



New Apprenticeship Standard: Adult Care Worker - Mapping and Assessment Evidence

'Supporting the development of your training and assessment planning with apprentices and their employers in Adult Care'

The purpose of this document is to:

- Show how the new Apprenticeship standards for the Adult Care Worker maps to the Care Certificate (England) and the City & Guilds Diploma in Health and Social Care (4222-21) (H&SC)
- Illustrates how the Adult Care Worker Standard can be assessed in part via both the Care Certificate (England) and the City & Guilds L2 Diploma in Health and Social Care (4222-21) (H&SC)
- Supports centres in the design and deliver of their training plans with employers and their apprentices pre EPA. Centres must recognise and ensure the **depth** of knowledge/competency assessment required and expected overall in the completion of this apprenticeship is at level 2.

Mapping & Assessment : L2 Apprenticeship Standard for the Adult Care Worker to the L2 Diploma in H&SC (4222-21)

Apprenticeship Standard: Adult Care Worker	L2 Health & Social Care Diploma Unit	Care Certificate Standards	Suggested evidence/examples to consider of possible assessment methods to support the requirements of the apprenticeship standard.
A. The job they have to do, their main tasks and responsibilities.			
<p>1. The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care</p>	<p>Unit 202 LO1.1 Unit 206 LO 2.1</p>	<p>Standard 1 'Understand Your Role'</p>	<p>Professional discussion/mock formative test: Job description/profile/person spec. Compliance with legislation/ Code of Practice for Health/Adult Care Worker (England). ERR. Agreed ways of working in setting e.g. confidentiality, fire safety, recording information, teamwork/partnership working, activity planning, working with families.</p>
<p>2. Professional boundaries and limits of their training and expertise</p>	<p>Unit 206 LO1</p>	<p>Standard 1 'Understand Your Role'</p>	<p>Reflective account: reflection on differences between personal and professional relationships and employment responsibilities in role, skills scan, proposed training/CPD plans. Outcomes of apprenticeship progress reviews in respect of further development activities.</p>

<p>3. Relevant statutory standards and codes of practice for their role</p>	<p>Unit 202.LO1.2</p>	<p>Standard 1 'Understand Your Role'</p>	<p>Centre based assignment on - Understanding and application to role, e.g. Care Certificate, Code of Practice Adult Care Worker (2013) , infection control, advocacy, whistle blowing, data protection procedures, dignity code.</p>
<p>4. What the 'duty of care' is in practice</p>	<p>Unit 204. LO1 and LO2</p>	<p>Standard 3 'Duty of Care'</p>	<p>Professional discussion/mock formative test focusing on meaning of duty of care, relationship to practice and role, managing dilemmas, relationship between duty of care and individual rights, evidence from employer supervision.</p>
<p>5. How to contribute towards the development and creation of a care plan underpinned by the individuals preferences in regard to the way they want to be supported</p>	<p>Unit 207 LO1,2</p>	<p>Standard 5 'Work in a Person Centred Way'</p>	<p>Observation: supporting the assessment process in the development and recording of care/individual support plan, review of care plan recognising individual choices, wishes and preferences, creation of support plan of care/person - supporting the values and expectations of person centred care.</p>
<p>6. How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals</p>		<p>Standard 1 'Understand Your Role' Standard 10 'Safeguarding Adults' Standard 13 'Health & Safety'</p>	<p>Professional discussion/mock formative test: awareness of emergency procedures , importance of observations, awareness of change in physical appearances, behaviours, emotions, timings/reporting and recording processes to supervisor /manager/family members.</p>

