



# Highfield Level 3 End-Point Assessment for ST0006 Lead Adult Care Worker

End-Point Assessment Kit



# Highfield Level 3 End-Point Assessment for ST0006 Lead Adult Care Worker

## EPA Kit

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#### Versions:

ST0006 / v1.1 / AP02

LACW v4.2

## How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the Lead 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 3 Lead 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 offers the Highfield Lead Adult Care Worker Apprenti-kit that is a comprehensive learning resource, which is designed to be used on-programme.

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

**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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As a Lead Adult Care Worker you will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. You will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery you will be instrumental in improving the health and wellbeing of those receiving care and support. Lead Adult Care Workers will in some circumstances have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This exercising of autonomy and accountability means leading and supporting others to comply with expected standards and behaviours.

Typical job titles include Care Officer, Care Supervisor, Senior Care Worker, Supervising Care Worker, Senior Support Worker, Relief Team Leader, Social Work Assistant, Social Services Officer, Outreach Development Worker, Community Support Worker, Community Outreach Worker, Community Development Worker, Family Support Worker or Personal Assistant. These could all specialise in a variety of areas such as learning disability, mental health, drug and alcohol misuse, homecare, dementia and end-of-life care.

Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers this standard also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

## On-programme requirements

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The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including the achievement of the 15 standards as set out in the Care Certificate and the achievement of the Level 3 Diploma in Adult Care.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The

requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

- achievement of the Level 3 Diploma in Adult Care.
- achievement of the 15 standards as set out in the Care Certificate.
- completion of a self-assessment exercise.
- completion of the Enhanced Disclosure and Barring Service process.
- ongoing assessment by the employer and provider – for example meetings with apprentice, employer and learning provider, observations of workplace and gathering evidence.

## **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 3 Diploma in Adult Care.

## **Readiness for end-point assessment**

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

- the apprentice must have achieved level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- it is recommended that the apprentice is supported to become digitally literate where this is important to their role.
- the 15 standards of the Care Certificate must successfully be achieved.
- the apprentice must 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 3 Diploma in Adult 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 to agree a plan and schedule for each assessment activity to ensure all components can be completed within the end-point assessment window. 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 order of end-point assessment will be as follows: the situational judgement test followed by the professional discussion.

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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

Standard (2018)

<https://skillsengland.education.gov.uk/apprenticeships/st0006-v1-1>

End-point assessment plan (ST0006/v1.1/AP02)

[https://skillsengland.education.gov.uk/media/4730/st0006\\_lead-adult-care-worker\\_l3\\_ap-for-publication\\_revision\\_feb-2018.pdf](https://skillsengland.education.gov.uk/media/4730/st0006_lead-adult-care-worker_l3_ap-for-publication_revision_feb-2018.pdf)

## Specific considerations

The assessment plan does not specify the length of each assessment component and so Highfield has designated the following time periods, based on the criteria to be covered.

In order to develop valid end-point assessments, Highfield has interpreted the requirements of the lead 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.
- To achieve a **pass**, the apprentice must demonstrate that they have achieved **all** the elements for this assessment method.
- A **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.
- A **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.
- Due to the publication of the Flexibility Framework document, the stipulated order of assessment methods has been removed in order to allow for increased flexibility in delivering end-point assessments. Therefore, there is now no longer a need to pass any element of the assessment before moving onto the next assessment method.
- The 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 their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their 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
- witness 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 completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Achieved the 15 standards as set out in the Care Certificate
- Achieved the Level 3 Diploma in Adult Care
- 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

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

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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, such as an employee ID card or travel card

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## The Lead Adult Care Worker apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method. The behaviours and personal attributes expected of Adult Care Workers, the 6Cs, are listed at the end, and it is anticipated the 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	
The apprentice will know and understand:	Indicative assessment criteria:
<b>KA1:</b> Their job roles and other worker roles relevant to the context of the service in which they are working.	<b>K1.1</b> Describe <b>duties and responsibilities</b> of own role and <b>others</b> who work within the service (KA1) <b>K1.2</b> Explain how own and others' roles fit within the structure and context of the organisation (KA1)
<b>KA2:</b> Both their own and other workers professional boundaries and limits of training and expertise	<b>K1.3</b> Discuss the importance of professional boundaries for self and <b>others</b> in adult care (KA2) <b>K1.4</b> Compare limits of responsibility based on training and expertise for self and <b>others</b> in adult care (KA2)
<b>KA3:</b> Relevant statutory Standards and Codes of Practice for their role	<b>K1.5</b> Identify <b>statutory standards</b> that influence own role (KA3) <b>K1.6</b> Explain how <b>statutory standards</b> and codes of practice influence own role (KA3)
<b>KA4:</b> What the 'Duty of Care' is in practice	<b>K1.7</b> Define <b>duty of care</b> (KA4) <b>K1.8</b> Describe how <b>duty of care</b> relates to <b>duty of candour</b> (KA4) <b>K1.9</b> Analyse how <b>duty of care</b> affects self and <b>others</b> in adult care (KA4)

<b>KA5:</b> How to create and develop a care plan based on the person's preferences in the way they want to be supported	<b>K1.10</b> Explain how and why <b>person centred values</b> influence an <b>individual care plan</b> (KA5) <b>K1.11</b> Explain how self and <b>others</b> contribute to the development of an individual's care plan (KA5) <b>K1.12</b> Describe how to use <b>person centred values</b> to find out the individual's preferences in relation to the way they want to be supported (KA5)
<b>KA6:</b> How to monitor, plan, review a care plan in response to changing <b>physical, social, and emotional needs</b> of individuals	<b>K1.13</b> Describe <b>physical, social and emotional needs</b> of individuals (KA6) <b>K1.14</b> Explain how to collate and analyse feedback from individuals and <b>others</b> to support person centred care (KA6) <b>K1.15</b> Explain how to plan, monitor and review a care plan in response to changing <b>physical, social and emotional needs</b> of individuals (KA6)
<b>KA7:</b> How to lead and support <b>others</b> to ensure compliance with regulations and organisational policies and procedures	<b>K1.16</b> Explain how regulations and organisational policies and procedures are implemented in own role (KA7) <b>K1.17</b> Explain how to lead and support <b>others</b> to comply with regulations and organisational policies and procedures (KA7)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Duties and responsibilities</b> could include:           <ul style="list-style-type: none"> <li>○ supporting with social activities</li> <li>○ monitoring health</li> <li>○ assisting with eating, mobility and personal care</li> </ul> </li> <li>• <b>Others</b> could include:           <ul style="list-style-type: none"> <li>○ team members</li> <li>○ other colleagues</li> <li>○ those who use or commission their own health and care service</li> <li>○ families, carers and advocates</li> </ul> </li> <li>• <b>Statutory standards</b> could include:           <ul style="list-style-type: none"> <li>○ codes of practice</li> <li>○ regulations</li> </ul> </li> </ul>	

- minimum standards
  - national occupational standards
  - care certificate
- **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
- **Duty of candour** is a worker's responsibility to be open and honest with individuals receiving care, ensuring transparency and acknowledging when things go wrong
- **Person centred values** include:
  - individuality
  - rights
  - choice
  - privacy
  - independence
  - dignity
  - respect
  - care
  - compassion
  - courage
  - communication
  - competence
  - partnership
- **Individual care plan** may be known by other names, for example, support plan or individual plan. It is the document where day to day requirements and preferences for care and support are detailed.
- **Physical, social and emotional needs** could include the S.P.I.E.S framework – social, physical, intellectual, emotional and spiritual wellbeing. This approach ensures that care plans and interventions meet all dimensions of an individual's wellness.

## The importance of having the right values and behaviours

### Knowledge – Situational Judgement Test

The apprentice will know and understand:	Indicative assessment criteria:
<b>KB8:</b> How to ensure that dignity is at the centre of all work with <b>individuals</b> and their support circles	<b>K2.1</b> Discuss ways to ensure dignity is central to all work with <b>individuals</b> and <b>others</b> (KB8) <b>K2.2</b> Explain how to support <b>individuals</b> and <b>others</b> to ensure dignity is central to all care practice (KB8)
<b>KB9:</b> The importance of respecting diversity, the principles of <b>inclusion</b> and treating everyone fairly	<b>K2.3</b> Explain what is meant by: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• <b>Equality</b></li> <li>• <b>Inclusion</b></li> <li>• Discrimination (KB9)</li> </ul> <b>K2.4</b> Summarise the importance of respecting diversity and promoting <b>equality</b> in adult care (KB9) <b>K2.5</b> Justify how inclusive practice respects diversity and promotes <b>equality</b> (KB9) <b>K2.6</b> Describe how to model inclusive practice (KB9) <b>K2.7</b> Explain ways to support <b>others</b> to respect diversity and promote <b>equality</b> (KB9)
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Individuals</b> refers to someone requiring care and support. It will usually mean the person or persons supported by the worker</li> <li>• <b>Others</b> could include:               <ul style="list-style-type: none"> <li>○ team members</li> <li>○ other colleagues</li> <li>○ those who use or commission their own health and care service</li> <li>○ families, carers and advocates</li> </ul> </li> <li>• <b>Equality</b> means treating everyone fairly and ensuring they have the same opportunities, rights and access, regardless of personal characteristics</li> </ul>	

