



Mapping Document for the Lead Adult Care Worker Apprenticeship Standard (Level 3)

The purpose of this document is to show where the **Highfield standards Apprenti-kit** textbook content and workbook questions meet the outcomes and criteria of the **Lead Adult Care Worker Apprenticeship Standard (Level 3)**.

It also shows where the **Highfield Level 3 Diploma in Adult Care (RQF)** maps to the **Lead Adult Care Worker Apprenticeship Standard (Level 3)**. The document also includes mapping for the Care Certificate.

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

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

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

Lead Adult Care Worker Level 3 Apprenticeship Standard Knowledge Criteria

Apprenticeship Standard Module	Apprenticeship Standard Learning Outcome	Apprenticeship Standard Assessment Criteria (EPA Kit)	RQF Qualification Unit, Learning Outcome & Assessment Criteria	Apprenti-kit Textbook Page	Apprenti-kit Workbook Question	Care Certificate Standard Outcome and Criteria
1. The job they have to do, their main tasks and responsibilities.	Their job roles and other worker roles relevant to the context of the service in which they are working.	K1.1 Describe duties and responsibilities of own role and others who work within the service	Unit 3 1.1, 1.2	Page 3, 4	Q1	Standard 1.1a
		K1.2 Explain how own and others' roles fit within the structure and context of the organisation	Unit 3 1.1	Page 5	Q2	
	Both their own and other workers professional boundaries and limits of training and expertise	K1.3 Discuss the importance of professional boundaries for self and others in adult care	Unit 7 2.1 Unit 4 5.4	Page 6, 7, 8	Q3a, 3b	
		K1.4 Compare limits of responsibility based on training and expertise for self and others in adult care	Unit 6 1.4	Page 8, 9	Q4	
	Relevant statutory standards and codes of practice for their role	K1.5 Identify statutory standards that influence own role	Unit 3 1.2	Page 9, 10, 11, 12, 13, 14	Q5	Standard 1.1b
		K1.6 Explain how statutory standards and codes of practice influence own role	Unit 3 1.2	Page 9, 10, 11, 12, 13, 14	Q6	Standard 1.1b
	What the 'Duty of Care' is in practice	K1.7 Define duty of care	Unit 8 1.1	Page 14, 15	Q7	Standard 3.1a
		K1.8 Describe how duty of care relates to duty of candour	Unit 8 1.2	Page 15	Q8	
		K1.9 Analyse how duty of care affects self and others in adult care	Unit 8 1.1	Page 16, 17, 18	Q9	
	How to create and develop a care plan based on the person's	K1.10 Explain how and why person-centred values influence an individual care plan	Unit 4 1.1, 1.2, 4.1, 6.1, 6.2	Page 18, 19, 20, 21, 22, 23, 24, 25	Q10a, b, c Q11a, b	Standard 5.1b

	preferences in the way they want to be supported	K1.11 Explain how self and others contribute to the development of an individual's care plan	Unit 4 1.2, 2.1	Page 25, 26, 27	Q12	
		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	Unit 4 2.1	Page 27, 28, 29	Q13	
	How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals	K1.13 Describe physical, social and emotional needs of individuals	Unit 4 6.2	Page 29, 30	Q14	
		K1.14 Explain how to collate and analyse feedback from individuals and others to support person centred care	Unit 4 1.3	Page 30, 31	Q15	
		K1.15 Explain how to plan, monitor and review a care plan in response to changing physical, social and emotional needs of individuals	Unit 4 1.2, 2.1	Page 31, 32, 33	Q16	
	How to lead and support others to ensure compliance with regulations and organisational policies and procedures	K1.16 Explain how regulations and organisational policies and procedures are implemented in own role	Unit 4 3.1, 3.3	Page 33, 34, 35	Q17 Q18a, b	
		K1.17 Explain how to lead and support others to comply with regulations and organisational policies and procedures	Unit 2 3.1, 3.2 Unit 5 3.2 Unit 6 2.2, 4.1	Page 33, 34, 35	Q19	
2. The importance of having the right values and behaviours	How to ensure that dignity is at the centre of all work with individuals and their support circles	K2.1 Discuss ways to ensure dignity is central to all work with individuals and others	Unit 4 1.1	Page 3, 4, 5	Q1	Standard 5.1c Standard 7.1c
		K2.2 Explain how to support individuals and others to ensure dignity is central to all care practice	Unit 4 1.1	Page 3, 4, 5	Q2	
	The importance of respecting diversity, the	K2.3 Explain what is meant by: <ul style="list-style-type: none"> Diversity Equality 	Unit 5 1.1, 1.2	Page 5, 6, 7, 8, 9	Q3a, b	Standard 4.1a, b

