

# 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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## How to use this EPA guide

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

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

### Key facts

<b>Apprenticeship standard:</b>	<b>Lead Adult Care Worker</b>
<b>Level:</b>	3
<b>On Programme Duration:</b>	Typically 18 months
<b>Grading:</b>	Pass/merit/distinction
<b>End-Point Assessment methods:</b>	Situational judgement test, professional discussion

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

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

# Introduction

## Standard overview

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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. 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 1 individual who needs support and/or care services, usually within their own home.

## On-programme requirements

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Apprentices must undertake a programme of study in a suitable care setting and complete the Care Certificate as part of a high-quality induction programme. The Care Certificate, which builds on the previous Common Induction Standards (CIS) and National Minimum Training Standards, is a requirement for all apprentices on this standard. For those staff who have completed the CIS prior to the launch of the Care Certificate, it is the employer's responsibility to judge where the gaps are for staff to meet the additional standards in the Care Certificate. The Level 3 Diploma in Adult Care (England) is completed with the support of a learning provider or employer who trains apprentices. Apprentices can only attempt the separate, mandatory end-point assessment once the recognised diploma and Care Certificate have been attempted and achieved. Apprentices must undertake the Enhanced Disclosure and Barring Service process and provide the result to their employer prior to starting their apprenticeship. The apprentice should also receive support with:

- ongoing assessment by the employer and provider – for example meetings with apprentice, employer and learning provider, observations of workplace and gathering evidence
- completion of the self-assessment exercise

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

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

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

## Additional, relevant on-programme qualification

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The required on-programme regulated qualification for this apprenticeship is the Level 3 Diploma in Adult Care (England)

## Readiness for end point assessment

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

- the Level 2 English and mathematics components of the apprenticeship must be successfully achieved by the apprentice
- 15 standards of the care certificate must be successfully achieved by the apprentice
- the apprentice should undertake a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted to the independent end-point assessor as a source of evidence to prepare for the professional discussion.
- the required on-programme qualification, the Level 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. 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 apprentice is required to complete and achieve a minimum of a pass in both of the end-point assessment components as above in addition to achieving the prerequisite components. A pass will be considered as the minimum attainment to achieve an apprentice certificate.

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# The Highfield approach

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

## Documents used in developing this end-point assessment

Apprenticeship Standard for Lead Adult Care Worker (first published: 2014)  
(<https://www.instituteforapprenticeships.org/apprenticeship-standards/lead-adult-care-worker-v1-1>)

Assessment plan for Lead Adult Care Worker (ST0006/AP02, Lead Adult Care Worker Assessment plan v1.1 05-02-18)  
([https://www.instituteforapprenticeships.org/media/4730/st0006\\_lead-adult-care-worker\\_l3\\_ap-for-publication\\_revision\\_feb-2018.pdf](https://www.instituteforapprenticeships.org/media/4730/st0006_lead-adult-care-worker_l3_ap-for-publication_revision_feb-2018.pdf))

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

## Specific considerations

In order to develop valid end-point assessments, Highfield has interpreted the requirements of the 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
- IfATE have introduced the flexibility framework which removes the need to complete assessments in a certain order if stated in the assessment plan. Therefore, Highfield have removed the need to complete and pass the situational judgement test within this standard. This means this assessment method can take place at any point in the assessment window, and a pass grade is not required in order to complete the remaining assessment methods.

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

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

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

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

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# Gateway

## How to prepare for gateway

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

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

- customer feedback
- recordings
- manager statements
- 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:

- 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 (England)
- undertaken a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted to the independent end-point assessor as a source of evidence to prepare for the professional discussion

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

## The gateway meeting

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

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

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

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

### Reasonable adjustments and special considerations

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

### ID requirements

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

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

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

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## The Lead Adult Care Worker apprenticeship standard

The following pages contain the lead adult care worker apprenticeship standard and the assessment criteria in a suggested format that is suitable for delivery. The behaviours and personal attributes expected of Adult Care Workers, the 6Cs, are listed at the end, and it is anticipated 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