- **Inclusion** means ensuring that all individuals are treated equally and fairly, have access to opportunities and are actively involved as valued members of society

## The importance of communication

### Knowledge – Situational Judgement Test

The apprentice will know and understand:	Indicative assessment criteria:
<b>KC10:</b> The <b>barriers</b> to communication and be able to both identify, and determine, the best solutions to achieve success when communicating with the individual they are supporting	<b>K3.1</b> Explain <b>barriers</b> to communication (KC10) <b>K3.2</b> Evaluate strategies to overcome <b>barriers</b> and clarify misunderstandings (KC10) <b>K3.3</b> Explain how to identify the best solution to overcome <b>barriers</b> and misunderstandings with individuals being supported (KC10)
<b>KC11:</b> How to communicate clearly both verbally and non-verbally and able to influence <b>others</b> to maximise the quality of interaction	<b>K3.4</b> Describe types of <b>verbal and non-verbal communication</b> (KC11) <b>K3.5</b> Explain how to use <b>verbal and non-verbal communication</b> skills to manage <b>situations and behaviours</b> (KC11) <b>K3.6</b> Explain ways to support <b>others</b> to develop communication skills (KC11)
<b>KC12:</b> The role of advocates and when they might be involved	<b>K3.7</b> Describe the purpose and principles of <b>independent advocacy</b> (KC12) <b>K3.8</b> Give examples of when an independent advocate might be involved in an individual's care (KC12) <b>K3.9</b> Describe how to access advocacy services for individuals (KC12)
<b>KC13:</b> Their own, and other workers' responsibilities for ensuring confidential information is kept safe	<b>K3.10</b> Define the term 'confidentiality' (KC13) <b>K3.11</b> Explain how <b>legislation</b> and <b>agreed ways of working</b> influence own and others' responsibilities for ensuring confidential information is kept safe (KC13) <b>K3.12</b> Discuss how to maintain and promote confidentiality in interactions with individuals and <b>others</b> (KC13)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Barriers</b> could include:               <ul style="list-style-type: none"> <li>○ environmental, for example, location, time, noise or distractions</li> </ul> </li> </ul>	



- technological, for example, lack of technological aids
- emotional/psychological, for example, distress or upset
- behavioural, for example, challenging behaviour or aggression
- cognitive, for example, mental ill health, dementia or learning disabilities
- physical, for example, disability
- other, for example, use of jargon and resources (lack of)
- **Verbal and non-verbal communication** could include:
  - verbal:
    - vocabulary
    - linguistic tone
    - pitch
    - accent/regional variations
    - jargon/complex terminology
  - non-verbal:
    - position/proximity
    - eye contact
    - touch
    - signs
    - symbols and pictures
    - physical gestures
    - body language
    - behaviour
    - writing
    - objects of reference
    - human and technological aids
- **Situations and behaviours** could include:
  - complex
  - sensitive

- abusive
  - difficult
  - conflict
  - aggressive
- **Others** could include:
  - individuals
  - team members
  - other colleagues
  - those who use or commission their own health or care services
  - families, carers and advocates
- **Independent advocacy:** when workers should refer to the Care Act when discussing advocacy, as it sets out the legal right for individuals to have an independent advocate if they struggle to express their views, understand information or make decisions about their care and support. Independent advocates help ensure individuals' rights and choices are upheld and they receive person-centred support.
- **Legislation** could include:
  - Data Protection Act
  - Human Rights Act
  - Mental Capacity Act
- **Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

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

### Knowledge – Situational Judgement Test

The apprentice will know and understand:	Indicative assessment criteria:
<b>KD14:</b> What <b>abuse</b> is and what to do when they have concerns someone is being abused	<b>K4.1</b> Define different types of <b>abuse</b> (KD14) <b>K4.2</b> List the <b>signs and symptoms of different types of abuse</b> (KD14) <b>K4.3</b> Describe <b>factors</b> that may contribute to an individual being more vulnerable to <b>abuse</b> (KD14) <b>K4.4</b> Explain the <b>actions to take</b> if there are concerns that an individual is being abused (KD14) <b>K4.5</b> Explain the <b>actions to take</b> if an individual alleges that they are being abused (KD14) <b>K4.6</b> State ways to ensure evidence of <b>abuse</b> is preserved (KD14)
<b>KD15:</b> The national and <b>local strategies</b> for safeguarding and protection from <b>abuse</b>	<b>K4.7</b> Outline <b>national policies</b> on safeguarding and protection from <b>abuse</b> (KD15) <b>K4.8</b> Outline <b>local strategies</b> for safeguarding and protection from <b>abuse</b> (KD15)
<b>KD16:</b> What to do when receiving comments and complaints ensuring appropriate and timely actions takes place	<b>K4.9</b> Describe the importance of an accessible complaints procedure for reducing the likelihood of <b>abuse</b> (KD16) <b>K4.10</b> Explain the <b>actions to take when receiving comments and complaints</b> (KD16)
<b>KD17:</b> How to recognise and <b>prevent unsafe practices</b> in the workplace	<b>K4.11</b> Give examples of <b>unsafe practices</b> that may affect the <b>wellbeing</b> of individuals (KD17) <b>K4.12</b> Explain the actions to take if <b>unsafe practices</b> have been identified (KD17) <b>K4.13</b> Explain the actions to take if <b>unsafe practices</b> have been reported but nothing has been done in response (KD17) <b>K4.14</b> Discuss ways to <b>prevent unsafe practices</b> in the workplace (KD17)
<b>KD18:</b> The importance and process of <b>whistleblowing</b> , being able to facilitate timely intervention	<b>K4.15</b> Define the term <b>whistleblowing</b> (KD18) <b>K4.16</b> Assess the importance of <b>whistleblowing</b> in adult care (KD18) <b>K4.17</b> Explain the process for <b>whistleblowing</b> (KD18) <b>K4.18</b> Explain how to facilitate timely intervention in the <b>whistleblowing</b> process (KD18)

<p>KD19: How to address and resolve any dilemmas they may face between a person's rights and their safety</p>	<p><b>K4.19</b> Give examples of dilemmas that may be faced between a person's rights and their safety (KD19)</p> <p><b>K4.20</b> Analyse how to address and resolve dilemmas that may be faced between a person's rights and their safety (KD19)</p>
<p><b>Amplification and guidance</b></p>	
<ul style="list-style-type: none"> <li>• <b>Abuse</b> may be covert and subtle as well as overt and could include:             <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> </li> <li>• <b>Signs and symptoms of different types of abuse</b> could include:             <ul style="list-style-type: none"> <li>○ physical abuse:                 <ul style="list-style-type: none"> <li>▪ unexplained bruises</li> <li>▪ burns</li> <li>▪ fractures</li> <li>▪ fear of physical contact</li> </ul> </li> <li>○ domestic violence (including control and coercion):                 <ul style="list-style-type: none"> <li>▪ isolation from friends and family</li> <li>▪ constant fear or anxiety</li> <li>▪ financial control</li> <li>▪ frequent injuries with unlikely explanations</li> </ul> </li> <li>○ sexual abuse:                 <ul style="list-style-type: none"> <li>▪ bruising or pain in sensitive areas</li> </ul> </li> </ul> </li> </ul>	

- reluctance to be touched
- withdrawal from relationship
- inappropriate sexual knowledge or behaviour
- psychological abuse:
  - low self-esteem, anxiety and depression
  - confusion
  - withdrawal
  - fearfulness
- financial/material abuse:
  - sudden financial difficulties
  - missing money or possessions
  - unusual transactions
  - reluctance to discuss finances
- modern slavery:
  - untreated medical issues
  - fear of authorities
  - restricted freedom
  - working long hours for little or no pay
  - poor living conditions
- discriminatory abuse:
  - exclusion from activities
  - derogatory remarks
  - unequal treatment due to race, gender, disability, age, or other protected characteristics
- organisational abuse:
  - rigid routines
  - neglect of individual needs
  - overuse of medication or restraint
- neglect/acts of omission:
  - poor hygiene
  - malnutrition and dehydration

- untreated medical conditions
  - lack of essential care or support
- self-neglect
  - extreme poor hygiene
  - hoarding and unsafe living conditions
  - refusal of care
  - malnutrition
  - lack of medical attention
- **Factors** may be internal or external to the individual
- **Actions to take** constitute the worker's responsibilities in responding to allegations or suspicions of abuse
- **Local strategies** could include:
  - 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
  - Safeguarding Adults Boards (SABs)
  - Safeguarding Adults Reviews (SARs)
- **National policies** could include:
  - Making Safeguarding Personal (MSP) - ensures safeguarding is focused on individual outcomes rather than just procedures
  - Care Quality Fundamental Standards
  - Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England
  - Adult Safeguarding: Roles and Competencies Framework - defines key skills and responsibilities for safeguarding adults
  - NHS Safeguarding Accountability and Assurance Framework - outlines the safeguarding duties of healthcare organisations
- **Actions to take when receiving comments and complaints** includes taking appropriate action and ensuring actions are implemented in a timely manner