<p>7. How to access, follow and be compliant with regulations and organisational policies and procedures</p>	<p>Unit 204 LO 3 Unit 206.LO2.2,3</p>	<p>Standard 1 'Understand Your Role' Standard 10 'Safeguarding Adults' Standard 13 'Health & Safety'</p>	<p>Reflective account/Professional discussion/Expert witness: focus/content of mandatory/induction training, individual CPD, employer 1.1 supervision, location of policies and procedures within working environment, application to role e.g. safeguarding, health and safety, human rights, complaints, data protection.</p>
<p>B. The importance of having the right values and behaviours</p>			
<p>8. How to support and enable individuals to achieve their personal aims and goals</p>	<p>Unit 203 LO 1and,2 Unit 207 LO 2,4,5</p>	<p>Standard 5 'Work in a Person Centred Way'</p>	<p>Professional discussion: individuality, independence, privacy, partnership, choice, dignity, respect and rights, person centred care, risk management. Observation: activity planning and delivery, personal care, supporting moving and handling, independent living activity, exercising.</p>
<p>9. What dignity means in how to work with individuals and others</p>	<p>Unit 207 LO6 (partial)</p>	<p>Standard 7 'Privacy and Dignity' Standard 10 'Safeguarding Adults' Standard 13 'Health and Safety'</p>	<p>Reflective account/mock formative test: meaning, understanding and application of care values/dignity when working with others within working role. Use of language that promotes dignity with others. Observation/Expert witness providing examples where dignity has been applied/evidenced in role.</p>

<p>10. The importance of respecting diversity and treating everyone equally</p>	<p>Unit 203 LO 1and,2 Unit 207 Lo2 (partial)</p>	<p>Standard 4 'Equality and Diversity'</p>	<p>Professional discussion: Understand the importance of equality and inclusion, meaning of 'respect', 'difference', understanding sources prejudice and discrimination and how to constructively challenge this in role/practice leading to positive change, legislative requirements/codes of practice, e.g. Care Certificate , Human Rights Act . Observation/Expert witness: application of equality in practice, 'meals times', respect and support of religious and cultural differences, activity planning related to care planning and person centred care.</p>
<p>C. The importance of communication</p>			
<p>11. The barriers to communication</p>	<p>Unit 201 LO3.1</p>	<p>Standard 6 'Communication'</p>	<p>Observation: effective communication skills in supporting a person in receipt of care and support e.g. speed, tone , pitch, volume, vocabulary, body language, use of technologies. Supporting identified physical, environmental, emotional, attitudinal, bureaucratic barriers in communication. How to communicate with people with dementia, learning difference, age appropriateness, use of interpreters.</p>
<p>12. The impact of non-verbal communication</p>	<p>Unit 201</p>	<p>Standard 6 'Communication'</p>	<p>Reflective account : messages relayed or not , via body actions or movements, position, gestures, space between people, facial expressions, use of eyes, cultural differences and expectations, interpretations.</p>

13. The importance of active listening	Not explicitly covered	Standard 6 'Communication'	Centre based assignment: meaning of 'active listening', relationship between observation and active listening.
14. How the way they communicate can affect others	Unit 201 LO1.2,3 (partial)	Standard 6 'Communication'	Centre based assignment: self awareness , self presentation, language , dress, posture, smell, body language, height.
15. About different forms of communication e.g. signing, communication boards etc	Unit 201 LO1.1	Standard 6 'Communication'	Centre based assignment: use of technologies, voice assisted soft wear, hearing aids, tablets and smart devises, devises used where pointing with eyes to letters or words is understood.
16. How to find out the best way to communicate with the individual they are supporting	Unit 201 LO2.1	Standard 6 'Communication' Standard 5 'Work in a Person Centred Way'	Observation/Professional discussion: methods used to determine how best to communicate with those in receipt of care e.g. via care/support planning, questioning techniques.
17. How to make sure confidential information is kept safe	Unit 201 LO4.1.3.4 Unit 209 LO1,2	Standard 6 'Communication'	Centre based assignment/mock test: meaning of confidentiality and individual's right to confidentiality. Legislation and agreed ways of working to maintain confidentiality e.g. recording, storing of information, access. Situations/examples where information, normally considered to be confidential, might need to be passed on. Seeking advice and support about confidentiality e.g. manager, regulatory/inspection bodies.

