

Lead Adult Care Worker Level 3 Sequencing

| The main tasks and responsibilities according to their job role | | | | | | | |
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| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
| Sequence 1 – | Unit 2 – Promote Personal Development in Care Settings Unit 6 – Responsibilities of a Care Worker K1 Their job roles and other worker roles 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 K3 Relevant statutory Standards and Codes of Practice for their role S1 Support individuals that they are working with according to their personal care/support plan S3 Recognize and access help when not confident or skilled in any aspect of the role that they are undertaking S7 Encourage individuals to actively participate in the way their care and support is delivered | <p>The apprentice will <i>understand</i> their role as a Lead Adult Care Worker, what they are accountable for and be able to take responsibility for their actions.</p> <p>The apprentice will <i>know</i> how to promote person-centred values and informed choice in line with key principles of The Mental Capacity Act 2005.</p> <p>The apprentice understands the standards that relate to their job role</p> <p>The apprentice will <i>understand</i> the principles of the Code of Conduct for Healthcare Support Workers.</p> <p>The apprentice will understand the 6C's and how to promote them in their practice</p> <p>The apprentice will <i>be able to show</i> how they follow and review care/support plans relating to identified needs, outcomes of care and preferences.</p> <p>The apprentice will <i>be able to</i> recognise and access help when not confident or skilled in any aspect of their role by acting on guidance, obtaining help and guidance from colleagues, requesting supervision and accessing information from approved sources to develop work practices.</p> <p>The apprentice will <i>apply</i> informed choice principles to allow the individual to exercise their choice about the care they receive.</p> <p>The apprentice will <i>understand</i> how to advocate for individuals to ensure they have a choice on how they receive care.</p> | <p>From your sequencing 1, The Main Tasks and Responsibilities according to your Job Role you will need to complete the 2 units which consist of 10 questions for Unit 2 and 5 questions for Unit 6. You will need to prepare for 3 Professional Discussions which could be collated together, you will need to supply work-based evidence, Expert Witness Testimony and write up 1 Reflective Account. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK Complete Sequence 1 workbook – this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>*Review apprentice's diagnostics and set appropriate resources.</p> <p>Professional Discussion to review your job description, your role and responsibilities and think about why it is important for you to adhere to the scope of the job role, how your role is informed by standards, regulatory requirements and agreed ways of working, evaluate your knowledge, performance and understanding of these standards.</p> <p>Professional Discussion – discuss with your trainer how you have undertaken research on a specific need of individual in the setting.</p> <p>Professional Discussion – discuss how you maintain safe, clear and professional boundaries when working with people inside and outside of your workplace.</p> <p><i>All the above discussions meet – Unit 2 LO 2.2 3.1 3.2 4.2 4.3 4.5 and Unit 6 LO 2.2 2.3 2.4 3.2</i></p> | <ul style="list-style-type: none"> • Responsibilities • Accountable • Role • Statutory • Standards • Informed • Choice • Mental Capacity • Person Centred • Values • Code of Conduct for Healthcare Support Workers | <ul style="list-style-type: none"> • Applying Person Centred Approaches • Applying Informed Choice Principles • Applying The Mental Capacity Act 2005 Principles • Agreed Ways of Working • Complying with your job description • Professional Boundaries • Statutory standards, • Personal Development Training • Responsibilities of a Care Worker • Health, Safety and Well-being • Safeguarding responsibilities • Duty of Care • Promoting the 6C's • Complying to the adult care code of conduct. <p>PSD Unit 2 Teamwork, helpfulness, and ability to develop consistency</p> <p>Unit 4 Commitment to meeting goals and targets</p> <p>Unit 1 Attendance and Time keeping</p> <p>Unit 5 Ability to self-reflect and work independently</p> <p>Unit 14 Leadership</p> <p>Unit 15 Continuous Professional Development</p> | <p>When have you had a meaningful experience of giving/receiving care?</p> <p>What made the care meaningful? What values was it linked to?</p> <p>What values do you have that impact on your delivery of care?</p> <p>What routines and consistencies do you have in your life?</p> <p>What responsibilities do you hold in life? Why are they purposeful?</p> <p>How do they relate to the responsibilities you hold at work?</p> <p>What do boundaries mean to you? Why are boundaries important? What is the impact of boundaries?</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 A by the learner being able to answer the mock question relating to this theme.</i></p> <p>How they reflect on their job role and the care they provide to ensure they are meeting the required standards.</p> |