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KA1: Their job roles and other worker roles relevant to the context of the service in which they are working.	<p>K1.1 Describe <b>duties and responsibilities</b> of own role and <b>others</b> who work within the service (KA1)</p> <p>K1.2 Explain how own and others' roles fit within the structure and context of the organisation (KA1)</p>
KA2: Both their own and other workers professional boundaries and limits of training and expertise	<p>K1.3 Discuss the importance of professional boundaries for self and others in adult care (KA2)</p> <p>K1.4 Compare limits of responsibility based on training and expertise for self and others in adult care (KA2)</p>
KA3: Relevant <b>statutory standards</b> and codes of practice for their role	<p>K1.5 Identify <b>statutory standards</b> that influence own role (KA3)</p> <p>K1.6 Explain how statutory standards and codes of practice influence own role (KA3)</p>
KA4: What the 'Duty of Care' is in practice	<p>K1.7 Define <b>duty of care</b> (KA4)</p> <p>K1.8 Describe how <b>duty of care</b> relates to duty of candour (KA4)</p> <p>K1.9 Analyse how <b>duty of care</b> affects self and others in adult care (KA4)</p>
KA5: How to create and develop a care plan based on the person's preferences in the way they want to be supported	<p>K1.10 Explain how and <b>why person centred values</b> influence an <b>individual care plan</b> (KA5)</p> <p>K1.11 Explain how self and others contribute to the development of an individual's care plan (KA5)</p> <p>K1.12 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)</p>

<p>KA6: How to monitor, plan, review a care plan in response to changing <b>physical, social, and emotional needs</b> of individuals</p>	<p>K1.13 Describe <b>physical, social and emotional needs</b> of individuals (KA6)  K1.14 Explain how to collate and analyse feedback from individuals and others to support person centred care (KA6)  K1.15 Explain how to plan, monitor and review a care plan in response to changing <b>physical, social and emotional needs</b> of individuals (KA6)</p>
<p>KA7: How to lead and support others to ensure compliance with regulations and organisational policies and procedures</p>	<p>K1.16 Explain how regulations and organisational policies and procedures are implemented in own role (KA7)  K1.17 Explain how to lead and support others to comply with regulations and organisational policies and procedures (KA7)</p>
<p><b>Amplification and guidance</b></p>	
<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> <li>○ minimum standards</li> <li>○ national occupational standards</li> <li>○ care certificate</li> </ul> </li> </ul>	

- **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.
  
- **Person centred values** include:
  - individuality
  - rights
  - choice
  - privacy
  - independence
  - dignity
  - respect
  - care
  - compassion
  - courage
  - communication
  - competence
  - partnership
  
- **Individual's care plan** may be known by other names e.g. support plan, individual plan. It is the document where day to day requirements and preferences for care and support are detailed.
  
- **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

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KB8: How to ensure that dignity is at the centre of all work with <b>individuals</b> and their support circles	<p>K2.1 Discuss ways to ensure dignity is central to all work with <b>individuals</b> and others (KB8)</p> <p>K2.2 Explain how to support <b>individuals</b> and others to ensure dignity is central to all care practice (KB8)</p>
KB9: The importance of respecting diversity, the principles of <b>inclusion</b> and treating everyone fairly	<p>K2.3 Explain what is meant by:</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Equality</li> <li>• <b>Inclusion</b></li> <li>• Discrimination (K96)</li> </ul> <p>K2.4 Summarise the importance of respecting diversity and promoting equality in adult care (KA9)</p> <p>K2.5 Justify how inclusive practice respects diversity and promotes equality (KB9)</p> <p>K2.6 Describe how to model inclusive practice (KA9)</p> <p>K2.7 Explain ways to support <b>others</b> to respect diversity and promote equality (KB9)</p>
<b>Amplification and guidance</b>	
<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>Inclusion</b> means ensuring that people are treated equally and fairly and are included as part of society.</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> </ul>	



