respond to and escalate changes to physical, social and emotional needs of individuals (KA6)</p>

KA7 How to access, follow and be compliant with regulations and organisational policies and procedures	<p>K1.15 Outline how to access regulations and organisational policies and procedures (KA7)</p> <p>K1.16 Explain how regulations and organisational policies and procedures are implemented in own role (KA7)</p>
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<b>Element: The importance of having the right values and behaviours</b>	
<b>The apprentice will know and understand:</b>	<b>Indicative assessment criteria:</b>
KB8 How to support and enable individuals to achieve their personal aims and goals	<p>K2.1 Define <b>person centred values</b> (KB8)</p> <p>K2.2 Explain the importance of working in a way that embeds person centred values (KB8)</p> <p>K2.3 Explain why risk-taking can be part of a person-centred approach (KB8)</p> <p>K2.4 Explain how to work in a way that supports and enables individuals to achieve their personal aims and goals (KB8)</p>
KB9 What dignity means in how to work with individuals and others	K2.5 Explain how to promote dignity in own role with individuals and <b>others</b> (KB9)
KB10 The importance of respecting diversity and treating everyone equally	<p>K2.6 Explain what is meant by:</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• Discrimination (KB10)</li> </ul> <p>K2.7 Illustrate the importance of respecting diversity and promoting equality (KB10)</p> <p>K2.8 Give examples of practices that respect diversity and promote equality (KB10)</p>



Element: The importance of communication	
The apprentice will know and understand:	Indicative assessment criteria:
KC11 The barriers to communication	<p>K3.1 Identify barriers to communication (KC11)</p> <p>K3.2 Give examples of ways to reduce barriers to communication (KC11)</p> <p>K3.3 Describe ways to check that communication has been understood (KC11)</p> <p>K3.4 List sources of information, support and <b>services</b> to enable communication with individuals and others (KC11)</p>
KC12 The impact of non-verbal communication	<p>K3.5 List types of <b>non-verbal communication</b> (KC12)</p> <p>K3.6 Give examples of situations when non-verbal communication is used (KC12)</p> <p>K3.7 Explain the impact of using non-verbal communication methods to support individuals (KC12)</p>
KC13 The importance of active listening	<p>K3.8 Define active listening (KC13)</p> <p>K3.9 Explain how to use active listening in own role (KC13)</p> <p>K3.10 Explain the importance of active listening (KC13)</p>
KC14 How the way they communicate can affect others	K3.11 Assess how own communication can affect individuals and others (KC14)
KC15 About different forms of communication e.g. signing, communication boards etc.	<p>K3.12 Describe different ways that individuals communicate (KC15)</p> <p>K3.13 Describe how to establish individuals' communication and language needs, wishes and <b>preferences</b> (KC15)</p>
KC16 How to find out the best way to communicate with the individual they are supporting	K3.14 Describe <b>methods of communication</b> used to meet individuals' communication needs, wishes and preferences (KC16)
KC17 How to make sure confidential information is kept safe	<p>K3.15 Define the term 'confidentiality' (KC17)</p> <p>K3.16 Identify <b>legislation</b> and <b>agreed ways of working</b> in relation to the</p>

	<p>confidential handling of information (KC17)</p> <p>K3.17 Describe ways of handling confidential information (KC17)</p>
<b>Element: How to support individuals to remain safe from harm (Safeguarding)</b>	
<b>The apprentice will know and understand:</b>	<b>Indicative assessment criteria:</b>
<p>KD18 What abuse is and what to do when they have concerns someone is being abused</p>	<p>K4.1 Define different types of <b>abuse</b> (KD18)</p> <p>K4.2 List the signs and symptoms of different types of abuse (KD18)</p> <p>K4.3 Describe <b>factors</b> that may contribute to an individual being more vulnerable to abuse (KD18)</p> <p>K4.4 Explain the <b>actions to take</b> if there are concerns that an individual is being abused (KD18)</p> <p>K4.5 Explain the actions to take if an individual alleges that they are being abused (KD18)</p> <p>K4.6 State ways to ensure evidence of abuse is preserved (KD18)</p>
<p>KD19 The national and local strategies for safeguarding and protection from abuse</p>	<p>K4.7 Outline national policies for safeguarding and protection from abuse (KD19)</p> <p>K4.8 Outline <b>local strategies</b> for safeguarding and protection from abuse (KD19)</p>
<p>KD20 What to do when receiving comments and complaints</p>	<p>K4.9 Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse (KD20)</p> <p>K4.10 Explain the actions to take when receiving comments and complaints (KD20)</p>
<p>KD21 How to recognise unsafe practices in the workplace</p>	<p>K4.11 Give examples of <b>unsafe practices</b> that may affect the <b>wellbeing</b> of individuals (KD21)</p> <p>K4.12 Explain the actions to take if unsafe practices have been identified (KD21)</p> <p>K4.13 Explain the actions to take if unsafe practices have been reported but nothing has been done in response (KD21)</p>

