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<p>3 - Respond effectively to detailed or extended questions and feedback</p> <p>4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p>5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p>6 - Express opinions and arguments and support them with relevant and persuasive evidence</p> <p>7 - Use language that is effective, accurate and appropriate to context and situation</p> <p>8 - Make relevant and constructive contributions to move discussion forward</p> <p>9 - Adapt contributions to discussions to suit audience, purpose and medium</p> <p>10 - Interject and redirect discussion using appropriate language and register</p> <p>Unit 3 - English level 2 functional skills Writing</p> <p>23 – Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p>							

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11	<p>Unit 10 Partnership Working In Care Settings</p> <p>S19 Collaborate with external partners to achieve best outcomes in health and wellbeing</p> <p>S2 Develop and sustain professional relationships with others</p> <p>K12 Importance of effective partnerships, interagency, join and integrated working</p>	<p>The apprentice must demonstrate with examples of how partnership approaches have been used to improve health and wellbeing</p> <p>Challenge to achieve a distinction: The apprentice will need to provide evidence and explain how they have influenced their employer to embed collaborative working to improve health and wellbeing of all users of services</p> <p>The apprentice will need to demonstrate how they can build and maintain positive relationships with key stakeholders</p> <p>The Apprentice will need to identify relevant partnerships developed with other agencies</p> <p>Challenge to achieve a Distinction: the apprentice will need to be able to analyse the impact collaboration with partner agencies has had on outcomes for people accessing services</p>	<p>Teaching Session Topic – Health and Wellbeing</p> <p>Professional Discussion on how you work with others, professionals, colleagues, families, friends, and how working in partnership delivers positive outcomes of the individuals you are supporting. Discussing how you build up relationships. (Cross Reference with Unit 5)</p> <p><u>*Review Optional Progression</u></p> <p>H/WK To complete the assignment for Unit 10 – LO1 with written assignment – remaining outcomes will be covered through discussion</p> <p>*Product Evidence - Minutes of review meetings with multidisciplinary team, MAR Chart, Food and Fluid Charts, ABC Charts, Body Maps, Positioning Chart, Contenance Chart (Unit 5 LO 2.3), Team Meeting minutes, Supervision records, Handover Sheets, Emails, Reviews, Communication Passports, Care Plan</p> <p>*Trainer Observation - how they work in partnership with others, including colleagues, individuals and others</p> <p>*Witness Testimony – relating to how you have managed difficult/ challenging situation/conflict – Unit 10 LO 2.4 and 3.5 & 4.5)</p> <p>Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> • Compliant • Health • Safety • Risk • Implement • Monitor • Standards • Positive • Impact • Working in partnership 	<ul style="list-style-type: none"> • Promote positive outcomes • Applying a person-centred approach • Complying with statutory standards • Safeguarding responsibilities • Duty of Candour • Developing strategies • Managing risks • Working in partnership • Applying the MCS 2005 • Promoting the 6C's • Complying to the adult care code of conduct 	<p>What relationships are important to you?</p> <p>How do you maintain them? Think about the different types of relationships you have and how they affect your life?</p> <p>Do you think it is important to be a role model?</p> <p>How do you apply this to the individuals you support?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p><i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</i></p> <p>Who do you work in partnership with to promote positive outcomes for the individuals you support?</p> <p>How do you monitor and ensure changes to health and wellbeing are reported in line with organisational policies and procedures and who do you report this to?</p>

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Unit 1 - English Level 2 Functional Skills Speaking and Listening							
<ul style="list-style-type: none"> 1 - Identify relevant information from extended explanations or presentations 2 - Follow narratives and lines of argument 3 - Respond effectively to detailed or extended questions and feedback 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required 6 - Express opinions and arguments and support them with relevant and persuasive evidence 7 - Use language that is effective, accurate and appropriate to context and situation 8 - Make relevant and constructive contributions to move discussion forward 9 - Adapt contributions to discussions to suit audience, purpose and medium 10 - Interject and redirect discussion using appropriate language and register 							
Unit 3 - English Level 2 Functional Skills Writing							
<ul style="list-style-type: none"> 23 - Communicate information, ideas and opinions clearly, coherently and effectively 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience 25 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) 26 - Convey clear meaning and establish cohesion using organisational markers effectively 27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose 							
Unit 3 - Maths Level 2 Functional skills Handling information and data							
<ul style="list-style-type: none"> 23 - Calculate the median and mode of a set of quantities 24 - Estimate the mean of a grouped frequency distribution from discrete data 25 - Use the mean, median, mode and range to compare two sets of data 							
Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space							
<ul style="list-style-type: none"> 20 - Understand and use common 2-D representations of 3-D objects 21 - Draw 3-D shapes to include plans and elevations 22 - Calculate values of angles and/or coordinates with 2-D and 3-D shapes 							