## The importance of communication

### Knowledge – Situational Judgement Test

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KC10: 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	<p>K3.1 Explain <b>barriers</b> to communication (KC10)</p> <p>K3.2 Evaluate strategies to overcome <b>barriers</b> and clarify misunderstandings (KC10)</p> <p>K3.3 Explain how to identify the best solution to overcome <b>barriers</b> and misunderstandings with individuals being supported (KC10)</p>
KC11: How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction	<p>K3.4 Describe types of <b>verbal and non-verbal communication</b> (KC11)</p> <p>K3.5 Explain how to use <b>verbal and non-verbal communication</b> skills to manage <b>situations and behaviours</b> (KC11)</p> <p>K3.6 Explain ways to support others to develop communication skills (KC11)</p>
KC12: The role of advocates and when they might be involved	<p>K3.7 Describe the purpose and principles of <b>independent advocacy</b> (KC12)</p> <p>K3.8 Give examples of when an independent advocate might be involved in an individual's care (KC12)</p> <p>K3.9 Describe how to access advocacy services for individuals (KC12)</p>
KC13: Their own, and other workers' responsibilities for ensuring confidential information is kept safe	<p>K3.10 Define the term 'confidentiality' (KC13)</p> <p>K3.11 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)</p> <p>K3.12 Discuss how to maintain and promote confidentiality in interactions with individuals and others (KC13)</p>
<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> <li>○ technological, for example, lack of technological aids</li> <li>○ emotional/psychological, for example, distress or upset</li> <li>○ behavioural, for example, challenging behaviour or aggression</li> <li>○ cognitive, for example, mental ill health, dementia or learning disability</li> </ul> </li> </ul>	

- 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
- **Independent advocacy** where workers should refer to the Care Act when discussing advocacy.
- **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

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

	K4.18 Explain how to facilitate timely intervention in the <b>whistleblowing</b> process (KD18)
KD19: How to address and resolve any dilemmas they may face between a person’s rights and their safety	<p>K4.19 Give examples of dilemmas that may be faced between a person’s rights and their safety (KD19)</p> <p>K4.20 Analyse how to address and resolve dilemmas that may be faced between a person’s rights and their safety (KD19)</p>
<b>Amplification and guidance</b>	
<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>Factors</b> may be internal or external to the individual.</li>   <li>• <b>Actions to take</b> constitute the worker’s responsibilities in responding to allegations or suspicions of abuse.</li>   <li>• <b>Local strategies</b> could include: <ul style="list-style-type: none"> <li>○ employer/organisational policies and procedures</li> <li>○ multi-agency adult protection arrangements for a locality</li> <li>○ the roles of different agencies in safeguarding and protecting individuals from abuse</li> </ul> </li> </ul>	

- **Actions to take when receiving comments and complaints** includes taking appropriate action and ensuring actions are implemented in a timely manner.
- **Prevent unsafe practices** could include appointing a health and safety champion.
- **Unsafe practices** could include:
  - poor working practices
  - resource difficulties
  - operational difficulties
  - restrictive practices
- **Wellbeing** could include aspects that are:
  - social
  - emotional
  - cultural
  - spiritual
  - intellectual
  - economic
- **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

<i>The apprentice will know and understand:</i>	<i>Indicative assessment criteria:</i>
KE20: The health and safety responsibilities of self, employer and workers	<p>K5.1 Explain how <b>legislation and regulations</b> influence own and others' responsibilities for health and safety (KE20)</p> <p>K5.2 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>
KE21: How to keep safe in the work environment	<p>K5.3 Describe <b>agreed ways of working</b> for health and safety (KE21)</p> <p>K5.4 List health and safety tasks that should only be carried out with specialist training (KE21)</p> <p>K5.5 Outline ways to support individuals and others to keep safe (KE21)</p>
KE22: What to do when there is an accident or sudden illness and take appropriate action	<p>K5.6 Describe types of accidents or sudden illness that may occur (KE22)</p> <p>K5.7 Outline the procedures to be followed if an accident or sudden illness should occur (KE22)</p>
KE23: What to do with hazardous substances	<p>K5.8 Identify <b>hazardous substances and materials</b> that may be found in adult care (KE23)</p> <p>K5.9 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> </ul>

	<ul style="list-style-type: none"> <li>Disposing of <b>hazardous substances and materials</b> (KE23)</li> </ul>
KE24: How to promote fire safety and how to support others to do so	K5.10 Describe how to prevent fires from starting or spreading (KE24) K5.11 Outline what to do in the event of a fire (KE24) K5.12 Explain own role in promoting fire safety (KE24)
KE25: How to reduce the spread of <b>infection</b> and support others in <b>infection</b> prevention and control	K5.13 Explain own and others' <b>responsibilities</b> in the prevention and control of infection (KE25) K5.14 Describe the <b>causes</b> and spread of <b>infection</b> (KE25) K5.15 Explain ways to support others to reduce the spread of <b>infection</b> (KE25) K5.16 Outline ways to ensure that own health and hygiene does not pose a risk to others (KE25)
KE26: How to use and promote with others where relevant, risk assessments to enable a person-centred approach to delivering care	K5.17 Explain the purpose of risk assessment in adult care (KE26) K5.18 Explain how risk assessments can be used to promote a person centred approach to care (KE26) K5.19 Explain how to support others 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> </ul> </li> </ul>	