KD22 The importance and process of whistleblowing	K4.14 Define the term <b>whistleblowing</b> K4.15 Assess the importance of whistleblowing in adult care K4.16 Describe the process for whistleblowing
KD23 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 (KD23) K4.18 Describe how to address dilemmas that may be faced between a person's rights and their safety (KD23)

**Element: How to promote health and wellbeing for the individuals they support and work colleagues**

The apprentice will know and understand:	Indicative assessment criteria:
KE24 The health and safety responsibilities of self, employer and workers	K5.1 Outline <b>legislation and regulations</b> relating to health and safety in adult care (KE24) K5.2 Describe responsibilities for health and safety of: <ul style="list-style-type: none"> <li>• Self</li> <li>• Employer</li> <li>• Worker</li> <li>• <b>Others</b> in the work setting (KE24)</li> </ul>
KE25 How to keep safe in the work environment	K5.3 Describe <b>agreed ways of working</b> for health and safety (KE25) K5.4 List health and safety tasks that should only be carried out with specialist training (KE25) K5.5 Outline sources of information, guidance and support relating to health and safety (KE25)
KE26 What to do when there is an accident or sudden illness	K5.6 Describe types of accidents or sudden illness that may occur (KE26) K5.7 Outline the procedures to be followed if an accident or sudden illness should occur (KE26)
KE27 What to do with hazardous substances	K5.8 Identify <b>hazardous substances and materials</b> that may be found in adult care (KE27)

	<p>K5.9 Outline safe practices for:</p> <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 (KE27)</li> </ul>
KE28 How to promote fire safety	<p>K5.10 Describe how to prevent fires from starting or spreading (KE28)</p> <p>K5.11 Outline what to do in the event of a fire (KE28)</p>
KE29 How to reduce the spread of infection	<p>K5.12 Identify the <b>roles and responsibilities</b> in the prevention and control of infection (KE29)</p> <p>K5.13 Describe the causes and spread of infection (KE29)</p> <p>K5.14 Describe ways to reduce the spread of infection (KE29)</p> <p>K5.15 Outline ways to ensure that own health and hygiene does not pose a risk to others (KE29)</p>
KE30 What a risk assessment is and how it can be used to promote person centred care safely	<p>K5.16 Outline the difference between a hazard and a risk (KE30)</p> <p>K5.17 Explain the purpose of risk assessment in adult care (KE30)</p> <p>K5.18 Explain how risk assessments can be used to promote person centred care safely (KE30)</p>

### Element: How to work professionally, including their own professional development

The apprentice will know and understand:	Indicative assessment criteria:
KF31 What a professional relationship is with the person being supported and colleagues	<p>K6.1 Explain how a professional relationship is different from a personal relationship (KF31)</p> <p>K6.2 Compare the differences between professional relationships with individuals and <b>others</b> (KF31)</p>
KF32 How to work together with other people and organisations in the interest of the person being supported	<p>K6.3 Define the term <b>co-production</b> (KF32)</p> <p>K6.4 Explain the importance of working in partnership with individuals and others (KF32)</p>