- **Unsafe practices** could include:
  - poor working practices
  - resource difficulties
  - operational difficulties
  - restrictive practices
  - organisational abuse
- **Wellbeing** could include aspects that are:
  - social
  - emotional
  - cultural
  - spiritual
  - intellectual
  - economic
- **Prevent unsafe practices** could include appointing a health and safety champion
- **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'. The worker must report things that they 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 champion health and wellbeing for the individuals they support and work colleagues

### Knowledge – Situational Judgement Test

The apprentice will know and understand:	Indicative assessment criteria:
<b>KE20:</b> The health and safety responsibilities of self, employer and workers	<p><b>K5.1</b> Explain how <b>legislation and regulations</b> influence own and others' responsibilities for health and safety (KE20)</p> <p><b>K5.2</b> Describe responsibilities for health and safety of:</p> <ul style="list-style-type: none"> <li>• Self</li> <li>• Employer</li> <li>• Worker</li> <li>• <b>Others</b> in the work setting (KE20)</li> </ul>
<b>KE21:</b> How to keep safe in the work environment	<p><b>K5.3</b> Describe <b>agreed ways of working</b> for health and safety (KE21)</p> <p><b>K5.4</b> List health and safety tasks that should only be carried out with specialist training (KE21)</p> <p><b>K5.5</b> Outline ways to support individuals and <b>others</b> to keep safe (KE21)</p>
<b>KE22:</b> What to do when there is an accident or sudden illness and take appropriate action	<p><b>K5.6</b> Describe <b>types of accidents or sudden illness that may occur</b> (KE22)</p> <p><b>K5.7</b> Outline the procedures to be followed if an accident or sudden illness should occur (KE22)</p>
<b>KE23:</b> What to do with hazardous substances	<p><b>K5.8</b> Identify <b>hazardous substances and materials</b> that may be found in adult care (KE23)</p> <p><b>K5.9</b> Outline safe practices for:</p> <ul style="list-style-type: none"> <li>• Storing <b>hazardous substances and materials</b></li> <li>• Using <b>hazardous substances and materials</b></li> <li>• Disposing of <b>hazardous substances and materials</b> (KE23)</li> </ul>
<b>KE24:</b> How to promote fire safety and how to support <b>others</b> to do so	<p><b>K5.10</b> Describe how to prevent fires from starting or spreading (KE24)</p> <p><b>K5.11</b> Outline what to do in the event of a fire (KE24)</p> <p><b>K5.12</b> Explain own role in promoting fire safety (KE24)</p>
<b>KE25:</b> How to reduce the spread of <b>infection</b> and support <b>others</b> in <b>infection</b> prevention and control	<p><b>K5.13</b> Explain own and others' <b>responsibilities</b> in the prevention and control of infection (KE25)</p> <p><b>K5.14</b> Describe the <b>causes</b> and spread of <b>infection</b> (KE25)</p>



	<b>K5.15</b> Explain ways to support <b>others</b> to reduce the spread of <b>infection</b> (KE25) <b>K5.16</b> Outline ways to ensure that own health and hygiene does not pose a risk to <b>others</b> (KE25)
KE26: How to use and promote with <b>others</b> where relevant, risk assessments to enable a person-centred approach to delivering care	<b>K5.17</b> Explain the purpose of <b>risk assessment</b> in adult care (KE26) <b>K5.18</b> Explain how risk assessments can be used to promote a person centred approach to care (KE26) <b>K5.19</b> Explain how to support <b>others</b> to use risk assessments to promote a person centred approach to care (KE26)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Legislation and regulations</b> could include: <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> </li> <li>• <b>Others</b> could include: <ul style="list-style-type: none"> <li>○ individuals</li> <li>○ team members</li> <li>○ other colleagues</li> <li>○ those who use or commission their own health or care services</li> <li>○ families, carers and advocates</li> </ul> </li> <li>• <b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</li> <li>• <b>Types of accidents or sudden illness that may occur</b> include: <ul style="list-style-type: none"> <li>○ slips, trips and falls</li> </ul> </li> </ul>	

- burns and scalds
- choking
- manual handling injuries
- cuts and bruises
- needlestick injuries
- heart attack
- stroke
- seizure
- allergic reaction (anaphylaxis)
- fainting
- breathing difficulties such as an asthma attack or chronic obstructive pulmonary disease (COPD) exacerbation
- **Hazardous substances and materials** could include:
  - skin irritants
  - blood and bodily fluids
  - sharps
  - used personal protective equipment (PPE)
  - used dressings and equipment
  - hygiene waste
  - spillage kits
  - medicines and drugs
  - cleaning products
- **Infection** is caused by bacteria, viruses, fungi or parasites
- **Responsibilities** should include those of:
  - self
  - employer
  - individuals
  - others

- **Causes** could include:
  - poor hand hygiene
  - poor cleaning procedures and practice
  - incorrect use (or lack of) PPE
  - contaminated bed linen or clothing
  - infected food handlers
  - airborne infections, such as, cold and flu
- **Risk assessment** is the process of identifying hazards, assessing risks, and implementing control measures to maintain safety and well-being in care settings

## How to work professionally, including their own professional development of those they support and work colleagues

Knowledge – Situational Judgement Test	
The apprentice will know and understand:	Indicative assessment criteria:
<b>KF27:</b> What a professional relationship is with the person being supported and colleagues	<b>K6.1</b> Explain how a professional relationship is different from a personal relationship (KF27) <b>K6.2</b> Compare the differences between professional relationships with individuals and <b>others</b> (KF27)
<b>KF28:</b> How to work with other people and organisations in the interest of the person being supported	<b>K6.3</b> Assess the impact of <b>co-production</b> (KF28) <b>K6.4</b> Explain the importance of working in partnership with individuals and <b>others</b> (KF28) <b>K6.5</b> Give examples of how to work in partnership with individuals and <b>others</b> in the interests of the individual being supported (KF28)
<b>KF29:</b> How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans	<b>K6.6</b> Identify sources of information and support for own learning and development (KF29) <b>K6.7</b> Explain how to <b>use feedback from individuals and others</b> to support own learning and development (KF29) <b>K6.8</b> Explain how reflecting on practice contributes to own learning and development (KF29) <b>K6.9</b> Explain how to have an active role in others' personal development plans (KF29)

<b>KF30:</b> How to demonstrate the importance of excellent <b>core skills</b> in writing, numbers and information technology	<b>K6.10</b> Give examples of the <b>core skills</b> in writing, number and information technology that are essential to own and others' roles (KF30) <b>K6.11</b> Explain how to support <b>others</b> to recognise the importance of excellent <b>core skills</b> in writing, number and information technology in adult care (KF30)
<b>KF31:</b> How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues	<b>K6.12</b> Explain <b>how to develop and sustain a positive attitude and personal resilience</b> (KF31) <b>K6.13</b> Identify <b>signs and indicators of stress</b> in self and <b>others</b> (KF31) <b>K6.14</b> Assess strategies for managing stress in self and <b>others</b> (KF31)
<b>KF32:</b> How to carry out <b>research</b> relevant to individuals' support needs and share with <b>others</b>	<b>K6.15</b> Describe how <b>research</b> can inform own and <b>others</b> knowledge and skills of how to support individuals (KF32) <b>K6.16</b> Outline how to access <b>research</b> relevant to individuals support needs (KF32)
<b>KF33:</b> How to access and apply good practice relating to their role	<b>K6.17</b> Describe how to access and apply good practice principles relating to own role (KF33)
<b>KF34:</b> How to access and apply specialist knowledge when needed to support performance in the job role	<b>K6.18</b> Describe specialist knowledge that may be needed to support performance in own role (KF34) <b>K6.19</b> Explain how to access and apply specialist knowledge to support performance in own role (KF34)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Others</b> could include: <ul style="list-style-type: none"> <li>○ team members</li> <li>○ other colleagues</li> <li>○ those who use or commission their own health and care service</li> <li>○ families, carers and advocates</li> </ul> </li> <li>• <b>Co-production</b> the Care Act's statutory guidance states that co-production is '<i>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</i>'</li> <li>• <b>Use feedback from individuals and others</b> could include: <ul style="list-style-type: none"> <li>○ individuals</li> <li>○ carers</li> </ul> </li> </ul>	

- advocates
  - supervisor, line manager or employer
  - team members
  - other professionals
- **Core skills** of writing, number and information technology are those that are needed to perform confidently and effectively at work
- **How to develop and sustain a positive attitude and personal resilience** could include:
  - who is responsible for supporting the worker to develop and sustain a positive attitude and personal resilience
  - factors that contribute to developing and sustaining a positive attitude and personal resilience including:
    - stress management
    - coping strategies
    - reflection
    - supervision
    - learning and development
    - professional boundaries
    - working within own limits of responsibility
    - positive workplace culture
- **Signs and indicators of stress** could include:
  - physiological:
    - headaches
    - fatigue
    - muscle tension
  - social:
    - withdrawal
    - relationship conflicts
    - tension
  - behavioural:
    - irritability