- team members
- other colleagues
- those who use or commission their own health or care services
- families, carers and advocates
  
- **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.
  
- **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 infection, such as, colds and flu

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

### Knowledge – Situational Judgement Test

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

KF30: How to demonstrate the importance of excellent <b>core skills</b> in writing, numbers and information technology	K6.10 Give examples of the <b>core skills</b> in writing, number and information technology that are essential to own and others' roles (KF30) K6.11 Explain how to support others to recognise the importance of excellent <b>core skills</b> in writing, number and information technology in adult care (KF30)
KF31: How to develop and sustain a positive attitude and address signs and symptoms of <b>stress</b> in self and other colleagues	K6.12 Explain <b>how to develop and sustain a positive attitude and personal resilience</b> (KF31) K6.13 Identify signs and indicators of <b>stress</b> in self and others (KF31) K6.14 Assess strategies for managing <b>stress</b> in self and others (KF31)
KF32: How to carry out research relevant to individuals' support needs and share with others	K6.15 Describe how <b>research</b> can inform own and others knowledge and skills of how to support individuals (KF32) K6.16 Outline how to access <b>research</b> relevant to individuals support needs (KF32)
KF33: How to access and apply good practice relating to their role	K6.17 Describe how to access and apply good practice principles relating to own role (KF33)
KF34: How to access and apply specialist knowledge when needed to support performance in the job role	K6.18 Describe specialist knowledge that may be needed to support performance in own role (KF34) K6.19 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 own colleagues and other professionals across health and social care.</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> <li>○ advocates</li> <li>○ supervisor, line manager or employer</li> <li>○ team members</li> </ul> </li> </ul>	

- other professionals
- **Core skills** of writing, number and information technology are those that are needed to perform confidently and effectively at work.
- **Stress** signs and indicators could be:
  - physiological
  - social
  - behavioural
  - emotional
- **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 and working within own limits of responsibility, positive workplace culture.
- **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	
<i>The apprentice will be able to:</i>	<i>Indicative assessment criteria:</i>
SA1: Support individuals they are working with according to their personal care/support plan	S7.1 Apply <b>person centred values</b> to daily working practice (SA1) S7.2 Demonstrate <b>person centred approaches</b> that take into account the history, preferences, wishes and needs of individuals (SA1)
SA2: Take the initiative when working outside normal duties and responsibilities	S7.3 Follow <b>agreed ways of working</b> when working outside duties and responsibilities of own role (SA2)
SA3: Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking	S7.4 Recognise own boundaries and limitations by asking for help from an appropriate person when necessary (SA3)
SA4: Implement/facilitate the <b>specialist assessment</b> of social, physical, emotional and spiritual needs of individuals with <b>cognitive</b> , sensory and physical impairments	S7.5 Discuss how <b>cognitive</b> , physical and sensory impairments may influence an individual's needs in relation to their care (SA4) S7.6 Explain how to facilitate the <b>specialist assessment</b> of individuals with <b>cognitive</b> , physical and sensory impairments (SA4) S7.7 Demonstrate ways to facilitate the specialist assessment of individuals with <b>cognitive</b> , physical and sensory impairments (SA4)
SA5: Contribute to the development and ongoing review of care/support plans for the individuals they support	S7.8 Follow agreed ways of working to contribute to the development and review of care/support plans for individuals (SA5)
SA6: Provide individuals with information to enable them to exercise choice on how they are supported	S7.9 Source information for individuals to support their decision-making processes (SA6) S7.10 Use agreed risk assessment processes to support individual's right to make choices (SA6)
SA7: Encourage individuals to actively participate in the way their care and support is delivered	S7.11 Demonstrate ways to encourage individuals to actively participate in their care and support (SA7)