	principles of inclusion and treating everyone fairly	<ul style="list-style-type: none"> Inclusion Discrimination 				
		K2.4 Summarise the importance of respecting diversity and promoting equality in adult care	Unit 5 2.1, 3.3	Page 10, 11, 12, 13	Q4a, b, c	Standard 4.1c
		K2.5 Justify how inclusive practice respects diversity and promotes equality	Unit 5 1.3	Page 13, 14	Q5	Standard 4.1c
		K2.6 Describe how to model inclusive practice	Unit 5 3.1	Page 13, 14	Q6	
		K2.7 Explain ways to support others to respect diversity and promote equality	Unit 5 3.2 Unit 3 2.3	Page 14, 15, 16, 17, 18	Q7a, b	
3. The importance of communication	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	K3.1 Explain barriers to communication	Unit 1 3.1, 3.2	Page 3, 4, 5, 6	Q1a, b	Standard 6.3a
		K3.2 Evaluate strategies to overcome barriers and clarify misunderstandings	Unit 1 1.2, 2.2, 3.6	Page 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Q2a, b, c, d	Standard 6.3b
		K3.3 Explain how to identify the best solution to overcome barriers and misunderstandings with individuals being supported	Unit 1 1.3, 3.5	Page 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Q3a, b	
	How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction	K3.4 Describe types of verbal and non-verbal communication	Unit 1 1.1, 2.3	Page 20, 21, 22, 23, 24, 25, 26	Q4a, b	Standard 6.5a
		K3.5 Explain how to use verbal and non-verbal communication skills to manage situations and behaviours	Unit 1 1.3, 3.5	Page 20, 21, 22, 23, 24, 25, 26	Q5	Standard 6.5a
		K3.6 Explain ways to support others to develop communication skills	Unit 1 3.6	Page 26, 27	Q6	

	The role of advocates and when they might be involved	K3.7 Describe the purpose and principles of independent advocacy	Unit 1 3.7	Page 27, 28, 29	Q7	
		K3.8 Give examples of when an independent advocate might be involved in an individual's care	Unit 1 3.8	Page 27, 28, 29	Q8	
		K3.9 Describe how to access advocacy services for individuals	Unit 1 3.8	Page 29, 30	Q9	
	Their own, and other workers' responsibilities for ensuring confidential information is kept safe	K3.10 Define the term 'confidentiality'	Unit 1 4.1	Page 30	Q10	Standard 14 1a, b
		K3.11 Explain how legislation and agreed ways of working influence own and others' responsibilities for ensuring confidential information is kept safe	Unit 2 1.1, 1.2, 2.1	Page 30, 31, 32	Q11	Standard 14.1a
		K3.12 Discuss how to maintain and promote confidentiality in interactions with individuals and others	Unit 1 4.3 Unit 2 2.1	Page 33, 34, 35, 36	Q12a, b	
4. How to support individuals to remain safe from harm (Safeguarding)	What abuse is and what to do when they have concerns someone is being abused	K4.1 Define different types of abuse	Unit 9 1.1, 1.3, 1.4, 1.5	Page 3, 4, 5, 6, 7	Q1a, b	Standard 10.1a, c, d, f, h
		K4.2 List the signs and symptoms of different types of abuse	Unit 9 2.1	Page 3, 4, 5, 6, 7	Q1a	Standard 10.1g, f
		K4.3 Describe factors that may contribute to an individual being more vulnerable to abuse	Unit 9 2.2	Page 7, 8, 9, 10	Q2	Standard 10.1e
		K4.4 Explain the actions to take if there are concerns that an individual is being abused	Unit 9 3.1 Unit 8 1.3	Page 10, 11	Q3a, b	Standard 10.1b, k, 10.3a
		K4.5 Explain the actions to take if an individual alleges that they are being abused	Unit 9 3.2	Page 11, 12	Q4	Standard 10.1b, k, 10.3a
		K4.6 State ways to ensure evidence of abuse is preserved	Unit 9 3.3	Page 13, 14	Q5	Standard 10.1b, 10.1k