The apprentice will *understand* how to ensure individuals, family members and significant others are invited to care planning or review meetings

3.3 3.4 – please see the workbook for a detailed explanation of requirements to meet these outcomes.

H/WK Challenge Create a fact sheet on the Code of Conduct for Healthcare Support Workers and the 6C's to share with your team. (U6 LO 2.4)

H/WK Apprentice to complete a reflective account on a time where they have asked for guidance, supervision or further training in order to gain confidence and develop skills to help them in their job role.

Expert Witness Testimony that demonstrates how you reflect on practice to make improvements and how you work with others to plan your development and how you contribute to the quality assurance process.

Work-based Evidence required (*this can be used to build your EPA Evidence Portfolio*) – recent Supervision or Appraisal and a PDP completed by you. Complete a SWOT Analysis.

*Testing the apprentice's knowledge by the completion of consolidation discussions, mock MCT and Professional Discussions

Functional skills/ transferable/ crossover aspect

Unit 2 - English Level 2 Functional Skills Reading

16 - Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

Unit 3 - English Level 2 Functional Skills Writing:

22 - Spell words used in work, study and daily life, including a range of specialist words

Unit 1 - Maths Level 2 Functional skills Number:

1 - Read, write, order and compare positive and negative numbers of any size

2 - Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation

3 - Evaluate expressions and make substitutions in given formulae in words and symbols