- increased errors
- restlessness
- emotional:
  - anxiety
  - mood swings
  - low motivation

- **Research** could be in the form of evidence-based practice, journal articles, online sources, books and documentaries

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

Skills – Professional Discussion	
The apprentice will be able to:	Indicative assessment criteria:
<b>SA1:</b> Support individuals they are working with according to their personal care/support plan	<b>S7.1</b> Apply <b>person centred values</b> to daily working practice (SA1) <b>S7.2</b> Demonstrate <b>person centred approaches</b> that take into account the history, preferences, wishes and needs of individuals (SA1)
<b>SA2:</b> Take the initiative when working outside normal duties and responsibilities	<b>S7.3</b> Follow <b>agreed ways of working</b> when working outside duties and responsibilities of own role (SA2)
<b>SA3:</b> Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking	<b>S7.4</b> Recognise own boundaries and limitations by asking for help from an appropriate person when necessary (SA3)
<b>SA4:</b> Implement/facilitate the <b>specialist assessment</b> of social, physical, emotional and spiritual needs of individuals with <b>cognitive</b> , sensory and physical impairments	<b>S7.5</b> Discuss how <b>cognitive</b> , physical and sensory impairments may influence an individual's needs in relation to their care (SA4) <b>S7.6</b> Explain how to facilitate the <b>specialist assessment</b> of individuals with <b>cognitive</b> , physical and sensory impairments (SA4) <b>S7.7</b> Demonstrate ways to facilitate the specialist assessment of individuals with <b>cognitive</b> , physical and sensory impairments (SA4)

<b>SA5:</b> Contribute to the development and ongoing review of care/support plans for the individuals they support	<b>S7.8</b> Follow <b>agreed ways of working</b> to contribute to the development and review of care/support plans for individuals (SA5)
<b>SA6:</b> Provide individuals with information to enable them to exercise choice on how they are supported	<b>S7.9</b> Source information for individuals to support their decision-making processes (SA6) <b>S7.10</b> Use agreed <b>risk assessment</b> processes to support individual's right to make choices (SA6)
<b>SA7:</b> Encourage individuals to actively participate in the way their care and support is delivered	<b>S7.11</b> Demonstrate ways to encourage individuals to actively participate in their care and support (SA7)
<b>SA8:</b> Ensure that individuals know what they are agreeing to regarding the way in which they are supported	<b>S7.12</b> Provide individuals with information to be able to give consent (SA8) <b>S7.13</b> Establish consent for an activity or action (SA8) <b>S7.14</b> Demonstrate steps to take if consent cannot be established (SA8)
<b>SA9:</b> Lead and support colleagues to understand how to establish informed consent when providing care and support	<b>S7.15</b> Lead and support <b>others</b> to understand how to establish informed consent when providing care and support (SA9)
<b>SA10:</b> Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities	<b>S7.16</b> Demonstrate ways of supporting and mentoring <b>others</b> to undertake their duties and responsibilities (SA10)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Person centred values</b> include: <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> </ul> </li> </ul>	

- courage
- communication
- competence
- partnership
- **Person centred approaches** could 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 recognises 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 could include aspects that are:
    - social
    - emotional
    - cultural
    - spiritual
    - intellectual
    - economic
    - physical
    - mental
- **Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
- **Specialist assessment** includes:
  - social
  - physical
  - emotional



- intellectual
- spiritual needs
- **Cognitive** impairment could include:
  - mental health conditions
  - learning disabilities
  - dementia
- **Risk assessment** is the process of identifying hazards, assessing risks, and implementing control measures to maintain safety and well-being in care settings
- **Others** could include:
  - team members
  - other colleagues
  - those who use or commission their own health and care service
  - families, carers and advocates

## Treat people with respect and dignity and honour their human rights

Skills – Professional Discussion	
The apprentice will be able to:	Indicative assessment criteria:
<b>SB11:</b> Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals	<b>S8.1</b> Demonstrate an <b>approach</b> that ensures dignity is central to own care practice (SB11)
<b>SB12:</b> Support <b>others</b> to understand the importance of equality, diversity and inclusion in social care	<b>S8.2</b> Model inclusive practice (SB12) <b>S8.3</b> Demonstrate an approach that supports <b>others</b> to understand the importance of equality, diversity and inclusion (SB12)

<b>SB13:</b> Exhibit <b>empathy</b> for individuals they support, i.e. understanding and compassion	<b>S8.4</b> Describe the term <b>empathy</b> in relation to supporting individuals (SB13) <b>S8.5</b> Select <b>verbal and non-verbal communication</b> skills that demonstrate an empathic approach (SB13) <b>S8.6</b> Demonstrate <b>empathy</b> in practice with individuals (SB13)
<b>SB14:</b> Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems	<b>S8.7</b> Select ways to support individuals that may challenge their personal or cultural beliefs (SB14) <b>S8.8</b> Reflect on situations when courage has been used to support individuals (SB14) <b>S8.9</b> Model use of courage in supporting individuals (SB14)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Approach</b> could include demonstration of actions, behaviours and values that embed dignity as a central component of the care they provide</li> <li>• <b>Others</b> could include:             <ul style="list-style-type: none"> <li>○ team members</li> <li>○ other colleagues</li> <li>○ those who use or commission their own health and care service</li> <li>○ families, carers and advocates</li> </ul> </li> <li>• <b>Empathy</b> 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</li> <li>• <b>Verbal and non-verbal communication</b> could include:             <ul style="list-style-type: none"> <li>○ verbal:                 <ul style="list-style-type: none"> <li>▪ vocabulary</li> <li>▪ linguistic tone</li> <li>▪ pitch</li> <li>▪ accent/regional variations</li> <li>▪ jargon/complex terminology</li> </ul> </li> <li>○ non-verbal:</li> </ul> </li> </ul>	

- position/proximity
- eye contact
- touch
- signs
- symbols and pictures
- physical gestures
- body language
- behaviour
- writing
- objects of reference
- human and technological aids

## Communicate clearly and responsibly

### Skills – Professional Discussion

The apprentice will be able to:	Indicative assessment criteria:
<b>SC15:</b> Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals	<p><b>S9.1</b> Model excellent use of <b>verbal and non-verbal communication</b> methods with individuals and <b>others</b> (SC15)</p> <p><b>S9.2</b> Model ways of working to check for understanding including:</p> <ul style="list-style-type: none"> <li>• Observing individuals' reactions</li> <li>• Responding to individuals' reactions</li> <li>• Summarising and clarifying understanding (SC15)</li> </ul>
<b>SC16:</b> Use and facilitate methods of communication preferred by the individual they support according to the individual's language, cultural and sensory needs, wishes and <b>preferences</b>	<p><b>S9.3</b> Establish individual's communication and language needs, wishes and <b>preferences</b> (SC16)</p> <p><b>S9.4</b> Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes (SC16)</p> <p><b>S9.5</b> Demonstrate ways of supporting <b>others</b> to develop knowledge and skills for selecting preferred methods of communication (SC16)</p>

<b>SC17:</b> Take the initiative and reduce <b>environmental barriers to communication</b>	<b>S9.6</b> Recognise <b>environmental barriers to communication</b> in practice (SC17) <b>S9.7</b> Demonstrate ways to reduce <b>environmental barriers to communication</b> in different ways (SC17)
<b>SC18:</b> Demonstrate and ensure that records and reports are written clearly and concisely	<b>S9.8</b> Provide evidence of clear and concise written communication in records and reports (SC18) <b>S9.9</b> Demonstrate ways to support <b>others</b> to maintain clear and concise written communication in records and reports (SC18)
<b>SC19:</b> Lead and support <b>others</b> to keep information safe, preserve confidentiality in accordance with <b>agreed ways of working</b>	<b>S9.10</b> Demonstrate ways to lead and support <b>others</b> to keep information safe and confidential according to <b>agreed ways of working</b> (SC19)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Verbal and non-verbal communication</b> could include: <ul style="list-style-type: none"> <li>○ verbal: <ul style="list-style-type: none"> <li>▪ vocabulary</li> <li>▪ linguistic tone</li> <li>▪ pitch</li> <li>▪ accent/regional variations</li> <li>▪ jargon/complex terminology</li> </ul> </li> <li>○ non-verbal: <ul style="list-style-type: none"> <li>▪ position/proximity</li> <li>▪ eye contact</li> <li>▪ touch</li> <li>▪ signs</li> <li>▪ symbols and pictures</li> <li>▪ physical gestures</li> <li>▪ body language</li> <li>▪ behaviour</li> <li>▪ writing</li> <li>▪ objects of reference</li> </ul> </li> </ul> </li> </ul>	

- human and technological aids

- **Others** could include:
  - team members
  - other colleagues
  - those who use or commission their own health and care service
  - families, carers and advocates
- **Preferences** could be based on:
  - beliefs
  - values
  - culture
  - religion/faith
- **Environmental barriers to communication** may include:
  - location
  - time
  - noise
  - distractions
- **Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.