SA8: Ensure that individuals know what they are agreeing to regarding the way in which they are supported	S7.12 Provide individuals with information to be able to give consent (SA8) S7.13 Establish consent for an activity or action (SA8) S7.14 Demonstrate steps to take if consent cannot be established (SA8)
SA9: Lead and support colleagues to understand how to establish informed consent when providing care and support	S7.15 Lead and support others to understand how to establish informed consent when providing care and support (SA9)
SA10: Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities	S7.16 Demonstrate ways of supporting and mentoring others 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> <li>○ courage</li> <li>○ communication</li> <li>○ competence</li> <li>○ partnership</li> </ul> </li>   <li>● <b>Person centred approaches</b> should include evidence of: <ul style="list-style-type: none"> <li>○ 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’).</li> <li>○ supporting risk enablement</li> </ul> </li> </ul>	

- encouraging active participation – a way of working that recognizes an individual’s right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care of support, rather than a passive recipient.
  - supporting individuals’ right to make choices
  - supporting individuals’ well-being – which 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
    - spiritual needs
  - **Cognitive** could include:
    - mental health conditions
    - learning disabilities
    - dementia

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

### Skills – Professional Discussion

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



## Communicate clearly and responsibly

### Skills – Professional Discussion

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

## Amplification and guidance

- **Verbal and non-verbal communication methods** 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
  
- **Preferences** could be based on:
  - beliefs
  - values
  - culture
  
- **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

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

- 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.
  
- **Unsafe practices** could include:
  - poor working practices
  - resource difficulties
  - operational difficulties

## Champion health and wellbeing for the individuals they support

### Skills – Professional Discussion

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

SE28: Develop risk assessments and use in a person-centred way to support individuals safely including moving and assisting people and objects	S11.15 Contribute to the development of risk assessments for individuals (SE28) S11.16 Follow <b>agreed ways of working</b> and <b>individual care plans</b> to move and assist people and objects safely (SE28) S11.17 Use own <b>communication skills</b> and <b>person centred values</b> to maintain dignity whilst moving people and objects safely (SE28)
SE29: Manage, monitor, report and respond to changes in the health and <b>wellbeing</b> of the individuals they support	S11.18 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>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>   <li>• <b>Person centred values</b> include: <ul style="list-style-type: none"> <li>○ individuality</li> <li>○ rights</li> </ul> </li> </ul>	

- 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 e.g. support plan, 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

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



### Amplification and Guidance

- **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.
- **A range of methods** could include:
  - reflective practice
  - supervision
  - feedback
  - learning opportunities

## The 6Cs - Behaviours

Care	
<b><i>The apprentice will evidence the following in the professional discussion:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B1 is caring consistently and enough about individuals to make a positive difference to their lives	is caring consistently and enough about individuals to make a positive difference to their lives (B1)

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

Courage	
<b><i>The apprentice will evidence the following in the professional discussion:</i></b>	<b><i>Indicative assessment criteria:</i></b>
B3 is doing the right thing for people and speaking up if the individual they support is at risk	is doing the right thing for people and speaking up if the individual they support is at risk (B3)

## Communication

<i>The apprentice will evidence the following in the professional discussion:</i>	<i>Indicative assessment criteria:</i>
B4 good communication is central to successful caring relationships and effective team working	good communication is central to successful caring relationships and effective team working (B4)

## Competence

<i>The apprentice will evidence the following in the professional discussion:</i>	<i>Indicative assessment criteria:</i>
B5 is applying knowledge and skills to provide high quality care and support	is applying knowledge and skills to provide high quality care and support (B5)

## Commitment

<i>The apprentice will evidence the following in the professional discussion:</i>	<i>Indicative assessment criteria:</i>
B6 to improving the experience of people who need care and support ensuring it is person centred	to improving the experience of people who need care and support ensuring it is person centred (B6)

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## Assessment summary

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

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

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

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

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

### Situational judgement test

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

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

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

## Professional discussion

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

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

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

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

### Grading 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 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.

## Grading

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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>

## Resit and Retake information

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

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

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

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

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

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

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

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

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## Assessing the situational judgement test

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

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

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

### Before the assessment

The situational judgement test must be achieved to at least a pass grade, before moving onto the professional discussion.

