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

Self-Assessment Template and Guidance



Appendix 1 – Self-assessment form

This self-assessment form should be used by the apprentice to demonstrate their readiness for end-point assessment. The apprentice must review each standard subject area and provide supporting information or additional comments to confirm they are ready for end-point assessment. Any supporting information or additional comments containing personal information **must** be anonymised.

The self-assessment form will be submitted to the independent end-point assessor and will be used as a source of evidence to support the professional discussion. Therefore, apprentices must use this document to provide clear evidence from their own practice to demonstrate ways that they have met the standard, adding comments and/or examples for each standard subject area. The apprentice can draw on these examples to facilitate the professional discussion.

The apprentice **must** complete all boxes and sign and date the self-assessment form.

Preparation for and completing the self-assessment form:

Step 1:

Prior to commencing your self-assessment, you may find it useful to review documentation about your role and responsibilities, for example, your job description, your development plan, appraisal documentation, your organisation's agreed ways of working, etc. These documents will help you to consider your role in relation to the requirements of the apprenticeship standard.

Step 2:

Reflect on how your apprenticeship has supported you in meeting the requirements of your role and your responsibilities to help you to make a judgement about your competence in the areas outlined below.



Step 3:

For each standard subject area, look at the outcomes that should be met and consider how each element of the standard has been achieved. It may be useful to consider what evidence you have produced over the period of being on-programme and how it has contributed to your achievement of each standard subject area.

Step 4:

Provide comments for each standard subject area to outline why you are assessment ready and how you feel you have achieved each element of the standard.

| Knowledge | | | | | | |
|--------------------------|--|--|--|--|--|--|
| Ref | Standard subject area | | | | | |
| KA | The job they have to do, their main tasks and responsibilities | | | | | |
| Comm | Comments and/or examples | | | | | |
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| Ref | Standard subject area | | | | | |
| KB | The importance of having the right values and behaviours | | | | | |
| Comments and/or examples | | | | | | |
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| Ref | Standard subject area | | | | | |
| KC | The importance of communication | | | | | |
| Comments and/or examples | | | | | | |
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| Ref | Standard subject area | | | | | |
|--------------------------|--|--|--|--|--|--|
| KD | How to support individuals to remain safe from harm (Safeguarding) | | | | | |
| | Comments and/or examples | | | | | |
| Commen | its unity of examples | | | | | |
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| Ref | Standard subject area | | | | | |
| KE | How to champion health and wellbeing for the individuals they support and work colleagues | | | | | |
| Comments and/or examples | | | | | | |
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| Ref | Standard subject area | | | | | |
| KF | How to work professionally, including their own professional development of those they support and work colleagues | | | | | |
| Comments and/or examples | | | | | | |
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| Skills and behaviours | | | | | | |
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| Ref | Standard subject area | | | | | |
| SA | The main tasks and responsibilities according to their job role | | | | | |
| Comme | Comments and/or examples | | | | | |
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| Ref | Standard subject area | | | | | |
| SB | Treat people with respect and dignity and honour their human rights | | | | | |
| Comments and/or examples | | | | | | |
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| Ref | Standard subject area | | | | | |
| SC | Communicate clearly and responsibly | | | | | |
| Comments and/or examples | | | | | | |
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| Ref | Standard subject area | | | | | |
| SD | Support individuals to remain safe from harm (Safeguarding) | | | | | |
| Comments and/or examples | | | | | | |
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| Ref | Standard subject area | | | | | | | | |
|---|--|--|-------|--|--|--|--|--|--|
| SE | Champion health and wellbeing for the individuals they support | | | | | | | | |
| Comments and/or examples | | | | | | | | | |
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| Ref | Standard subject area | | | | | | | | |
| SF | Work professionally and seek to develop their own professional development | | | | | | | | |
| Comments and/or examples | | | | | | | | | |
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| Ref | Standard subject area | | | | | | | | |
| B1-6 | · | | | | | | | | |
| Comments and/or examples | | | | | | | | | |
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