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

Skills – Professional Discussion	
The apprentice will be able to	Indicative assessment criteria:
<b>SD20:</b> Support <b>others</b> , to recognise and respond to potential signs of <b>abuse</b> according to agreed ways of working	<b>S10.1</b> Demonstrate ways to support <b>others</b> to recognize and respond to potential signs of <b>abuse</b> according to <b>agreed ways of working</b> (SD20)
<b>SD21:</b> Work in partnership with external agencies to respond to concerns of <b>abuse</b>	<b>S10.2</b> Follow <b>agreed ways of working</b> to work in partnership with external agencies to respond to concerns of abuse (SD21)
<b>SD22:</b> Lead and support <b>others</b> to address conflicts or dilemmas that may arise between an individual's rights and <b>duty of care</b>	<b>S10.3</b> Describe how to support <b>others</b> to address conflicts or dilemmas that may arise between an individual's rights and <b>duty of care</b> (SD22) <b>S10.4</b> Lead and support <b>others</b> to address conflicts or dilemmas that may arise between an individual's rights and <b>duty of care</b> (SD22)
<b>SD23:</b> Recognise, report, respond to and record <b>unsafe practices</b> and encourage <b>others</b> to do so	<b>S10.5</b> Demonstrate knowledge of <b>unsafe practices</b> by recognising examples in a work context (SD23) <b>S10.6</b> Demonstrate how to use <b>agreed ways of working</b> to report, respond to and record <b>unsafe practices</b> (SD23) <b>S10.7</b> Model a way of working that challenges <b>unsafe practices</b> (SD23)
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Others</b> could include:               <ul style="list-style-type: none"> <li>○ team members</li> <li>○ other colleagues</li> <li>○ those who use or commission their own health and care service</li> <li>○ families, carers and advocates</li> </ul> </li> <li>• <b>Abuse</b> could include:               <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> </ul> </li> </ul>	

- psychological abuse
  - financial/material abuse
  - modern slavery
  - discriminatory abuse
  - organisational abuse
  - neglect/acts of omission
  - self-neglect
- **Agreed ways of working** refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.
- **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
- **Unsafe practices** could include:
  - poor working practices
  - resource difficulties
  - operational difficulties
  - restrictive practices
  - organisational abuse

## Champion health and wellbeing for the individuals they support

### Skills – Professional Discussion

The apprentice will be able to:	Indicative assessment criteria:
<b>SE24:</b> Lead and mentor <b>others</b> where appropriate to promote the wellbeing of the individuals they support	<b>S11.1</b> Model own use of <b>communication skills</b> and <b>person centred values</b> to encourage individuals to actively participate in their health and wellbeing (SE24) <b>S11.2</b> Lead and mentor <b>others</b> to promote the wellbeing of individuals they support (SE24)
<b>SE25:</b> Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene	<b>S11.3</b> Explain own role in supporting <b>others</b> to reduce the spread of infection (SE25) <b>S11.4</b> Contribute to the management of infection prevention and control (SE25) <b>S11.5</b> Demonstrate the recommended method for hand washing (SE25)
<b>SE26:</b> Promote healthy eating and <b>wellbeing</b> by supporting individuals to have access to fluids, food and nutrition	<b>S11.6</b> Explain the importance of good nutrition and hydration in maintaining health and <b>wellbeing</b> (SE26) <b>S11.7</b> Explain how to promote nutrition and hydration to meet individual care needs (SE26) <b>S11.8</b> Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility (SE26) <b>S11.9</b> Ensure fluids are refreshed on a regular basis (SE26) <b>S11.10</b> Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans (SE26) <b>S11.11</b> Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible (SE26) <b>S11.12</b> Use <b>communication skills</b> and <b>person centred values</b> to support and encourage individuals to drink and eat in accordance with individual care plans (SE26)
<b>SE27:</b> Carry out fire safety procedures and manage <b>others</b> to do so	<b>S11.13</b> Follow <b>agreed ways of working</b> in relation to fire safety procedures (SE27) <b>S11.14</b> Support <b>others</b> to implement fire safety procedures (SE27)
<b>SE28:</b> Develop risk assessments and use in a person-centred way to support individuals safely including moving and assisting people and objects	<b>S11.15</b> Contribute to the development of risk assessments for individuals (SE28) <b>S11.16</b> Follow <b>agreed ways of working</b> and <b>individual care plans</b> to move and assist people and objects safely (SE28)



	<b>S11.17</b> Use own <b>communication skills</b> and <b>person centred values</b> to maintain dignity whilst moving people and objects safely (SE28)
<b>SE29:</b> Manage, monitor, report and respond to changes in the health and <b>wellbeing</b> of the individuals they support	<b>S11.18</b> Follow <b>agreed ways of working</b> to manage, monitor and report changes to individuals' health and wellbeing (SE29)
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Others</b> could include: <ul style="list-style-type: none"> <li>○ team members</li> <li>○ other colleagues</li> <li>○ those who use or commission their own health and care service</li> <li>○ families, carers and advocates</li> </ul> </li> <li>• <b>Communication skills</b> could include: <ul style="list-style-type: none"> <li>○ vocabulary</li> <li>○ linguistic tone</li> <li>○ pitch</li> <li>○ accent/regional variations</li> <li>○ jargon/complex terminology</li> <li>○ position/proximity</li> <li>○ eye contact</li> <li>○ touch</li> <li>○ signs</li> <li>○ symbols and pictures</li> <li>○ physical gestures</li> <li>○ body language</li> <li>○ behaviour</li> <li>○ writing</li> <li>○ objects of reference</li> <li>○ human and technological aids</li> </ul> </li> </ul>	

- **Person centred values** include:
  - individuality
  - rights
  - choice
  - privacy
  - independence
  - dignity
  - respect
  - care
  - compassion
  - courage
  - communication
  - competence
  - partnership
- **Wellbeing** could include aspects that are:
  - social
  - emotional
  - cultural
  - spiritual
  - intellectual
  - economic
- **Agreed ways of working** 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 health and wellbeing will be informed by relevant legislation and regulations.
- **Individual care plans** may be known by other names, for example, support plan or individual plan. It is the document where day to day requirements and preferences for care and support are detailed.

## Work professionally and seek to develop their own professional development

Skills – Professional Discussion	
The apprentice will be able to:	Indicative assessment criteria:
<b>SF30:</b> Take the initiative to identify and form professional relationships with other people and organisations	<b>S12.1</b> Follow <b>agreed ways of working</b> to identify and develop professional relationships with other people and organisations (SF30)
<b>SF31:</b> Demonstrate, manage and support self and <b>others</b> to work within safe, clear professional boundaries	<b>S12.2</b> Demonstrate how to work within safe and clear professional boundaries (SF31) <b>S12.3</b> Demonstrate how to manage and support <b>others</b> to work within safe and clear professional boundaries (SF31)
<b>SF32:</b> Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities	<b>S12.4</b> Use <b>a range of methods</b> to evaluate and improve own skills and knowledge (SF32)
<b>SF33:</b> Demonstrate continuous professional development	<b>S12.5</b> Show evidence of engagement with continuous professional development relevant to own role (SF33)
<b>SF34:</b> Carry out <b>research</b> relevant to individuals' support needs and share with <b>others</b>	<b>S12.6</b> <b>Research</b> knowledge and skills to facilitate own and <b>others</b> understanding of individual needs (SF34)
<b>SF35:</b> Demonstrate where necessary mentoring and supervision to <b>others</b> in the workplace	<b>S12.7</b> Provide evidence of mentoring and supervision of <b>others</b> in the workplace (SF35)
<b>SF36:</b> Demonstrate good team/partnership working skills	<b>S12.8</b> Provide evidence of own ability to work effectively within a team and in partnership with other organisations (SF36)
<b>SF37:</b> Demonstrate their contribution to robust recruitment and induction processes	<b>S12.9</b> Provide evidence of own contribution to organisational recruitment and induction processes (SF37)
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Agreed ways of working</b> refers to organisational policies and procedures. This includes those less formally documented by individual employers and the self-employed or formal policies.</li> <li>• <b>Others</b> could include: <ul style="list-style-type: none"> <li>○ team members</li> </ul> </li> </ul>	

- other colleagues
  - those who use or commission their own health and care service
  - families, carers and advocates
- **A range of methods** could include:
  - reflective practice
  - supervision and appraisal
  - feedback
  - learning opportunities
  - continuous professional development (CPD)
  - personal development plan (PDP)
- **Research** could be in the form of evidence-based practice, journal articles, online sources, books and documentaries

## The 6Cs – Behaviours

### Care

The apprentice will evidence the following in the professional discussion:

**B1:** is caring consistently and enough about individuals to make a positive difference to their lives

### Compassion

The apprentice will evidence the following in the professional discussion:

**B2:** is delivering care and support with kindness, consideration, dignity and respect

### Courage

The apprentice will evidence the following in the professional discussion:

**B3:** is doing the right thing for people and speaking up if the individual they support is at risk

## Communication

The apprentice will evidence the following in the professional discussion:

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

## Competence

The apprentice will evidence the following in the professional discussion:

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

## Commitment

The apprentice will evidence the following in the professional discussion:

**B6:** to improving the experience of people who need care and support ensuring it is person centred

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## Assessment summary

The end-point assessment for the Lead Adult Care Worker apprenticeship standard is made up of 2 assessment methods:

1. A 90-minute situational judgement test
2. A 45-minute professional discussion

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 criteria laid out in this kit, which will be used to determine a grade for each individual.