	The national and local strategies for safeguarding and protection from abuse	K4.7 Outline national policies on safeguarding and protection from abuse	Unit 9 4.1, 4.3, 5.1, 5.3	Page 14, 15, 16, 17, 18, 19, 20, 21	Q6a, b Q19	Standard 10.2d, e, 10.4a
		K4.8 Outline local strategies for safeguarding and protection from abuse	Unit 9 1.2, 4.1, 4.2, 4.4,	Page 14, 15, 16, 17, 18, 19, 20, 21	Q7a, b, c	Standard 10.2d, e, 10.4a
	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	Unit 9 5.2	Page 22	Q8	Standard 3.3c, 10.2f
		K4.10 Explain the actions to take when receiving comments and complaints	Unit 8 3.1, 3.2	Page 22, 23, 24	Q9	Standard 3.3a, b
	How to recognise and prevent unsafe practices in the workplace	K4.11 Give examples of unsafe practices that may affect the wellbeing of individuals	Unit 9 6.1, 7.1, 7.2, 7.3	Page 24, 25	Q10a, b, c	
		K4.12 Explain the actions to take if unsafe practices have been identified	Unit 9 6.2	Page 25, 26	Q11	
		K4.13 Explain the actions to take if unsafe practices have been reported but nothing has been done in response	Unit 9 6.3, 4.5	Page 26	Q12a, b	
		K4.14 Discuss ways to prevent unsafe practices in the workplace	Unit 9 6.1, 6.2, 6.3	Page 26, 27	Q13	
	The importance and process of whistleblowing, being able to facilitate timely intervention	K4.15 Define the term whistleblowing	Unit 9 4.4	Page 27, 28, 29	Q14	Standard 1.2e
		K4.16 Assess the importance of whistleblowing in adult care	Unit 9 4.4	Page 27, 28, 29	Q15	
		K4.17 Explain the process for whistleblowing	Unit 9 4.4	Page 29	Q16	Standard 10.3a Standard 11 (children)
		K4.18 Explain how to facilitate timely intervention in the whistleblowing process	Unit 9 4.4	Page 29, 30	Q17	