	K6.5 Give examples of how to work in partnership with individuals and others in the interests of the individual being supported (KF32)
KF33 How to be actively involved in their personal development plan	<p>K6.6 Identify sources of information and support for own learning and development (KF33)</p> <p>K6.7 Explain how to <b>use feedback from individuals and others</b> to support own learning and development (KF33)</p> <p>K6.8 Explain how reflecting on practice contributes to own learning and development (KF33)</p> <p>K6.9 Describe the process for agreeing a personal development plan and <b>who should be involved</b> (KF33)</p>
KF34 The importance of excellent core skills in writing, numbers and information technology	<p>K6.10 Give examples of the <b>core skills</b> in:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• number and</li> <li>• information technology</li> </ul> <p>that are essential to own role (KF34)</p> <p>K6.11 Explain the importance of excellent core skills in writing, number and information technology for workers in adult care (KF34)</p>
KF35 What to do to develop, sustain and exhibit a positive attitude and personal resilience	<p>K6.12 Describe what is meant by <b>personal resilience</b> (KF35)</p> <p>K6.13 Explain why a positive attitude and personal resilience is essential to workers in adult care (KF35)</p> <p>K6.14 Explain <b>how to develop, sustain and exhibit</b> a positive attitude and personal resilience (KF35)</p>
KF36 Where and how to access specialist knowledge when needed to support performance of the job role	<p>K6.15 Identify specialist knowledge that may be needed to support performance in own role (KF36)</p> <p>K6.16 Identify where and how to access specialist knowledge to support performance in own role (KF36)</p>

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# Assessing the Professional Discussion

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The professional discussion will be a structured discussion between the apprentice and the end-point assessor, following the situational judgement test, to establish the apprentice's understanding and application of the skills and behaviours of the standard. A representative of the employer may be involved in the professional discussion. This is **not** a requirement, and the End Point Assessor has responsibility for grading the assessment.

The professional discussion will draw questions and amplifications from prior learning and experience including, where applicable, the candidate's self-assessment and supporting evidence.

The professional discussion will need to take place in a suitable environment which may be the apprentice's place of work and should last for a maximum of 45 minutes. The discussion will be against set criteria outlined in the following pages and it will be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. During the discussion, the assessor will be looking for evidence that the apprentice has exhibited the 6Cs of care, compassion, courage, communication, competence and commitment.

The purpose of the professional discussion is to:

- confirm and validate judgements about the quality of work
- explore aspects of the work, including how it was carried out, in more detail
- discuss how the apprentice would behave in specific scenarios
- ask questions in relation to personal development and reflection
- provide a basis for the end-point assessor to make a decision about the grade to be awarded

## Before the assessment

The professional discussion can only be attempted after the situational judgement test has been completed to at least a pass grade.

Employer/training provider should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date and location of the assessment
- ensure the apprentice knows which adult care worker standards will be assessed
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard

- encourage the apprentice to reflect and apply the professional discussion to their self-reflection where applicable
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

It is suggested that a trial run is carried out by the apprentice in advance of the EPA with the training provider/employer giving feedback on any areas for improvement.

### **Grading the professional discussion**

To achieve a pass, the apprentice must demonstrate that they have achieved **all** the elements for this assessment method.

Merit grade will be given to apprentices who are able to engage in and actively take forwards, their professional discussion. They are able to demonstrate an insight in applying the knowledge, skills, and behaviours set out in the standard consistently and in a range of situations. Apprentices are able to reflect on some aspects of their practice.

Distinction grade will be given to apprentices who are able to engage in a professional discussion that demonstrates an exceptional understanding and application of the knowledge, skills and behaviours of the standard. Responses demonstrate consistent knowledge of relevant concepts and theories when applied to their own practice. Apprentices are able to demonstrate skills of a reflective practitioner.

### **Professional Discussion Mock Assessment**

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a 45-minute time slot should be available for the professional discussion, if it is intended to be a complete mock covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the

employer/training provider to carry out a separate mock professional discussion with each apprentice.

- ensure that the apprentice’s performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured ‘lead’ questions that allows the apprentice to give examples for how they have met each area in the standard followed by ‘supplementary’ questions that will allow the apprentice to attempt all of the criteria. For example:
  - How do you ensure you are treating patients according to their care plan?
  - How do you ensure you are respecting the dignity of a person in your care?