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Professional Development							
12	<p>Unit 2 – Personal and Professional development</p> <p>S20 Evaluate own practice and access identified development opportunities</p> <p>S25 Contribute to the induction process by developing the knowledge of individuals within their role</p> <p>K2 Theories underpinning own practice and competence relevant to the job role</p> <p>K13 Goals and aspirations that support own professional development and how to access available opportunities</p>	<p>The apprentice will need to describe and evaluate how a review of their own practice resulted in a development opportunity</p> <p>Challenge to achieve a distinction: the apprentice will need to critically analyse the opportunities available and explain the impact of their choice on development activities undertaken</p> <p>The apprentice will need to explain they have applied the induction process and how all relevant workers have completed a full induction into the sector, the organisation and service</p> <p>Challenge to achieve a Distinction: the apprentice will need to analyse how the induction process has positively impacted and supported the development of new staff within their roles</p> <p>The apprentice will need to identify relevant theories that underpin their own practice and competence.</p> <p>Challenge to achieve a distinction: the apprentice will need to explain how the relevant theories have impact upon their job role and the service provided</p> <p>The apprentice will need to explain how professional development opportunities have been planned and accessed in their own role</p> <p>Challenge to achieve a distinction: the apprentice will need to evaluate the impact professional development opportunities have had on their knowledge and practice</p>	<p>Teaching Session Topic – Professional Development</p> <p><u>*Review Optional Unit Progress</u></p> <p>Professional Discussion on how the apprentice reviews their own development needs and recognising further opportunities for development and improving practice. To discuss their own goals and aspirations</p> <p>H/WK Apprentice to complete research and write an assignment to show their understanding of theories and models that underpin performance and appraisal including disciplinary procedures</p> <p>H/WK – To complete Unit 2 assignment LO 1 + 2.1 and 6.1 with written evidence – to prepare for a discussion on how they use reflective practice and evaluate their own performance</p> <p>H/WK - Complete the Questionnaires: VARK, Honey and Mumford and Resilience Questionnaires</p> <p>*Product evidence – Appraisal forms, supervision records, in-house training, group/team meetings, reflective accounts, observation of practice, shadowing, project development, case reviews. Induction checklists.</p> <p>Challenge: complete a 360-degree PDP</p> <p>*Witness Testimony to support you carrying out Induction</p> <p>*Trainer Observation - Carrying out a Supervision</p> <p>Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> • Personal • Self • Colleagues • Opportunities • Professional • Development • Performance • Strategies • SMART Targets • Values • Reflective Practice • Goals • Induction 	<ul style="list-style-type: none"> • Promoting development • Training opportunities • Promoting the 6C's • SMART 	<p>How do you keep up to date with trends within adult care?</p> <p>How do you check your own knowledge, skills, and behaviours?</p> <p>Do you think about the opportunities available to you?</p> <p>What choices do you make for your own development?</p> <p>How do you develop in your own everyday life and why is this important to you?</p> <p>How do you reflect on what has worked well and what has not worked so well?</p> <p>What action have you taken to make an improvement?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p><i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</i></p> <p>What opportunities do you have for reflection? How did you evaluate this? What development opportunities are available to you? How do you access these?</p> <p>What are your goals and aspirations?</p> <p>How important it is to continually improve your own working practices and how do you do this?</p>