	How to address and resolve any dilemmas they may face between a person's rights and their safety	K4.19 Give examples of dilemmas that may be faced between a person's rights and their safety	Unit 8 2.1	Page 30, 31, 32, 33, 34	Q18a	Standard 3.2a
		K4.20 Analyse how to address and resolve dilemmas that may be faced between a person's rights and their safety	Unit 8 2.2, 2.3	Page 30, 31, 32, 33, 34	Q18a, b	Standard 3.2b, c
5. How to champion health and wellbeing for the individuals they support and work colleagues	The health and safety responsibilities of self, employer and workers	K5.1 Explain how legislation and regulations influence own and others' responsibilities for health and safety	Unit 6 1.1, 5.1	Page 3, 4	Q1	Standard 13.1a, b, 13.3a
		K5.2 Describe responsibilities for health and safety of: <ul style="list-style-type: none"> • Self • Employer • Worker • Others in the work setting 	Unit 6 1.3	Page 4, 5, 6	Q2	Standard 13.1c
	How to keep safe in the work environment	K5.3 Describe agreed ways of working for health and safety	Unit 6 1.2	Page 6, 7	Q3	Standard 13.1b, 13.4b, 13.5a, 13.8b
		K5.4 List health and safety tasks that should only be carried out with specialist training	Unit 6 1.4	Page 7, 8	Q4	
		K5.5 Outline ways to support individuals and others to keep safe	Unit 6 8.1, 8.2 8.3	Page 8, 9	Q5a, b	
	What to do when there is an accident or sudden illness and take appropriate action	K5.6 Describe types of accidents or sudden illness that may occur	Unit 6 3.1	Page 10	Q6	Standard 13.1f, Standard 13.4a
		K5.7 Outline the procedures to be followed if an accident or sudden illness should occur	Unit 6 3.2	Page 10, 11	Q6	Standard 13.4b
	What to do with hazardous substances	K5.8 Identify hazardous substances and materials that may be found in adult care	Unit 6 6.1	Page 11, 12	Q7	Standard 13.6a

		K5.9 Outline safe practices for: <ul style="list-style-type: none"> • storing hazardous substances and materials • using hazardous substances and materials • disposing of hazardous substances and materials 	Unit 6 6.2	Page 13, 14	Q7	Standard 13.6b, 15.1e
How to promote fire safety and how to support others to do so		K5.10 Describe how to prevent fires from starting or spreading	Unit 6 7.1	Page 15	Q8	Standard 13.7a
		K5.11 Outline what to do in the event of a fire	Unit 6 7.3	Page 15, 16	Q9	Standard 13.7b
		K5.12 Explain own role in promoting fire safety	Unit 6 7.1, 7.3, 7.4	16, 17	Q10	
How to reduce the spread of infection and support others in infection prevention and control		K5.13 Explain own and others' responsibilities in the prevention and control of infection	Unit 6 4.1	Page 18, 19	Q11	
		K5.14 Describe the causes and spread of infection	Unit 6 4.2	Page 19, 20, 21, 22	Q12	Standard 15.1a
		K5.15 Explain ways to support others to reduce the spread of infection	Unit 6 4.1	Page 22, 23, 24	Q13	
		K5.16 Outline ways to ensure that own health and hygiene does not pose a risk to others	Unit 6 4.5	Page 24, 25	Q14	Standard 15.1c
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	Unit 4 7.1, 7.2	Page 26	Q15	
		K5.18 Explain how risk assessments can be used to promote a person-centred approach to care	Unit 4 7.1, 7.2, 7.3	Page 27, 28, 29	Q16a, b	Standard 7.3b
		K5.19 Explain how to support others to use risk assessments to promote a person-centred approach to care	Unit 4 7.2	Page 29	Q17	

6. How to work professionally, including their own professional development of those they support and work colleagues	What a professional relationship is with the person being supported and colleagues	K6.1 Explain how a professional relationship is different from a personal relationship	Unit 7 1.1, 1.2	Page 3, 4	Q1	Standard 1.3b
		K6.2 Compare the differences between professional relationships with individuals and others	Unit 7 1.2	Page 4, 5, 6, 7	Q2	Standard 1.3c
	How to work with other people and organisations in the interest of the person being supported	K6.3 Assess the impact of co-production	Unit 3 1.3	Page 7, 8	Q3	
		K6.4 Explain the importance of working in partnership with individuals and others	Unit 3 1.3 Unit 7 3.1	Page 8, 9	Q4	Standard 1.4a, b
		K6.5 Give examples of how to work in partnership with individuals and others in the interests of the individual being supported	Unit 3 1.3 Unit 7 3.3, 3.4	Page 9, 10, 11, 12, 13	Q5a, b	Standard 1.4c
	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	Unit 3 4.1	Page 13, 14	Q6	Standard 2.1a, 2.2g
		K6.7 Explain how to use feedback from individuals and others to support own learning and development	Unit 3 3.1, 3.2, 5.1	Page 14, 15	Q7	Standard 2.1c, 2.2e
		K6.8 Explain how reflecting on practice contributes to own learning and development	Unit 3 2.1, 3.1, 5.2, 5.3	Page 16, 17	Q8	Standard 2.2d
		K6.9 Explain how to have an active role in others' personal development plans	Unit 3 5.3	Page 17, 18, 19, 20	Q9a, b	
	How to demonstrate the importance of excellent core skills in writing, numbers and information technology	K6.10 Give examples of the core skills in writing, number and information technology that are essential to own and others' roles	Optional unit 134 2.1	Page 21, 22	Q10	Standard 2.2a
		K6.11 Explain how to support others to recognise the importance of excellent core skills in writing, number and information technology in adult care	Optional unit 134 2.2	Page 21, 22	Q11	