D. How to support individuals to remain safe from harm (Safeguarding)			
18. What abuse is and what to do when they have concerns someone is being abused	Unit 205 LO and 2	Standard 10 'Safeguarding' Standard 6 'Communication'	Professional discussion: what is abuse, vulnerability, signs and symptoms, recording and reporting procedures, use of body maps/accurate. Legible and factual record keeping.
19. The national and local strategies for safeguarding and protection from abuse	Unit 205 LO3.1,2	Standard 10 'Safeguarding'	Professional discussion/centre based /mock test: how to responding to suspected or alleged abuse, disclosures, identify national policies and local systems that relate to safeguarding and protection from abuse, roles of different agencies in safeguarding and protecting individuals from abuse. e.g. Child protection, police , NSPCC, Beat.
20. What to do when receiving comments and complaints	Unit 205 LO4.2	Standard 1 'Understand Your Role' Standard 10 'Safeguarding' Standard 13 'Health and Safety'	Professional discussion/centre based assignment/mock test: Relationship between safeguarding procedures and reduction in likelihood of alleged/abuse, accurate recoding processes, referral to senior colleagues/supervisors/inspection authorities.
21. How to recognise unsafe practices in the workplace	Unit 205 LO5.1,2	Standard 10 'Safeguarding' Standard 13 'Health and Safety'	Professional discussion/centre based assignment/mock test: In respect of self, colleagues and those in receipt of care and support.

<p>22. The importance and process of whistleblowing</p>	<p>Unit 205 LO5.3 (partial)</p>	<p>Standard 1 'Understand Your Role' Standard 10 'Safeguarding' Standard 13 'Health and Safety'</p>	<p>Professional discussion/centre based assignment/mock test: Process and focus is on suspected wrongdoing at work/ making a disclosure in the public interest/ escalating concerns to managers and others. E.g. CQC. Reporting things that in role are not right is 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.</p>
<p>23. How to address any dilemmas they may face between a person's rights and their safety</p>	<p>Unit 205 LO4.1 (partial)</p>	<p>Standard 3 'Duty of Care' Standard 10 'Safeguarding' Standard 13 'Health and Safety'</p>	<p>Professional discussion/centre based assignment/mock test: The importance and priority of health safety Vs individual's rights and choices. Self safety and the safety of others.</p>
<p>E. How to promote health and wellbeing for the individuals they support and work colleagues</p>			
<p>24. The health and safety responsibilities of self, employer and workers</p>	<p>Unit 208 LO1</p>	<p>Standard 1 'Understand Your Role' Standard 13 'Health and Safety'</p>	<p>Professional discussion/centre based assignment/mock test: The legal framework and associated regulations - employers and employees responsibilities/ duty of care.</p>

<p>25. How to keep safe in the work environment</p>	<p>Unit 208 LO1.4; 8.2 {partial}</p>	<p>Standard 1 'Understand Your Role' Standard 13 'Health and Safety'</p>	<p>Professional discussion/centre based assignment/mock test: Using policy and procedure: use of gloves, aprons, practices in the prevention of trips and falls, supporting others in using equipment, mandatory training/CPD/shadowing colleagues.</p>
<p>26. What to do when there is an accident or sudden illness</p>	<p>Unit 208 LO3</p>	<p>Standard 1 'Understand Your Role' Standard 13 'Health and Safety'</p>	<p>Professional discussion/centre based assignment/mock test: Policy and procedures , meaning of 'acting responsibly'/'common sense', reporting of illness, responding to accidents/ dangerous occurrences , accidents etc to senior colleagues, reporting of identified/observed environmental risks.</p>
<p>27. What to do with hazardous substances</p>	<p>Unit 208 LO6</p>	<p>Standard 1 'Understand Your Role' Standard 13 'Health and Safety'</p>	<p>Professional discussion/centre based assignment /mock test: Identifying hazards /risks, explosive/ flammable/ toxic/ irritants/ corrosive substances/ cleaning products, needles and sharps, medicines, medical equipment (dressings and linen) - practice and procedures to store ,use , dispose of - in line with health & safety regulations (PPE/COSHH).</p>
<p>28. How to promote fire safety</p>	<p>Unit 208 LO7</p>	<p>Standard 1 'Understand Your Role' Standard 13 'Health and Safety'</p>	<p>Observation/Demonstration/Expert witness: Employers/ees responsibilities in line with external/internal regulations. Understanding fire prevention, electrical checks, fire drills, fire exit access/ labelling, signing in and out procedures, fire alarms, fire wardens, fire blankets, extinguishers</p>