Employer/training provider should:

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



## Situational judgement test criteria

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

	<p>K1.14 Explain how to collate and analyse feedback from individuals and others to support person centred care (KA6)</p> <p>K1.15 Explain how to plan, monitor and review a care plan in response to changing physical, social and emotional needs of individuals (KA6)</p>
KA7 How to lead and support others to ensure compliance with regulations and organisational policies and procedures	<p>K1.16 Explain how regulations and organisational policies and procedures are implemented in own role (KA7)</p> <p>K1.17 Explain how to lead and support others to comply with regulations and organisational policies and procedures (KA7)</p>

### Element: The importance of having the right values and behaviours

The learner will know and understand:	Indicative assessment criteria:
KB8 How to ensure that dignity is at the centre of all work with individuals and their support circles	<p>K2.1 Discuss ways to ensure dignity is central to all work with individuals and others (KB8)</p> <p>K2.2 Explain how to support individuals and others to ensure dignity is central to all care practice (KB8)</p>
KB9 The importance of respecting diversity, the principles of inclusion and treating everyone fairly	<p>K2.3 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> </p> <p>K2.4 Summarise the importance of respecting diversity and promoting equality in adult care (KB9)</p> <p>K2.5 Justify how inclusive practice respects diversity and promotes equality (KB9)</p> <p>K2.6 Describe how to model inclusive practice (KB9)</p>

	K2.7 Explain ways to support <b>others</b> to respect diversity and promote equality
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<b>Element: The importance of communication</b>	
<b>The learner will know and understand:</b>	<b>Indicative assessment criteria:</b>
KC10 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	<p>K3.1 Explain barriers to communication (KC10)</p> <p>K3.2 Evaluate strategies to overcome barriers and clarify misunderstandings (KC10)</p> <p>K3.3 Explain how to identify the best solution to overcome barriers and misunderstandings with individuals being supported (KC10)</p>
KC11 How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction	<p>K3.4 Describe types of verbal and non-verbal communication (KC11)</p> <p>K3.5 Explain how to use verbal and non-verbal communication skills to manage situations and behaviours (KC11)</p> <p>K3.6 Explain ways to support others to develop communication skills (KC11)</p>
KC12 The role of advocates and when they might be involved	<p>K3.7 Describe the purpose and principles of independent advocacy (KC12)</p> <p>K3.8 Give examples of when an independent advocate might be involved in an individual's care (KC12)</p> <p>K3.9 Describe how to access advocacy services for individuals (KC12)</p>
KC13 Their own, and other workers' responsibilities for ensuring confidential information is kept safe	<p>K3.10 Define the term 'confidentiality' (KC13)</p> <p>K3.11 Explain how legislation and agreed ways of working influence own and others' responsibilities for ensuring confidential information is kept safe (KC13)</p> <p>K3.12 Discuss how to maintain and promote confidentiality in</p>

	interactions with individuals and others (KC13)
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**Element: How to support individuals to remain safe from harm (Safeguarding)**

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

	K4.14 Discuss ways to prevent unsafe practices in the workplace (KD17)
KD18 The importance and process of whistleblowing, being able to facilitate timely intervention	<p>K4.15 Define the term whistleblowing</p> <p>K4.16 Assess the importance of whistleblowing in adult care (KD18)</p> <p>K4.17 Explain the process for whistleblowing (KD18)</p> <p>K4.18 Explain how to facilitate timely intervention in the whistleblowing process (KD18)</p>
KD19 How to address and resolve any dilemmas they may face between a person's rights and their safety	<p>K4.19 Give examples of dilemmas that may be faced between a person's rights and their safety (KD19)</p> <p>K4.20 Analyse how to address and resolve dilemmas that may be faced between a person's rights and their safety (KD19)</p>

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

<b>The learner will know and understand:</b>	<b>Indicative assessment criteria:</b>
KE20 The health and safety responsibilities of self, employer and workers	<p>K5.1 Explain how legislation and regulations influence own and others' responsibilities for health and safety (KE20)</p> <p>K5.2 Describe responsibilities for health and safety of: <ul style="list-style-type: none"> <li>• Self</li> <li>• Employer</li> <li>• Worker</li> <li>• Others in the work setting (KE20)</li> </ul> </p>
KE21 How to keep safe in the work environment	<p>K5.3 Describe agreed ways of working for health and safety (KE21)</p> <p>K5.4 List health and safety tasks that should only be carried out with specialist training (KE21)</p> <p>K5.5 Outline ways to support individuals and others to keep safe (KE21)</p>