The grade will be determined using the combined grades.

### 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. Total marks available are 60.

- To achieve a **pass**, apprentices must score at least 40 out of 60
- To achieve a **merit**, apprentices must score at least 50 out of 60
- To achieve a **distinction**, apprentices must score at least 55 out of 60
- **Unsuccessful** apprentices will have scored 39 or below

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

### Professional discussion

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Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve **all** of the pass criteria.
- A **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.

- A **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.
- **Unsuccessful** apprentices will **not** have achieved **all** of the **pass** criteria

The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

## Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass each of the 2 assessment methods.

To achieve a merit, the apprentice is required to achieve at least a pass in the situational judgement test and achieve a merit in the professional discussion.

To achieve a distinction, the apprentice is required to achieve at least a merit in the situational judgement test and achieve a distinction in the professional discussion.

The professional discussion will carry the grade determining outcome.

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

Situational Judgement Test		Professional Discussion		
		Pass	Merit	Distinction
	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>

## Retake and resit information

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 test consists of **60 multiple-choice questions** and will last **90 minutes**. The **pass** mark is 40 out of 60, the **merit** mark is 50 out of 60 and the **distinction** mark is 55 out of 60.

The 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.

The multiple-choice test may be delivered online or be paper-based and should be taken in a 'controlled' and invigilated environment. The test is closed book which means that the apprentice cannot refer to reference books or materials.

The topics covered within the test are listed below.

- The job they have to do, their main tasks and responsibilities
- The importance of having the right values and behaviours
- The importance of communication
- How to support individuals to remain safe from harm (Safeguarding)
- How to champion health and wellbeing for the individuals they support and work colleagues
- How to work professionally, including their own professional development of those they support and work colleagues

In each paper, questions will cover each of the areas above, however, not every aspect of every area will be covered in every test.

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

## Situational judgement test criteria

The job they have to do, their main tasks and responsibilities	
<b>KA1</b> Their job roles and other worker roles relevant to the context of the service in which they are working.	<p><b>K1.1</b> Describe duties and responsibilities of own role and others who work within the service (KA1)</p> <p><b>K1.2</b> Explain how own and others' roles fit within the structure and context of the organisation (KA1)</p>
<b>KA2</b> Both their own and other workers professional boundaries and limits training and expertise	<p><b>K1.3</b> Discuss the importance of professional boundaries for self and others in adult care (KA2)</p> <p><b>K1.4</b> Compare limits of responsibility based on training and expertise for self and others in adult care (KA2)</p>
<b>KA3</b> Relevant statutory Standards and Codes of Practice for their role	<p><b>K1.5</b> Identify statutory standards that influence own role (KA3)</p> <p><b>K1.6</b> Explain how statutory standards and codes of practice influence own role (KA3)</p>
<b>KA4</b> What the 'Duty of Care' is in practice	<p><b>K1.7</b> Define duty of care (KA4)</p> <p><b>K1.8</b> Describe how duty of care relates to duty of candour (KA4)</p> <p><b>K1.9</b> Analyse how duty of care affects self and others in adult care (KA4)</p>
<b>KA5</b> How to create and develop a care plan based on the person's preferences in the way they want to be supported	<p><b>K1.10</b> Explain how and why person centred values influence an individual care plan (KA5)</p> <p><b>K1.11</b> Explain how self and others contribute to the development of an individual's care plan (KA5)</p> <p><b>K1.12</b> Describe how to use person centred values to find out the individual's preferences in relation to the way they want to be supported (KA5)</p>
<b>KA6</b> How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals	<p><b>K1.13</b> Describe physical, social and emotional needs of individuals (KA6)</p> <p><b>K1.14</b> Explain how to collate and analyse feedback from individuals and others to support person centred care (KA6)</p> <p><b>K1.15</b> Explain how to plan, monitor and review a care plan in response to changing physical, social and emotional needs of individuals (KA6)</p>

<b>KA7</b> How to lead and support others to ensure compliance with regulations and organisational policies and procedures	<b>K1.16</b> Explain how regulations and organisational policies and procedures are implemented in own role  <b>K1.17</b> Explain how to lead and support others to comply with regulations and organisational policies and procedures
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The importance of having the right values and behaviours	
<b>KB8</b> How to ensure that dignity is at the centre of all work with individuals and their support circles	<b>K2.1</b> Discuss ways to ensure dignity is central to all work with individuals and others (KB8)  <b>K2.2</b> Explain how to support individuals and others to ensure dignity is central to all care practice (KB8)
<b>KB9</b> The importance of respecting diversity, the principles of inclusion and treating everyone fairly	<b>K2.3</b> Explain what is meant by: <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• Inclusion</li> <li>• Discrimination (KB9)</li> </ul> <b>K2.4</b> Summarise the importance of respecting diversity and promoting equality in adult care (KB9)  <b>K2.5</b> Justify how inclusive practice respects diversity and promotes equality (KB9)  <b>K2.6</b> Describe how to model inclusive practice (KB9)  <b>K2.7</b> Explain ways to support others to respect diversity and promote equality (KB9)

The importance of communication	
<b>KC10</b> The barriers to communication and be able to both identify, and determine, the best solutions to achieve success when communicating with the individual they are supporting	<b>K3.1</b> Explain barriers to communication (KC10)  <b>K3.2</b> Evaluate strategies to overcome barriers and clarify misunderstandings (KC10)  <b>K3.3</b> Explain how to identify the best solution to overcome barriers and misunderstandings with individuals being supported (KC10)
<b>KC11</b> How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction	<b>K3.4</b> Describe types of verbal and non-verbal communication (KC11)

	<p><b>K3.5</b> Explain how to use verbal and non-verbal communication skills to manage situations and behaviours (KC11)</p> <p><b>K3.6</b> Explain ways to support others to develop communication skills (KC11)</p>
<b>KC12</b> The role of advocates and when they might be involved	<p><b>K3.7</b> Describe the purpose and principles of independent advocacy (KC12)</p> <p><b>K3.8</b> Give examples of when an independent advocate might be involved in an individual's care (KC12)</p> <p><b>K3.9</b> Describe how to access advocacy services for individuals (KC12)</p>
<b>KC13</b> Their own, and other workers' responsibilities for ensuring confidential information is kept safe	<p><b>K3.10</b> Define the term 'confidentiality' (KC13)</p> <p><b>K3.11</b> Explain how legislation and agreed ways of working influence own and others' responsibilities for ensuring confidential information is kept safe (KC13)</p> <p><b>K3.12</b> Discuss how to maintain and promote confidentiality in interactions with individuals and others (KC13)</p>

How to support individuals to remain safe from harm (Safeguarding)	
<b>KD14</b> What abuse is and what to do when they have concerns someone is being abused	<p><b>K4.1</b> Define different types of abuse (KD14)</p> <p><b>K4.2</b> List the signs and symptoms of different types of abuse (KD14)</p> <p><b>K4.3</b> Describe factors that may contribute to an individual being more vulnerable to abuse (KD14)</p> <p><b>K4.4</b> Explain the actions to take if there are concerns that an individual is being abused (KD14)</p> <p><b>K4.5</b> Explain the actions to take if an individual alleges that they are being abused (KD14)</p> <p><b>K4.6</b> State ways to ensure evidence of abuse is preserved (KD14)</p>
<b>KD15</b> The national and local strategies for safeguarding and protection from abuse	<b>K4.7</b> Outline national policies on safeguarding and protection from abuse (KD15)

	<b>K4.8</b> Outline local strategies for safeguarding and protection from abuse (KD15)
<b>KD16</b> What to do when receiving comments and complaints ensuring appropriate and timely actions takes place	<b>K4.9</b> Describe the importance of an accessible complaints procedure for reducing the likelihood of abuse (KD16)  <b>K4.10</b> Explain the actions to take when receiving comments and complaints (KD16)
<b>KD17</b> How to recognise and prevent unsafe practices in the workplace	<b>K4.11</b> Give examples of unsafe practices that may affect the wellbeing of individuals (KD17)  <b>K4.12</b> Explain the actions to take if unsafe practices have been identified (KD17)  <b>K4.13</b> Explain the actions to take if unsafe practices have been reported but nothing has been done in response (KD17)  <b>K4.14</b> Discuss ways to prevent unsafe practices in the workplace (KD17)
<b>KD18</b> The importance and process of whistleblowing, being able to facilitate timely intervention	<b>K4.15</b> Define the term whistleblowing (KD18)  <b>K4.16</b> Assess the importance of whistleblowing in adult care (KD18)  <b>K4.17</b> Explain the process for whistleblowing (KD18)  <b>K4.18</b> Explain how to facilitate timely intervention in the whistleblowing process (KD18)
<b>KD19</b> How to address and resolve any dilemmas they may face between a person's rights and their safety	<b>K4.19</b> Give examples of dilemmas that may be faced between a person's rights and their safety (KD19)  <b>K4.20</b> Analyse how to address and resolve dilemmas that may be faced between a person's rights and their safety (KD19)