			security, informing others re evacuation procedures.
29. How to reduce the spread of infection	Unit 208 LO4	Standard 1 'Understand Your Role' Standard 13 'Health and Safety'	Observation/Demonstration/Expert witness: Understanding of legislation, PPE, hand washing/personal hygiene/ infection control procedures, cleaning/decontamination methods /avoidance of cross infection/single use equipment e.g. bedding ,combs, scissors, flower vases.
30. What a risk assessment is and how it can be used to promote person centred care safely	Unit 208 LO2	Standard 1 'Understand Your Role' Standard 13 'Health and Safety'	Centre based assignment /mock test: what is a risk, how defined and what is a risk assessment? Categories - risk elimination, risk reduction, risk minimisation, risk management. Recognising the 'dignity of risk' balanced with rights and choices as part of a positive approach to person centred care. Authenticated practice examples would support this.
F. How to work professionally, including their own professional development			
31. What a professional relationship is with the person being supported and colleagues	Unit 206 1.2 (partial)		Professional discussion: respecting difference and promoting equality and inclusion. Empowering others enabling independence, working in partnership with colleagues and external agencies, be clear on role and boundaries. No acceptance of loans, gifts, benefits of hospitality, money which may compromise a professional role/position. Multi team /disciplinary working would be the norm - respect the roles and responsibilities of others and

			access their expertise/experience where required.
32. How to work together with other people and organisations in the interest of the person being supported	Unit 206 Lo 3.1,2,4 (partial)		Observation/Expert witness/Reflective account - contributions to team meetings, case/care plan reviews, multi- disciplinary meetings. Working with partners, family, and friends. Attending joint training events.
33. How to be actively involved in their personal development plan	Unit 202 LO 3.1,2,3; LO4.3	Standard 2 'Your Personal Development'	Reflective account - identify areas of strength and further professional development in role via an individual SWOT analysis, apprenticeship progress reviews with employer and training provider, supervisor /peer feedback .Reviewed directly with employer via 1.1s. Self analysis on skills knowledge and behaviours relating to role. Content and active learning which forms part of the min 20% off the job training.
34. The importance of excellent core skills in writing, numbers and information technology		Standard 2 'Your Personal Development'	Formative and summative assessment: Indirect literacy and numeracy support provided as part of the apprenticeship via supervisor/peers OR mandatory teaching and learning provided to achieve maths and English qualifications/Functional Skills as part of the apprenticeship.
35. What to do to develop, sustain and exhibit a positive attitude and personal resilience	208. LO9 (partial)	Standard 2 'Your Personal Development'	Professional discussion/Reflective account 1.1 support from employer, supervisor/work mentor - areas for further development linked to PD plan/CPD. Stress management techniques, maintain work life balance, commitment to agreed independent learning expectations of the

			apprenticeship standard including preparation for EPA and all related requirements. Seek support from others when times may become challenging and pressurised both in respect of care practice and learning requirements and related expectations.
36. Where and how to access specialist knowledge when needed to support performance of the job role		Standard 1 'Understand Your Role' Standard 2 'Your Personal Development'	Reflective account - self reflection, on going skill scan, confidence to ask and seek support via supervisor/colleagues/training provider. Confidence to reflect on own strengths and area for further development identified within a SWOT analysis/apprenticeship progress reviews. Review and sharing of CPD needs to support role.
A: The main tasks and responsibilities according to their job role			
1. Support individuals they are working with according to their personal care/support plan	Unit, 207 LO2	Standard 1 'Understand Your Role' Standard 5 'Work in a Person Centred Way' Standard 7 'Privacy and Dignity'	Observation/Expert witness - observation of daily activities/ work duties/responsibilities either with individuals or within a group working environment. Active listening to those in receipt of care responding to their requests and requirements as part of their care/support plan.
2. Ask for help from an appropriate person when not confident or skilled in any aspect of their role		Standard 2	Reflective account: - as per 36 previously.