	How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues	K6.12 Explain how to develop and sustain a positive attitude and personal resilience	Unit 6 9.3, 9.4	Page 22, 23	Q12	
		K6.13 Identify signs and indicators of stress in self and others	Unit 6 9.1, 9.2	Page 23, 24	Q13a, b	Standard 13.9a, b
		K6.14 Assess strategies for managing stress in self and others	Unit 6 9.3, 9.4	Page 25	Q14a, b	
	How to carry out research relevant to individuals' support needs and share with others	K6.15 Describe how research can inform own and others knowledge and skills of how to support individuals	Optional unit 111 3.1, 3.3	Page 26	Q15	
		K6.16 Outline how to access research relevant to individuals support needs		Page 26, 27	Q16	
	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	Unit 3 1.2, 3.1, Unit 7 2.2, 2.3	Page 27	Q17	
	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	Unit 3 4.1	Page 28, 29	Q18	
		K6.19 Explain how to access and apply specialist knowledge to support performance in own role	Unit 3 4.1, 4.2 Unit 7 2.2, 2.3	Page 28, 29	Q18	Standard 2.1a, Standard 3.2c, 3.3b,3.5d Standard 6.3d

Lead Adult Care Worker Level 3 Apprenticeship Standard Skills Criteria

Apprenticeship Standard Module	Apprenticeship Standard Learning Outcome	Apprenticeship Standard Assessment Criteria (EPA Kit)	RQF Qualification Unit, Learning Outcome & Assessment Criteria	Apprenti-kit Textbook Page (Underpinning Knowledge)	Apprenti-kit Workbook Question	Care Certificate Standard Outcome and Criteria
7. The main tasks and responsibilities according to their job role	Support individuals they are working with according to their personal care/support plan	S7.1 Apply person centred values to daily working practice	Unit 4 2.1	Page 35, 36		Standard 5.7a
		S7.2 Demonstrate person centred approaches that take into account the history, preferences, wishes and needs of individuals	Unit 4 2.1, 2.3, 4.4, 6.4 Unit 7 2.4	Page 36, 37, 38, 39, 40		Standard 5.7a
	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	Unit 7 2.2, 2.3	Page 40, 41		
	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	Unit 9 4.5 Unit 6 1.4, 2.6 Unit 1 3.6, 3.8	Page 41, 42		Standard 1.4d Standard 3.5d
	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	Unit 4 4.3	Page 42, 43, 44		
		S7.6 Explain how to facilitate the specialist assessment of individuals with cognitive, physical and sensory impairments	Unit 4 2.1, 2.2	Page 42, 43, 44		
		S7.7 Demonstrate ways to facilitate the specialist assessment of individuals with cognitive, physical and sensory impairments	Unit 4 2.2, 2.3	Page 42, 43, 44		