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

<b>KE20</b> The health and safety responsibilities of self, employer and workers	<b>K5.1</b> Explain how legislation and regulations influence own and others' responsibilities for health and safety (KE20)  <b>K5.2</b> Describe responsibilities for health and safety of: <ul style="list-style-type: none"> <li>• Self</li> <li>• Employer</li> <li>• Worker</li> </ul>
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	<ul style="list-style-type: none"> <li>Others in the work setting (KE20)</li> </ul>
<b>KE21</b> How to keep safe in the work environment	<p><b>K5.3</b> Describe agreed ways of working for health and safety (KE21)</p> <p><b>K5.4</b> List health and safety tasks that should only be carried out with specialist training (KE21)</p> <p><b>K5.5</b> Outline ways to support individuals and others to keep safe (KE21)</p>
<b>KE22</b> What to do when there is an accident or sudden illness and take appropriate action	<p><b>K5.6</b> Describe types of accidents or sudden illness that may occur (KE22)</p> <p><b>K5.7</b> Outline the procedures to be followed if an accident or sudden illness should occur (KE22)</p>
<b>KE23</b> What to do with hazardous substances	<p><b>K5.8</b> Identify hazardous substances and materials that may be found in adult care (KE23)</p> <p><b>K5.9</b> 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 (KE23)</li> </ul>
<b>KE24</b> How to promote fire safety and how to support others to so	<p><b>K5.10</b> Describe how to prevent fires from starting or spreading (KE24)</p> <p><b>K5.11</b> Outline what to do in the event of a fire (KE24)</p> <p><b>K5.12</b> Explain own role in promoting fire safety (KE24)</p>
<b>KE25</b> How to reduce the spread of infection and support others in infection prevention and control	<p><b>K5.13</b> Explain own and others' responsibilities in the prevention and control of infection (KE25)</p> <p><b>K5.14</b> Describe the causes and spread of infection (KE25)</p> <p><b>K5.15</b> Explain ways to support others to reduce the spread of infection (KE25)</p> <p><b>K5.16</b> Outline ways to ensure that own health and hygiene does not pose a risk to others (KE25)</p>
<b>KE26</b> How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care	<p><b>K5.17</b> Explain the purpose of risk assessment in adult care (KE26)</p>

	<p><b>K5.18</b> Explain how risk assessments can be used to promote a person centred approach to care (KE26)</p> <p>K5.19 Explain how to support others to use risk assessments to promote a person centred approach to care (KE26)</p>
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How to work professionally, including their own professional development of those they support and work colleagues	
<b>KF27</b> What a professional relationship is with the person being supported and colleagues	<p><b>K6.1</b> Explain how a professional relationship is different from a personal relationship (KF27)</p> <p><b>K6.2</b> Compare the differences between professional relationships with individuals and others (KF27)</p>
<b>KF28</b> How to work with other people and organisations in the interest of the person being supported	<p><b>K6.3</b> Assess the impact of co-production (KF28)</p> <p><b>K6.4</b> Explain the importance of working in partnership with individuals and others (KF28)</p> <p><b>K6.5</b> Give examples of how to work in partnership with individuals and others in the interests of the individual being supported (KF28)</p>
<b>KF29</b> How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans	<p><b>K6.6</b> Identify sources of information and support for own learning and development (KF29)</p> <p><b>K6.7</b> Explain how to use feedback from individuals and others to support own learning and development (KF29)</p> <p><b>K6.8</b> Explain how reflecting on practice contributes to own learning and development (KF29)</p> <p><b>K6.9</b> Explain how to have an active role in others' personal development plans (KF29)</p>
<b>KF30</b> How to demonstrate the importance of excellent core skills in writing, numbers and information technology	<p><b>K6.10</b> Give examples of the core skills in writing, number and information technology that are essential to own and others' roles (KF30)</p> <p><b>K6.11</b> Explain how to support others to recognise the importance of excellent core skills in writing, number and information technology in adult care (KF30)</p>



<b>KF31</b> How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues	<b>K6.12</b> Explain how to develop and sustain a positive attitude and personal resilience (KF31)  <b>K6.13</b> Identify signs and indicators of stress in self and others (KF31)  <b>K6.14</b> Assess strategies for managing stress in self and others (KF31)
<b>KF32</b> How to carry out research relevant to individuals' support needs and share with others	<b>K6.15</b> Describe how research can inform own and others knowledge and skills of how to support individuals (KF32)  <b>K6.16</b> Outline how to access research relevant to individuals support needs (KF32)
<b>KF33</b> How to access and apply good practice relating to their role	<b>K6.17</b> Describe how to access and apply good practice principles relating to own role (KF33)
<b>KF34</b> How to access and apply specialist knowledge when needed to support performance in the job role	<b>K6.18</b> Describe specialist knowledge that may be needed to support performance in own role (KF34)  <b>K6.19</b> Explain how to access and apply specialist knowledge to support performance in own role (KF34)

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## Assessing the professional discussion

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The professional discussion will be a highly structured interview between the assessor and the apprentice. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit. Employers are allowed to be present. However, this is optional.

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

During the discussion, the assessor will also be looking for evidence that the apprentice has exhibited the 6Cs of care, compassion, courage, communication, competence and commitment.

The professional discussion take place in a suitable environment under controlled conditions and can be conducted by video conferencing. It will last for **45 minutes**.

The assessor will ask **at least 1 question** for each standard area. Supplementary questions can be asked to allow the apprentice to attempt all criteria, if needed.

### Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

### Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion criteria').

- To achieve a **pass**, apprentices must achieve **all** of the **pass** criteria
- A **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.

- A **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.
- **Unsuccessful** apprentices will have **not** achieved **all** of the **pass** criteria

## Professional discussion mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

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 to complete the professional discussion, if it is intended to be a complete interview covering all relevant standards. 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 assessment 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, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - the main tasks and responsibilities according to their job role
    - Tell me about a time when you have provided individuals with information to help them to exercise choice.
  - treat people with respect and dignity and honour their human rights
    - How do you support others to understand the importance of diversity in social care?

- communicate clearly and responsibly
  - Tell me about a time when you took initiative to reduce environmental barriers to communication.
- support individuals to remain safe from harm (Safeguarding)
  - How have you worked with external agencies to respond to concerns of abuse?
- champion health and wellbeing for the individuals they support
  - What techniques have you used to lead others to promote the wellbeing of individuals they support?
- work professionally and seek to develop their own professional development
  - Tell me about how you work as part of a team.

## Professional discussion criteria

Throughout the **45-minute** professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion by considering how the criteria can be met.

The main tasks and responsibilities according to their job role	
To pass the following must be evidenced.	
<b>SA1</b> Support individuals they are working with according to their personal care/support plan	<b>S7.1</b> Apply person centred values to daily working practice (SA1)  <b>S7.2</b> Demonstrate person centred approaches that take into account the history, preferences, wishes and needs of individuals (SA1)
<b>SA2</b> Take the initiative when working outside normal duties and responsibilities	<b>S7.3</b> Follow agreed ways of working when working outside duties and responsibilities of own role (SA2)
<b>SA3</b> Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking	<b>S7.4</b> Recognise own boundaries and limitations by asking for help from an appropriate person when necessary (SA3)
<b>SA4</b> Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments	<b>S7.5</b> Discuss how cognitive, physical and sensory impairments may influence an individual's needs in relation to their care (SA4)  <b>S7.6</b> Explain how to facilitate the specialist assessment of individuals with cognitive, physical and sensory impairments (SA4)  <b>S7.7</b> Demonstrate ways to facilitate the specialist assessment of individuals with cognitive, physical and sensory impairments (SA4)
<b>SA5</b> Contribute to the development and ongoing review of care/support plans for the individuals they support	<b>S7.8</b> Follow agreed ways of working to contribute to the development and review of care/support plans for individuals (SA5)
<b>SA6</b> Provide individuals with information to enable them to exercise choice on how they are supported	<b>S7.9</b> Source information for individuals to support their decision-making processes (SA6)  <b>S7.10</b> Use agreed risk assessment processes to support individual's right to make choices (SA6)
<b>SA7</b> Encourage individuals to actively participate in the way their care and support is delivered	<b>S7.11</b> Demonstrate ways to encourage individuals to actively participate in their care and support (SA7)