		'Your Personal Development'	
3. Provide individuals with information to enable them to have choice about the way they are supported	Unit 207 LO5	Standard 4 'Equality and Diversity' Standard 5 'Work in a Person Centred Way' Standard 6 'Communication'	Observation/Expert witness: review of care/support plans with individuals, colleagues and others - formal and informal support and guidance.
4. Encourage individuals to participate in the way their care and support is delivered	Unit 207 LO4	Standard 1 'Understand Your Role' Standard 5 'Work in a Person Centred Way'	Observation/Expert witness /Reflective account: review of care/support plans in line with individual's rights and choices, respecting their individuality and active participation, valuing them as unique individuals, active listening, partnership working, use of advocates.
5. Ensure the individual knows what they are agreeing to regarding the way in which they are supported	Unit 207 LO3	Standard 3 'Duty of Care' Standard 5 'Work in a Person Centred Way' Standard 6 'Communication' Standard 9 'Awareness of mental health, dementia and	Observation /Expert witness/Reflective account: respecting that each individual has different circumstance/needs - evidence via care/support plans, informal conversations and individual care and support packages, Evidence of support and independence and possible use of an advocate. Evidence that person centred approaches reflect diversity in care and support needs. Evidence gained via care practice.

		learning disability'	
6. Contribute to the on-going development of care/support plans for the individual they support	Unit 207 LO2 (partial)		Observation /Expert witness/Reflective account: as previously outlined for 5.
7. Support individuals with cognitive, physical or sensory impairments		Standard 5 'Work in a Person Centred Way' Standard 6 'Communication' Standard 9 'Awareness of mental health, dementia and learning disability'	Observation /Expert witness/Reflective account - partnership working use of advocate/family/friends. Evidence of individuals being involved in decisions about their needs and care. Care/support plan review meetings - recognising the physical, emotional, cultural and environmental circumstances of individuals. Evidence of putting person centred values into practice e.g. evidence of a biographical approaches, establishing consent and active participation.
B. Treating people with respect and dignity and honouring their human rights			
8. Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates		Standard 7 'Privacy and Dignity' Standard 5 'Work in a Person Centred Way'	Professional discussion/reflective account: Human Rights Act (1998) - including - how applied to care practice , right of protection of the law, liberty and security , right of respect fro individuals private and family life. Meaning of dignity as it applies to those in receipt of care. Testimony of others, employer feedback on practice via supervision.

9. Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences	Unit 207	Standard 5 'Work in a Person Centred Way'	Observation/Expert witness: direct observation of care practice with a range of individuals in receipt of care and support. Demonstration of active participation and being able to support an individual's right to make choices and promote their well-being.
10. Demonstrate empathy (understanding and compassion) for individuals they support	Unit 220 LO3 Unit 327 LO2 Unit 369		Observation/Expert witness: direct observation to demonstrate behaviours of compassion, being non-judgmental and empathy when supporting others. Communicate empathy and reassurance in ways that respect the individual's dignity, culture and beliefs e.g. when working with people during periods of distress.
11. Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs			Observation/Expert witness: Demonstrating in an ability to control fear and anxiety when being challenged by those in receipt of care and to act rightly in the face of opposition or any verbal or physical threat. e.g. working with those who are or become physically aggressive or verbally threatening or having to constructively challenge prejudice when presented by those receiving care.
C. Communicating clearly and responsibly			
12. Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates	Unit 201 LO2.2 (partial)	Standard 6 'Communication'	Observation/Expert witness: Demonstrating best practice in non verbal communicating with those in receipt of