<p>KE22 What to do when there is an accident or sudden illness and take appropriate action</p>	<p>K5.6 Describe types of accidents or sudden illness that may occur (KE22)</p> <p>K5.7 Outline the procedures to be followed if an accident or sudden illness should occur (KE22)</p>
<p>KE23 What to do with hazardous substances</p>	<p>K5.8 Identify hazardous substances and materials that may be found in adult care (KE23)</p> <p>K5.9 Outline safe practices for:</p> <ul style="list-style-type: none"> <li>• Storing hazardous substances and materials</li> <li>• Using hazardous substances and materials</li> <li>• Disposing of hazardous substances and materials (KE23)</li> </ul>
<p>KE24 How to promote fire safety and how to support others to do so</p>	<p>K5.10 Describe how to prevent fires from starting or spreading (KE24)</p> <p>K5.11 Outline what to do in the event of a fire (KE24)</p> <p>K5.12 Explain own role in promoting fire safety (KE24)</p>
<p>KE25 How to reduce the spread of infection and support others in infection prevention and control</p>	<p>K5.13 Explain own and others' responsibilities in the prevention and control of infection (KE25)</p> <p>K5.14 Describe the causes and spread of infection (KE25)</p> <p>K5.15 Explain ways to support others to reduce the spread of infection (KE25)</p> <p>K5.16 Outline ways to ensure that own health and hygiene does not pose a risk to others (KE25)</p>
<p>KE26 How to use and promote with others where relevant, risk assessments to enable a person-centred approach to delivering care</p>	<p>K5.17 Explain the purpose of risk assessment in adult care (KE26)</p> <p>K5.18 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>

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

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

	number and information technology in adult care (KF30)
KF31 How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues	<p>K6.12 Explain how to develop and sustain a positive attitude and personal resilience (KF31)</p> <p>K6.13 Identify signs and indicators of stress in self and others (KF31)</p> <p>K6.14 Assess strategies for managing stress in self and others (KF31)</p>
KF32 How to carry out research relevant to individuals' support needs and share with others	<p>K6.15 Describe how research can inform own and others knowledge and skills of how to support individuals (KF32)</p> <p>K6.16 Outline how to access research relevant to individuals support needs (KF32)</p>
KF33 How to access and apply good practice relating to their role	K6.17 Describe how to access and apply good practice principles relating to own role (KF33)
KF34 How to access and apply specialist knowledge when needed to support performance in the job role	<p>K6.18 Describe specialist knowledge that may be needed to support performance in own role (KF34)</p> <p>K6.19 Explain how to access and apply specialist knowledge to support performance in own role (KF34)</p>

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## Assessing the professional discussion

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

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

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

The purpose of the professional discussion is to:

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

### Before the assessment

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

Employer/training provider should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date and location of the assessment
- ensure the apprentice knows which lead adult care worker standards will be assessed

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

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

### **Grading the professional discussion**

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

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.

## Professional discussion mock assessment

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

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

- the mock professional discussion should take place in a suitable location.
- a 45-minute time slot should be available for the professional discussion, if it is intended to be a complete mock covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock professional discussion with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

## Professional discussion criteria: skills

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

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

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

	S8.9 Model use of courage in supporting individuals (SB14)
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<b>Communicate clearly and responsibly</b>	
<b>The apprentice will be able to:</b>	<b>Indicative assessment criteria:</b>
SC15: Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals	<p>S9.1 Model excellent use of verbal and non-verbal communication methods with individuals and others (SC15)</p> <p>S9.2 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>
SC16: 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>S9.3 Establish individual's communication and language needs, wishes and preferences (SC16)</p> <p>S9.4 Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes (SC16)</p> <p>S9.5 Demonstrate ways of supporting others to develop knowledge and skills for selecting preferred methods of communication (SC16)</p>
SC17: Take the initiative and reduce environmental barriers to communication	<p>S9.6 Recognise environmental barriers to communication in practice (SC17)</p> <p>S9.7 Demonstrate ways to reduce environmental barriers to communication in different ways (SC17)</p>
SC18: Demonstrate and ensure that records and reports are written clearly and concisely	<p>S9.8 Provide evidence of clear and concise written communication in records and reports (SC18)</p> <p>S9.9 Demonstrate ways to support others to maintain clear and concise written communication in records and reports (SC18)</p>