<b>SA8</b> Ensure that individuals know what they are agreeing to regarding the way in which they are supported	<b>S7.12</b> Provide individuals with information to be able to give consent (SA8) <b>S7.13</b> Establish consent for an activity or action (SA8) <b>S7.14</b> Demonstrate steps to take if consent cannot be established (SA8)
<b>SA9</b> Lead and support colleagues to understand how to establish informed consent when providing care and support	<b>S7.15</b> Lead and support others to understand how to establish informed consent when providing care and support (SA9)
<b>SA10</b> Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities	<b>S7.16</b> Demonstrate ways of supporting and mentoring others to undertake their duties and responsibilities (SA10)

Treat people with respect and dignity and honour their human rights	
To pass the following must be evidenced.	
<b>SB11</b> Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals	<b>S8.1</b> Demonstrate an approach that ensures dignity is central to own care practice (SB11)
<b>SB12</b> Support others to understand the importance of equality, diversity and inclusion in social care	<b>S8.2</b> Model inclusive practice (SB12) <b>S8.3</b> Demonstrate an approach that supports others to understand the importance of equality, diversity and inclusion (SB12)
<b>SB13</b> Exhibit empathy for individuals they support, i.e. understanding and compassion	<b>S8.4</b> Describe the term empathy in relation to supporting individuals (SB13) <b>S8.5</b> Select verbal and non-verbal communication skills that demonstrate an empathic approach (SB13) <b>S8.6</b> Demonstrate empathy in practice with individuals (SB13)
<b>SB14</b> Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems	<b>S8.7</b> Select ways to support individuals that may challenge their personal or cultural beliefs (SB14) <b>S8.8</b> Reflect on situations when courage has been used to support individuals (SB14) <b>S8.9</b> Model use of courage in supporting individuals (SB14)

## Communicate clearly and responsibly

### To pass the following must be evidenced.

<p><b>SC15</b> Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals</p>	<p><b>S9.1</b> Model excellent use of verbal and non-verbal communication methods with individuals and others (SC15)</p> <p><b>S9.2</b> Model ways of working to check for understanding including:</p> <ul style="list-style-type: none"> <li>• Observing individuals' reactions</li> <li>• Responding to individuals' reactions</li> <li>• Summarising and clarifying understanding (SC15)</li> </ul>
<p><b>SC16</b> Use and facilitate methods of communication preferred by the individual they support according to the individual's language, cultural and sensory needs, wishes and preferences</p>	<p><b>S9.3</b> Establish individual's communication and language needs, wishes and preferences (SC16)</p> <p><b>S9.4</b> Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes (SC16)</p> <p><b>S9.5</b> Demonstrate ways of supporting others to develop knowledge and skills for selecting preferred methods of communication (SC16)</p>
<p><b>SC17</b> Take the initiative and reduce environmental barriers to communication</p>	<p><b>S9.6</b> Recognise environmental barriers to communication in practice (SC17)</p> <p><b>S9.7</b> Demonstrate ways to reduce environmental barriers to communication in different ways (SC17)</p>
<p><b>SC18</b> Demonstrate and ensure that records and reports are written clearly and concisely</p>	<p><b>S9.8</b> Provide evidence of clear and concise written communication in records and reports (SC18)</p> <p><b>S9.9</b> Demonstrate ways to support others to maintain clear and concise written communication in records and reports (SC18)</p>
<p><b>SC19</b> Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working</p>	<p><b>S9.10</b> Demonstrate ways to lead and support others to keep information safe and confidential according to agreed ways of working (SC19)</p>

Support individuals to remain safe from harm (Safeguarding)	
To pass the following must be evidenced.	
<b>SD20</b> Support others, to recognise and respond to potential signs of abuse according to agreed ways of working	<b>S10.1</b> Demonstrate ways to support others to recognize and respond to potential signs of abuse according to agreed ways of working (SD20)
<b>SD21</b> Work in partnership with external agencies to respond to concerns of abuse	<b>S10.2</b> Follow agreed ways of working to work in partnership with external agencies to respond to concerns of abuse (SD21)
<b>SD22</b> Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care	<b>S10.3</b> Describe how to support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care (SD22)  <b>S10.4</b> Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care (SD22)
<b>SD23</b> Recognise, report, respond to and record unsafe practices and encourage others to do so	<b>S10.5</b> Demonstrate knowledge of unsafe practices by recognising examples in a work context (SD23)  <b>S10.6</b> Demonstrate how to use agreed ways of working to report, respond to and record unsafe practices (SD23)  <b>S10.7</b> Model a way of working that challenges unsafe practices (SD23)

Champion health and wellbeing for the individuals they support	
To pass the following must be evidenced.	
<b>SE24</b> Lead and mentor others where appropriate to promote the wellbeing of the individuals they support	<b>S11.1</b> Model own use of communication skills and person centred values to encourage individuals to actively participate in their health and wellbeing (SE24)  <b>S11.2</b> Lead and mentor others to promote the wellbeing of individuals they support (SE24)
<b>SE25</b> Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene	<b>S11.3</b> Explain own role in supporting others to reduce the spread of infection (SE25)  <b>S11.4</b> Contribute to the management of infection prevention and control (SE25)  <b>S11.5</b> Demonstrate the recommended method for hand washing (SE25)



<p><b>SE26</b> Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition</p>	<p><b>S11.6</b> Explain the importance of good nutrition and hydration in maintaining health and wellbeing (SE26)</p> <p><b>S11.7</b> Explain how to promote nutrition and hydration to meet individual care needs (SE26)</p> <p><b>S11.8</b> Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility (SE26)</p> <p><b>S11.9</b> Ensure fluids are refreshed on a regular basis (SE26)</p> <p><b>S11.10</b> Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans (SE26)</p> <p><b>S11.11</b> Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible (SE26)</p> <p><b>S11.12</b> Use communication skills and person centred values to support and encourage individuals to drink and eat in accordance with individual care plans (SE26)</p>
<p><b>SE27</b> Carry out fire safety procedures and manage others to do so</p>	<p><b>S11.13</b> Follow agreed ways of working in relation to fire safety procedures (SE27)</p> <p><b>S11.14</b> Support others to implement fire safety procedures (SE27)</p>
<p><b>SE28</b> Develop risk assessments and use in a person centred way to support individuals safely including moving and assisting people and objects</p>	<p><b>S11.15</b> Contribute to the development of risk assessments for individuals (SE28)</p> <p><b>S11.16</b> Follow agreed ways of working and individual care plans to move and assist people and objects safely (SE28)</p> <p><b>S11.17</b> Use own communication skills and person centred values to maintain dignity whilst moving people and objects safely (SE28)</p>
<p><b>SE29</b> Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support</p>	<p><b>S11.18</b> Follow agreed ways of working to manage, monitor and report changes to individuals' health and wellbeing (SE29)</p>

Work professionally and seek to develop their own professional development	
To pass the following must be evidenced.	
<b>SF30</b> Take the initiative to identify and form professional relationships with other people and organisations	<b>S12.1</b> Follow agreed ways of working to identify and develop professional relationships with other people and organisations (SF30)
<b>SF31</b> Demonstrate, manage and support self and others to work within safe, clear professional boundaries	<b>S12.2</b> Demonstrate how to work within safe and clear professional boundaries (SF31) <b>S12.3</b> Demonstrate how to manage and support others to work within safe and clear professional boundaries (SF31)
<b>SF32</b> Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities	<b>S12.4</b> Use a range of methods to evaluate and improve own skills and knowledge (SF32)
<b>SF33</b> Demonstrate continuous professional development	<b>S12.5</b> Show evidence of engagement with continuous professional development relevant to own role (SF33)
<b>SF34</b> Carry out research relevant to individuals' support needs and share with others	<b>S12.6</b> Research knowledge and skills to facilitate own and others understanding of individual needs (SF34)
<b>SF35</b> Demonstrate where necessary mentoring and supervision to others in the workplace	<b>S12.7</b> Provide evidence of mentoring and supervision of others in the workplace (SF35)
<b>SF36</b> Demonstrate good team/partnership working skills	<b>S12.8</b> Provide evidence of own ability to work effectively within a team and in partnership with other organisations (SF36)
<b>SF37</b> Demonstrate their contribution to robust recruitment and induction processes	<b>S12.9</b> Provide evidence of own contribution to organisational recruitment and induction processes (SF37)

Care
<b>To pass the following must be evidenced.</b>
<b>B1:</b> is caring consistently and enough about individuals to make a positive difference to their lives

Compassion
<b>To pass the following must be evidenced.</b>
<b>B2:</b> is delivering care and support with kindness, consideration, dignity and respect

Courage
<b>To pass the following must be evidenced.</b>
<b>B3:</b> is doing the right thing for people and speaking up if the individual they support is at risk

Communication
<b>To pass the following must be evidenced.</b>
<b>B4:</b> good communication is central to successful caring relationships and effective team working

Competence
<b>To pass the following must be evidenced.</b>
<b>B5:</b> is applying knowledge and skills to provide high quality care and support

Commitment
<b>To pass the following must be evidenced.</b>
<b>B6:</b> to improving the experience of people who need care and support ensuring it is person centred

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