			care, their families. Positive body language that is respectful, relaxed and receptive.
13. Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes	Unit 201 LO2.2	Standard 6 'Communication'	Observation/Expert witness: Demonstrating best practice in adapting communication skills where English may not be a first language/use of interpreter may be required. Language e.g. 'christian' name may not be acceptable (use 'first name' or 'forename' instead), use of touch, use of supportive technologies aligns to the need and wishes of the individual.
14. Identify and take steps to reduce environmental barriers to communication	Unit 201 LO3.2		Observation/Expert witness: managing communication in a space which may be too noisy, have poor lighting, has lack of privacy - use of more informal areas and/or quieter more private spaces to support effective communication to minimise barriers should be considered. Describe objects rather than assume a person can clearly see them.
15. Demonstrate they can check for understanding	Unit 201 LO3.3	Standard 6 'Communication'	Observation/Expert witness: being a good listener, recognising that listening is always more important than talking - checking understanding by effective questioning and feedback.
16. Write clearly and concisely in records and reports	Unit 201 Unit 209 LO3	Standard 6 'Communication' Standard 14	Observation/Expert witness/Work products: care plans/care notes, minutes of meetings, meal time requests and evidence

		'Handling Information'	of factual, dated, legible recording of accurate information.
17. Keep information safe and confidential according to agreed ways of working	Unit 201 LO4.2 Unit 209 LO3	Standard 14 'Handling Information'	Professional discussion: describe the agreed ways of working and legislation regarding the recording, storing and sharing of information, e.g. confidentially, systems and methods of recording, access to, when and by whom.
D. Supporting individuals to remain safe from harm (Safeguarding)	Unit 201		
18. Recognise potential signs of different forms of abuse	Unit 201 LO1.1,2	Standard 10 'Safeguarding adults'	As per D18
19. Respond to concerns of abuse according to agreed ways of working	Unit 201 LO2	Standard 10 'Safeguarding adults'	As per D18
20. Recognise, report and challenge unsafe practices	Unit 201 LO5	Standard 13 'Health and Safety'	As per D18. E25, E26, E27 - in line with Health & Safety policies and procedures.
E. Championing health and wellbeing for the individuals they support and for work colleagues			
21. Promote the health and wellbeing of the individual they support	Unit 207 LO 6.4 (partial)		Professional discussion/Reflective account: Well being may include, sense of hope, confidence, self esteem, physical health - examples in practice illustrating how they have supported those in receipt of care.
22. Move people and objects safely	Unit 208 LO5.3	Standard 13 'Health and Safety'	Observation/Expert witness: demonstrating moving and handling equipment or other objects safely in line

			with working policies, procedures , training e.g. manual handling training, lifting and moving furniture, moving bags of rubbish, posture and positioning techniques.
23. Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene	Unit 264 Unit 208 LO4	Standard 15 'Infection, Prevention and Control'	Observation/Expert witness: effective hand hygiene, PPE, safe management of spillages, maintaining cleanliness of environment.
24. Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition	Unit 206 LO3	Standard 8 'Fluid and Nutrition' Standard 9 'Awareness of Mental Health, Dementia and Learning Disability'	Observation/Expert witness: support provided for those in receipt of care in line with agreed care/support plan, providing support/guidance at meal times, drinks and food are in easy reach and support is given where there are restrictions in access , promotion of hydration and nutrition.
25. Demonstrate how to keep people, buildings and themselves safe and secure	Unit 208 LO8 Unit 216 LO5 Unit 226 (partial)	Standard 1 Understand your Role' Standard 13 'Health and Safety'	Observation/Expert witness: dealing with visitors, checking identity of visitors, signing in processes, locking main entrance doors if/when required, enabling those in receipt of care to maintain their own safety and security within their environments, lone working expectations, effective risk management.
26. Carry out fire safety procedures when required	Unit 208 LO7	Standard 13 'Health and Safety'	Observation/Expert witness/Reflective account: support others/designated fire safety warden(s), regular fire drills, evacuation procedures, maintain clear fire exist, support fire alarm testing.
27. Use risk assessments to support individuals safely	Unit 208 LO2 (partial) Unit 232 LO3 Unit 235 LO2	Standard 3 'Duty of Care' Standard13	Observation/Expert witness: in line with care plan, supporting individuals in receipt of care and support to exercise their rights and choices,