## Professional Discussion Criteria: Skills

The main tasks and responsibilities according to their job role	
The apprentice will be able to:	Indicative assessment criteria:
SA1 - Support individuals they are working with according to their personal care/support plan	S7.1 Apply <b>person centred values</b> to daily working practice (SA1) S7.2 Demonstrate <b>person centred approaches</b> that take into account the history, preferences, wishes and needs of individuals (SA1)
SA2 - 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 (SA2)
SA3 - 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 (SA3) S7.5 Use agreed risk assessment processes to support individual’s right to make choices (SA3)
SA4 - 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 (SA4)
SA5 - Ensure the individual knows what they are agreeing to regarding the way in which they are supported	S7.7 Provide individuals with information to be able to give consent (SA5) S7.8 Establish consent for an activity or action (SA5)



	S7.9 Demonstrate steps to take if consent cannot be established (SA5)
SA6 - Contribute to the on-going development of care/support plans for the individual they support	S7.10 Use <b>agreed ways of working</b> to contribute to the development and review of care/support plans for individuals (SA6)
SA7 - Support individuals with cognitive, physical or sensory impairments	<p>S7.11 Explain how <b>cognitive</b>, physical and sensory impairments may influence an individual's needs in relation to their care (SA7)</p> <p>S7.12 Explain how to adapt own care practice to support individuals with</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• physical</li> <li>• sensory</li> <li>• impairments (SA7)</li> </ul> <p>S7.13 Demonstrate ways to support individuals with</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• physical</li> <li>• sensory</li> <li>• impairments (SA7)</li> </ul>

### Treating people with respect and dignity and honouring their human rights

The apprentice will be able to:	Indicative assessment criteria:
SB8 - Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates	S8.1 Demonstrate an <b>approach</b> that ensures dignity is central to own care practice (SB8)
SB9 - Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences	S8.2 Demonstrate an approach that promotes <b>person centred values</b> (See 7.2 also) (SB9)
SB10 - Demonstrate empathy (understanding and compassion) for individuals they support	<p>S8.3 Describe the term <b>empathy</b> in relation to supporting individuals (SB10)</p> <p>S8.4 Select verbal and non-verbal communication skills that demonstrate an empathic approach (SB10)</p>

	S8.5 Demonstrate empathy in practice with individuals (SB10)
SB11 - 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 (SB11) S8.7 Reflect on situations when courage has been used to support individuals (SB11)

Communicating clearly and responsibly	
The apprentice will be able to:	Indicative assessment criteria:
SC12 - Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates	S9.1 Demonstrate use of <b>verbal and non-verbal communication methods</b> that support interactions positively with individuals and others (SC12)
SC13 - Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes	S9.2 Establish individual's communication and language needs, wishes and <b>preferences</b> (SC13) S9.3 Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes (SC13)
SC14 - Identify and take steps to reduce environmental barriers to communication	S9.4 Recognise <b>barriers to communication</b> in practice (SC14) S9.5 Demonstrate ways to reduce barriers to communication in different ways (SC14)
SC15 - Demonstrate they can check for understanding	S9.6 Observe individual's reactions when communicating with them (SC15) S9.7 Respond to individual's reactions using verbal and non-verbal communication skills (SC15) S9.8 Use verbal and non-verbal communication methods to summarise and clarify understanding (SC15)

SC16 - Write clearly and concisely in records and reports	S9.9 Provide evidence of clear and concise written communication in records and reports(SC16)
SC17 - Keep information safe and confidential according to agreed ways of working	S9.10 Demonstrate ways to keep information safe and confidential according to <b>agreed ways of working</b> (SC17)

### Supporting individuals to remain safe from harm (Safeguarding)

The apprentice will be able to:	Indicative assessment criteria:
SD18 - Recognise potential signs of different forms of abuse	S10.1 Demonstrate how to recognise potential signs of different forms of <b>abuse</b> (SD18)
SD19 - Respond to concerns of abuse according to agreed ways of working	S10.2 Follow <b>agreed ways of working</b> to respond to concerns of abuse (SD19)
SD20 - Recognise, report and challenge unsafe practices	S10.3 Demonstrate knowledge of <b>unsafe practices</b> by recognising examples in a work context (SD20) S10.4 Demonstrate how to use agreed ways of working to report unsafe practices (SD20) S10.5 Use courage to challenge unsafe practices (SD20)