	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	Unit 7 2.2, 2.3	Page 44, 45		
	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	Unit 4 5.2	Page 45, 46		
		S7.10 Use agreed risk assessment processes to support individual's right to make choices	Unit 4 5.3	Page 46, 47		Standard 7.3b, 7.4a
	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	Unit 4 4.2, 4.3, 6.3	Page 47, 48		Standard 7.6a
	Ensure that individuals know what they are agreeing to regarding the way in which they are supported Lead and support colleagues to understand how to establish informed consent when providing care and support	S7.12 Provide individuals with information to be able to give consent	Unit 4 3.2, 3.3	Page 48, 49, 50		
		S7.13 Establish consent for an activity or action	Unit 4 3.2	Page 48, 49, 50		
		S7.14 Demonstrate steps to take if consent cannot be established	Unit 4 3.3	Page 50, 51, 52		
		S7.15 Lead and support others to understand how to establish informed consent when providing care and support		Page 52, 53		
	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		Page 53, 54		

8. Treat people with respect and dignity and honour their human rights	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	Optional Unit 59 3.3	Page 18, 19		Standard 7.2a, b, 10.1j Standard 4.2b Standard 5.7a Standard 7.2b
	Support others to understand the importance of equality, diversity and inclusion in social care	S8.2 Model inclusive practice	Unit 5 2.2, 3.1	Page 19		
		S8.3 Demonstrate an approach that supports others to understand the importance of equality, diversity and inclusion	Unit 5 3.2	Page 19		
	Exhibit empathy for individuals they support, i.e. understanding and compassion	S8.4 Describe the term empathy in relation to supporting individuals	Optional Unit 84 2.3 (Bereavement)	Page 19, 20		
		S8.5 Select verbal and non-verbal communication skills that demonstrate an empathic approach	Unit 5 2.2 Optional Unit 120 4.1	Page 20, 21		Standard 6.5a
		S8.6 Demonstrate empathy in practice with individuals	Optional unit 120 4.1	Page 22		
	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	Unit 5 2.2	Page 22		
		S8.8 Reflect on situations when courage has been used to support individuals	Unit 4 5.2, 5.4 Unit 5 3.3	Page 23		
		S8.9 Model use of courage in supporting individuals		Page 23		

9. Communicate clearly and responsibly	Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals	S9.1 Model excellent use of verbal and non-verbal communication methods with individuals and others	Unit 1 2.3	Page 36, 37		Standard 6.5a
		S9.2 Model ways of working to check for understanding including: <ul style="list-style-type: none"> • Observing individuals' reactions • Responding to individuals' reactions • Summarising and clarifying understanding 	Unit 1 2.4, 3.4	Page 37, 38		
	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	S9.3 Establish individual's communication and language needs, wishes and preferences	Unit 1 2.1	Page 38, 39		
		S9.4 Select preferred methods of communication for different individuals according to their language, culture, sensory needs and wishes	Unit 1 2.3	Page 40, 41, 42		
		S9.5 Demonstrate ways of supporting others to develop knowledge and skills for selecting preferred methods of communication		Page 42		
	Take the initiative and reduce environmental barriers to communication	S9.6 Recognise environmental barriers to communication in practice	Unit 1 3.2	Page 43		
		S9.7 Demonstrate ways to reduce environmental barriers to communication in different ways	Unit 1 3.3	Page 43		
	Demonstrate and ensure that records and reports are written clearly and concisely	S9.8 Provide evidence of clear and concise written communication in records and reports	Unit 2 2.3	Page 43		Standard 14.1c
		S9.9 Demonstrate ways to support others to maintain clear and concise written communication in records and reports	Unit 2 2.4, 3.1, 3.2	Page 44, 45		

	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	Unit 2 2.2, 3.1, 3.2 Unit 1 4.2	Page 45, 46, 47		
10. Support individuals to remain safe from harm (Safeguarding)	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 recognise and respond to potential signs of abuse according to agreed ways of working		Page 34		
	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	Unit 9 4.2 Unit 7 3.2	Page 34, 35		
	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	Unit 8 2.1	Page 35		
		S10.4 Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care	Unit 8 2.2, 2.3 Unit 7 3.4	Page 35		
	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	Unit 9 6.1	Page 35		
		S10.6 Demonstrate how to use agreed ways of working to report, respond to and record unsafe practices	Unit 9 6.2, 6.3	Page 35		
		S10.7 Model a way of working that challenges unsafe practices		Page 36		