	Unit 248 LO Unit 678 LO6	'Health and Safety'	acknowledging a balance between managing risk and enabling independence, choice and control. Application of positive risk taking.
28. Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health	(Partial) Unit 237- LO1&3 Unit 253- LO2 Unit 256- LO2 Unit 366- LO1 Unit 619- LO1 Unit 653 - LO1 Unit 659- LO3	Standard 9 'Awareness of Mental Health, Dementia and Learning Disability'	Centre based assignment/Professional discussion/Reflective account: evidence of CPD/training via induction , e learning mentoring/peer support, previous experience(s) - e.g. Dementia symptoms may include memory problems, decline in communication skills, coordination difficulties, disorientation, loss of daily life skills . Mental health conditions such as Psychosis , Depression , Anxiety.
29. Monitor and report changes in health and wellbeing for individuals they support	Unit 207 LO6.4 (partial)	Standard 5 'Working in a Person Centred Way'	Centre based assignment/Professional discussion/Reflective account: monitoring and recording in care/support plans. How and when to report concerns about an individual's physical and mental health/emotional and spiritual wellbeing to others. This could include senior members of staff, other carers , family members and /or other professionals.
F. Working professionally and seeking to develop their own professional development			
3 0. Reflect on own work practices	Unit 202 LO2, LO 4.2	Standard 2 'Your Personal Development'	Professional discussion/ Reflective account: evidence through self analysis and evaluation, employer supervision, mentoring support, informal peer support and guidance, direct feedback from those

			in receipt of care and support/their families, complaints.
31. Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology		Standard 2 'Your Personal Development'	Completion of any maths and English requirements of the apprenticeship standard plus evidence of application via work products, care plans and use of information technologies within role and employment setting.
32. Demonstrate their contribution to their development plan	Unit 202 LO 3, LO 4	Standard 2 'Your Personal Development'	Professional discussion/ Reflective account: SWOT analysis evidencing their strengths, areas for further development , opportunities for development and threats, focus on progress reviews and employer supervision to evaluate further development needs and training required to ensure standard coverage pre EPA.
33. Demonstrate ability to work in partnership with others to support the individual	Unit 206.LO3.	Standard 1 'Understand your Role' Standard 5 'Working in a Person Centred Way'	Observation/Expert witness: sharing care tasks with peers, team meetings, working with colleagues/other professionals individually or in a team environment, organising activities/events, liaising with family/advocates in providing care and support, contribution to case reviews, responding to complaints.
34. Identify sources of support when conflicts arise with other people or organisations	Unit 204 - LO 2,3 (partial)	Standard 1 'Understand your Role'	Centre based assignment /Professional discussion: -examples of conflicts experienced within role and how supported

		Standard 3 'Duty of Care'	by self (stress management techniques. e.g. exercise, relaxation techniques, work life balance) , colleagues, supervisors, external organisations (counselling).
35. Demonstrate they can work within safe, clear professional boundaries	Unit 206 - LO3 (partial)	Standard 1 'Understand your Role' Standard 3 'Duty of Care'	Observation/Expert witness: direct observation and/or feedback of working in practice with those in receipt of care and working with colleagues within a team environment, demonstrating that professional behaviours and care values are upheld at all times. Able to act on guidance from employer/supervisor and reflect on and learn from their developing practice.
36. Show they can access and apply additional skills required to perform the specific job role competently	Unit 206. - LO2 (partial)	Standard 1 'Understand your Role' Standard 2 'Your Personal Development'	Professional discussion/Reflective account: employer feedback on skills, knowledge and behaviours/performance above and beyond role, being enquiring, seeking to extend knowledge, evidence of additional learning to widen understanding taking on responsibilities with employer permission with seniors - shadowing senior colleagues, CPD achievements. e.g. activity planning, leading a team meeting, undertaking research to inform service provision.

31st July 2017