SC19: Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working	S9.10 Demonstrate ways to lead and support others to keep information safe and confidential according to agreed ways of working (SC19)
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<b>Support individuals to remain safe from harm (Safeguarding)</b>	
<b>The apprentice will be able to:</b>	<b>Indicative assessment criteria:</b>
SD20: Support others, to recognise and respond to potential signs of abuse according to agreed ways of working	S10.1 Demonstrate ways to support others to recognize and respond to potential signs of abuse according to agreed ways of working (SD20)
SD21: Work in partnership with external agencies to respond to concerns of abuse	S10.2 Follow agreed ways of working to work in partnership with external agencies to respond to concerns of abuse (SD21)
SD22: Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care	S10.3 Describe how to support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care (SD22) S10.4 Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care (SD22)
SD23: Recognise, report, respond to and record unsafe practices and encourage others to do so	S10.5 Demonstrate knowledge of unsafe practices by recognising examples in a work context (SD23) S10.6 Demonstrate how to use agreed ways of working to report, respond to and record unsafe practices (SD23) S10.7 Model a way of working that challenges unsafe practices (SD23)

<b>Champion health and wellbeing for the individuals they support</b>	
<b>The apprentice will be able to:</b>	<b>Indicative assessment criteria:</b>
SE24: Lead and mentor others where appropriate to promote the wellbeing of the individuals they support	S11.1 Model own use of communication skills and person centred values to encourage individuals to actively participate in their health and wellbeing (SE24)

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



individuals safely including moving and assisting people and objects	<p>S11.16 Follow agreed ways of working and individual care plans to move and assist people and objects safely (SE28)</p> <p>S11.17 Use own communication skills and person centred values to maintain dignity whilst moving people and objects safely (SE28)</p>
SE29: Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support	S11.18 Follow agreed ways of working to manage, monitor and report changes to individuals' health and wellbeing (SE29)

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

The apprentice will be able to:	Indicative assessment criteria:
SF30: Take the initiative to identify and form professional relationships with other people and organisations	S12.1 Follow agreed ways of working to identify and develop professional relationships with other people and organisations (SF30)
SF31: Demonstrate, manage and support self and others to work within safe, clear professional boundaries	<p>S12.2 Demonstrate how to work within safe and clear professional boundaries (SF31)</p> <p>S12.3 Demonstrate how to manage and support others to work within safe and clear professional boundaries (SF31)</p>
SF32: Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities	S12.4 Use a range of methods to evaluate and improve own skills and knowledge (SF32)
SF33: Demonstrate continuous professional development	S12.5 Show evidence of engagement with continuous professional development relevant to own role (SF33)
SF34: Carry out research relevant to individuals' support needs and share with others	S12.6 Research knowledge and skills to facilitate own and others understanding of individual needs (SF34)
SF35: Demonstrate where necessary mentoring and supervision to others in the workplace	S12.7 Provide evidence of mentoring and supervision of others in the workplace (SF35)
SF36: Demonstrate good team/partnership working skills	S12.8 Provide evidence of own ability to work effectively within a team and

	in partnership with other organisations (SF36)
SF37: Demonstrate their contribution to robust recruitment and induction processes	S12.9 Provide evidence of own contribution to organisational recruitment and induction processes (SF37)

## Professional discussion criteria: behaviours

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### Care

*The apprentice will evidence the following:*

**Indicative assessment criteria:**

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

is caring consistently and enough about individuals to make a positive difference to their lives (B1)

### Compassion

*The apprentice will evidence the following:*

**Indicative assessment criteria:**

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

is delivering care and support with kindness, consideration, dignity and respect (B2)

### Courage

*The apprentice will evidence the following:*

**Indicative assessment criteria:**

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

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

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

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

<b>Commitment</b>	
<i>The apprentice will evidence the following:</i>	<b>Indicative assessment criteria:</b>
B6 to improving the experience of people who need care and support ensuring it is person centred	to improving the experience of people who need care and support ensuring it is person centred (B6)

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