### Championing health and wellbeing for the individuals they support and for work colleagues

The apprentice will be able to:	Indicative assessment criteria:
SE21 - Promote the health and wellbeing of the individual they support	S11.1 Use <b>communication skills</b> and <b>person centred values</b> to encourage individuals to actively participate in their health and wellbeing (SE21)
SE22 - Move people and objects safely	S11.2 Follow <b>agreed ways of working</b> and <b>individual care plans</b> to move and assist people and objects safely (SE22) S11.3 Use own <b>communication skills</b> and <b>person centred values</b> to

	maintain dignity whilst moving people and objects safely (SE22)
SE23 - Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene	<p>S11.4 Demonstrate the recommended method for hand washing (SE23)</p> <p>S11.5 Demonstrate the appropriate use of <b>Personal Protective Equipment (PPE)</b> (SE23)</p> <p>S11.6 Demonstrate ways to ensure own health and hygiene does not pose a risk to others (SE23)</p>
SE24 - Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition	<p>S11.7 Explain the importance of good nutrition and hydration in maintaining health and <b>wellbeing</b> (SE24)</p> <p>S11.8 Explain how to promote nutrition and hydration to meet individual care needs (SE24)</p> <p>S11.9 Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility (SE24)</p> <p>S11.10 Ensure fluids are refreshed on a regular basis (SE24)</p> <p>S11.11 Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans (SE24)</p> <p>S11.12 Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible (SE24)</p> <p>S11.13 Use communication skills and person-centred values to support and encourage individuals to drink and eat in accordance with individual care plans (SE24)</p>
SE25 - Demonstrate how to keep people, buildings and themselves safe and secure	S11.14 Follow <b>agreed ways of working to keep self, individuals, others and buildings</b> safe and secure (SE25)
SE26 - Carry out fire safety procedures when required	S11.15 Follow <b>agreed ways of working</b> in relation to fire safety procedures (SE26)

SE27 - 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 (SE27)
SE28 - Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health	<b>See 7.9, 7.10 and 7.11</b>
SE29 - 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 (SE29)

<b>Work professionally and seek to develop their own professional development</b>	
<b>The apprentice will be able to:</b>	<b>Indicative assessment criteria:</b>
SF30 - Reflect on own work practices	<p>S12.1 Explain why reflecting on work activities is an important way to develop knowledge, skills, behaviours, values and practice (SF30)</p> <p>S12.2 Use a <b>reflective journal</b> to assess development of own knowledge, skills, behaviours, values and practice (SF30)</p>
SF31 - Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology	<p>S12.3 Provide evidence to demonstrate how own <b>knowledge and skills are developing</b> (SF31)</p> <p>S12.4 Provide evidence to demonstrate how own <b>core skills</b> are developing in practice (SF31)</p>
SF32 - Demonstrate their contribution to their development plan	S12.5 Provide evidence of contributions to own personal development plan (SF32)
SF33 - Demonstrate ability to work in partnership with others to support the individual	<p>S12.6 Follow <b>agreed ways of working</b> to work in partnership with individuals and others (SF33)</p> <p>S12.7 Demonstrate ways of working that can improve partnerships (SF33)</p>
SF34 - Identify sources of support when conflicts arise with other people or organisations	<p>S12.8 Demonstrate how and when to access support and guidance about:</p> <ul style="list-style-type: none"> <li>• Partnership working</li> <li>• Resolving conflicts (SF34)</li> </ul>

SF35 - Demonstrate they can work within safe, clear professional boundaries	<b>See 7.3</b>
SF36 - Show they can access and apply additional skills required to perform the specific job role competently	S12.9 Provide <b>evidence of occasions</b> when own skills have been developed in order to support own role (SF36)

## Professional Discussion Criteria: Behaviours

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<b>Care</b>	
<i>The apprentice will evidence the following:</i>	<b>Indicative assessment criteria:</b>
B1 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 (B1)

<b>Compassion</b>	
<i>The apprentice will evidence the following:</i>	<b>Indicative assessment criteria:</b>
B2 is delivering care and support with kindness, consideration, dignity and respect	is delivering care and support with kindness, consideration, dignity and respect(B2)

<b>Courage</b>	
<i>The apprentice will evidence the following:</i>	<b>Indicative assessment criteria:</b>
B3 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 (B3)

## Communication

*The apprentice will evidence the following:*

**Indicative assessment criteria:**

B4 good communication is central to successful caring relationships and effective team working

good communication is central to successful caring relationships and effective team working (B4)

## Competence

*The apprentice will evidence the following:*

**Indicative assessment criteria:**

B5 is applying knowledge and skills to provide high quality care and support

is applying knowledge and skills to provide high quality care and support (B5)

## Commitment

*The apprentice will evidence the following:*

**Indicative assessment criteria:**

B6 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 (B6)

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