11. Champion health and wellbeing for the individuals they support	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	Unit 6 2.2	Page 30		
		S11.2 Lead and mentor others to promote the wellbeing of individuals they support	Unit 4 6.4 Unit 6 2.2	Page 30, 31		
	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	Unit 6 4.1	Page 31		
		S11.4 Contribute to the management of infection prevention and control	Unit 6 4.3, 4.4, 4.5	Page 31		
		S11.5 Demonstrate the recommended method for hand washing	Unit 6 4.4	Page 32		Standard 15.1b
	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	Covered in Optional unit 119	Page 32, 33		Standard 8.1b
		S11.7 Explain how to promote nutrition and hydration to meet individual care needs	Covered in Optional unit 119	Page 33, 34		Standard 8.1d
		S11.8 Ensure fluids, food and nutritional products are within reach of those that have restrictions on their movement/mobility	Covered in Optional unit 119	Page 34, 35		Standard 8.3a
		S11.9 Ensure fluids are refreshed on a regular basis	Covered in Optional unit 119	Page 34, 35		Standard 8.2b
		S11.10 Ensure food and nutritional products are provided at the appropriate temperature and in accordance with individual care plans	Covered in Optional unit 119	Page 34, 35		Standard 8.3b
		S11.11 Ensure appropriate utensils are available to enable individuals to meet their fluid and nutritional needs as independently as possible	Covered in Optional unit 119	Page 34, 35		Standard 8.3c

		S11.12 Use communication skills and person-centred values to support and encourage individuals to drink and eat in accordance with individual care plans	Covered in Optional unit 119	Page 36		Standard 8.3d
	Carry out fire safety procedures and manage others to do so	S11.13 Follow agreed ways of working in relation to fire safety procedures	Unit 6 2.1, 7.2, 7.4	Page 36		
		S11.14 Support others to implement fire safety procedures	Unit 6 2.2	Page 36, 37		
	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	Unit 6 2.3, 2.4, 2.5	Page 37		
		S11.16 Follow agreed ways of working and individual care plans to move and assist people and objects safely	Unit 6 2.1, 5.3	Page 37, 38, 39	Q18	Standard 13.3c
		S11.17 Use own communication skills and person-centred values to maintain dignity whilst moving people and objects safely	Unit 6 5.3	Page 39, 40		
	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	Unit 4 2.2, 2.3	Page 40, 41		Standard 5.5 c, d
12. Work professionally and seek to develop their own professional development	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	Unit 7 3.2	Page 29		
	Demonstrate, manage and support self and others to work within	S12.2 Demonstrate how to work within safe and clear professional boundaries	Unit 7 2.3, 3.4	Page 30		

	safe, clear professional boundaries	S12.3 Demonstrate how to manage and support others to work within safe and clear professional boundaries	Optional unit 138 3.3	Page 30		
	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	Unit 3 2.2, 3.1, 3.2, 4.2, 5.1, 5.2	Page 31, 32, 33, 34, 35		Standard 2.1d, 2.2f
	Demonstrate continuous professional development	S12.5 Show evidence of engagement with continuous professional development relevant to own role	Unit 3 4.2, 4.3, 5.4	Page 35		Standard 2.1d, e
	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		Page 36		
	Demonstrate where necessary mentoring and supervision to others in the workplace	S12.7 Provide evidence of mentoring and supervision of others in the workplace	Unit 6 5.1	Page 36, 37		
	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	Unit 3 4.2, 4.3 Unit 7 3.2, 3.4	Page 38		Standard 1.4c, d
	Demonstrate their contribution to robust recruitment and induction processes	S12.9 Provide evidence of own contribution to organisational recruitment and induction processes	Covered in Optional unit 136 & 143	Page 38, 39		

Lead Adult Care Worker Level 3 Apprenticeship Standard Behaviours Criteria

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