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13	<p>Unit 24 Understand Professional Supervision</p> <p>Unit 39 Mentoring in Adult Care</p> <p>S21 Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance</p> <p>S26 Lead and support others in professional Development through personal development plans, supervision, reflective practices, research, evidence-based practice and access to learning and development opportunities</p>	<p>The apprentice will need to evaluate the effectiveness of their leadership, mentoring and supervision skills and discuss the actions they have taken to address their own development</p> <p>Challenge to achieve a distinction: the apprentice will need to critically analyse the impact of development activities have had on own practice as a lead practitioner</p> <p>The apprentice will need to demonstrate how they have effectively led and supported others in their personal development</p> <p>Challenge to achieve a distinction: the apprentice will need to explain how they have measured the distance travelled between the existing and required skills and knowledge of their staff as a result of their intervention</p>	<p>Teaching Session Topic – Professional Development</p> <p>Professional Discussion on how you mentor and coach colleagues, how this improves performance as a different tool for training and development</p> <p>Professional Discussion on how supervision is beneficial to the service and individuals and how apprentice supports the supervision process</p> <p>H/WK – Unit 24 LO 1,2,3,4 with written assignment – you will need to carry out research for elements of this unit</p> <p>H/WK – Unit 39 LO1,2,3 with written assignment – LO 4,5,6 can be covered through observation and discussion</p> <p>Product Evidence: Minutes of Team Meetings, Peer Feedback, Witness Testimony, Supervision Records.</p> <p>*Trainer Observation of Apprentice facilitating a Supervision</p> <p>*Witness Testimony/Peer Feedback to demonstrate and evidence mentoring and supporting others with their learning and development</p> <p>Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> • Supervision • Person Centred • Mentoring • Opportunities • Encouragement • Development • Performance • KPI's 	<ul style="list-style-type: none"> • Promoting development of self • Promoting development of team • Training opportunities • Working in partnership • Promoting the 6C's • Promoting continuous improvement • Developing strategies for performance management • SMART targets 	<p>Who is your mentor?</p> <p>What does Supervision mean to you and how do you feel when you have a supervision?</p> <p>How important is feedback to you?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p>How do you role model to your team?</p> <p>How have you promoted professional development for yourself and others?</p> <p>How do you performance manage your Team?</p> <p>What is your Leadership Style?</p>
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Functional skills/ transferable/ crossover aspect

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14	Unit 26 – Understand How to Manage a Team (optional Unit) S23 Contribute to the development of an effective learning culture	<p>The apprentice will need to describe how they contribute to ensuring an ongoing effective learning culture by identifying and valuing the team's abilities</p> <p>Challenge, to achieve a distinction: the apprentice will need to explain the rationale that identified their target(s) defined as needing development to make it more effective, how they determined success measures of meeting effective targets and how many success measures were met</p>	<p>Teaching Session Topic – Professional Development Professional Discussion on how you promote team working and how the apprentice identifies development needs of their team, how they set SMART targets to improve performance to demonstrate an effective learning culture</p> <p>H/WK – Unit 26 LO 1,2,3,4,5 with written assignment to be supported with Witness Testimonies and Observation of a Team meeting/ handover -</p> <p>*Product Evidence: Minutes of Team Meetings, Peer Feedback, Witness Testimony, Supervision Records</p> <p>*Trainer Observation of a Team Meeting carried out by Apprentice</p> <p>*Witness Testimony from Line Manager on effectiveness of developing effective Team working</p> <p>Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> • Team Working • Role Model • Best Practice • Strategies 	<ul style="list-style-type: none"> • Applying principle of performance management • Leading and managing teams • Improving Team Performance 	<p>Do you see yourself as a role model to your team?</p> <p>How do you feel when you are blamed for doing something you did not do?</p> <p>What is your leadership style?</p> <p>How do you feel when confronted with a difficult situation?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p>Why is it important to work as an effective team?</p> <p>What are the principles of effective team working?</p> <p>How do you evaluate your role within the team?</p> <p>How do you share new information with your Team?</p> <p>How do you promote a culture of learning?</p> <p>How do you recognise your team members individuals' strengths?</p>
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15	Unit 64 Recruitment and Selection in Care Settings S24 Lead robust, values-based recruitment and selection processes	<p>The apprentice will need to explain how they have led the values-based recruitment and selection processes within the care setting</p> <p>Challenge to achieve a distinction: the apprentice will need to evaluate the impact of using values-based approaches and implementing best practice strategies for recruitment and selection within the care setting</p>	<p>Teaching Session Topic – Professional Development Professional Discussion on your Recruitment and Selection Process explaining your documentation used.</p> <p>H/WK – Unit 64 LO 1 with written assignment</p> <p>*Product Evidence: Recruitment Documents – Interview Questions – Application Form – DBS Check lists – Interview Packs</p> <p>*Witness Testimony supporting your involvement with Recruitment and Selection</p> <p>Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> Improving recruitment and Retention Safer Recruitment 	<ul style="list-style-type: none"> Values Based Recruitment Selection Processes 	<p>What values are important to you?</p> <p>How do you prepare for an interview?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p>How do you ensure safe recruitment?</p> <p>What checks must you do to ensure a person is safe to work in your service?</p> <p>How do you apply a person-centred approach to deployment of staff?</p>