Unit 1 - English Level 2 Functional Skills Speaking and Listening

5- Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
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| Sequence 2 - | <p>Unit 4 – Duty of Care in Care Settings</p> <p>Unit 7 – Promote Person-Centered Approaches in Care Settings</p> <p>S4 Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments</p> <p>S5 Contribute to the development and ongoing review of care/support plans for the individuals they support</p> <p>S6 Provide individuals with information to enable them to exercise choice on how they are supported.</p> <p>S8 Ensure that individuals know what they are agreeing to regarding the way in which they are supported</p> <p>K5 How to create and develop a care plan based on the person’s preferences in the way they want to be supported</p> <p>K6 How to monitor, plan, and review a care plan in response to changing physical, social, and emotional needs of individuals</p> <p>K4 What the ‘Duty of Care’ is in practice</p> <p>K7 How to lead and support others to ensure compliance with regulations and organisational policies and procedures</p> <p>S22 Lead and support others to address conflicts or dilemmas that may arise between an individual’s rights and duty of care</p> <p>K26 How to use and promote with others where relevant, risk assessments to enable a person-centred approach to deliver care.</p> <p>S28 Develop risk assessments and use in a person-centred way to support individuals safely, including moving and assisting people and objects</p> <p>Care – providing person-centred care</p> <p>Commitment – to improve the care and experience of individual</p> | <p>The apprentice will <i>be able</i> to implement/facilitate specialist assessments.</p> <p>The apprentice will <i>be able</i> to gather evidence from individuals, other professionals, family or significant others to support specialist assessments. The apprentice will <i>be able</i> to update the care/support plan following specialist assessments.</p> <p>The apprentice will <i>know</i> the importance of consulting colleagues when planning and reviewing care in response to the changing of physical needs.</p> <p>The apprentice will <i>be able</i> to create and develop a care plan using assessment methods in line with their organisational policy and procedure.</p> <p>The apprentice will <i>be able</i> to ensure individuals know what they are agreeing to by providing care/support plans in alternative formats, requesting translators or an Independent Mental Capacity Advocate to support the individual.</p> <p>The apprentice will <i>know</i> how to support individuals with planning and attending social activities, monitor health, and assist with eating, mobility and personal care.</p> <p>The apprentice will <i>know</i> how to apply person-centred principles when planning and reviewing care.</p> <p>The apprentice will <i>be able</i> to report changes to an individual’s physical, intellectual, cognitive, social, and emotional needs and when to refer on to an external professional by recording in care notes, referring to external professionals and reporting changes and actions to colleagues</p> <p>The apprentice will know how to apply Duty of Care to their practice by keeping their knowledge and skills up</p> | <p>From your sequencing 2, The Main Tasks and Responsibilities according to your Job Role you will need to complete the 2 units which consist of 8 questions for Unit 4 and 11 questions for Unit 7. You will need to prepare for 1 holistic Professional Discussion, you will need to supply work-based evidence, Expert Witness Testimony and prepare for a holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 2 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Professional discussion on the purpose of the support plan how the plan supports person-centred outcomes and the process for reviewing the plan – see workbook for a detailed explanation for requirements to meet outcomes (U1 2.1, U3 2.2, U6 2.2, 2.3, U7 2.1, 2.2, 4.3, 5.1, 6.3, U9 2.3,2.4, 3.2a)</p> <p>Work-based Evidence required (<i>this can be used to build your EPA Evidence Portfolio</i>) – Redacted Support/Care Plan, Risk assessment, completed Key Worker Form and Mental Capacity Assessment.</p> <p>Expert Witness Testimony that demonstrates how you promote person-centred values.</p> <p>Holistic Observation by trainer to include: (unit 7 2.1-2.3,3.2,4.2,4.3,4.4,5.1-5.3,6.3 & 6.4)</p> <p>*Testing apprentice’s knowledge by the completion of consolidation discussions, mock MCT and Professional discussions.</p> | <ul style="list-style-type: none"> • Individuals • Care/Support • Preferences • Review • Outcomes • Participate • Choice • Supervision • Skills • Implement • Facilitate • Specialist • Assessment • Care/Support • Mental Capacity • Person Centred • Professionals • Review • Individuals • Physical • Intellectual • Cognitive • Social • Emotional • Duty of Care • Standards • Safeguarding • Concerns • Abuse • Unsafe • Legislation • Comply • Policy • Procedure | <ul style="list-style-type: none"> • Applying Person Centred Approaches • Effective Communication • Personal Development Training • Responsibilities of a Care Worker • Equality and Inclusion • Effective Handling of information • Applying The Mental Capacity Act 2005 Principles • Applying Informed Choice Principles • Partnership Working • Recording information accurately • Professional Development Training • Complying with Duty of Care • Duty of Candour • Safeguarding responsibilities • Professional Development Training • Leading and supporting colleagues • Risk Management • Applying Person Centred Values <p>PSD Unit 3 Creative Thinking, inquisitiveness and problem solving</p> | <p>How do you feel empowered? When have you felt empowered? What was done to make you feel empowered?</p> <p>Have you ever experienced any inconsistencies in life? How did they make you feel?</p> <p>Have you ever to through assessments from a specialist for a health need? What was the experience like?</p> <p>Have you ever had to plan care or support for yourself or anyone outside of your working role? What was the experience like?</p> <p>Has there ever been a change in your health and wellbeing? How did this make you feel? Did any temporary changes need to take place to your environment or work conditions?</p> <p>Have you ever experienced a change in life?</p> <p>Have you ever felt unsafe? How did that make you feel?</p> <p>Have you ever had to lift heavy items? How did you ensure your safety?</p> <p>Have you ever moved to a new house? What aids did you use to help with moving heavy items?</p> <p>Have you ever sustained an injury from moving an item?</p> <p>How do you feel when you use transport from location A to B, what makes the experience safe for you?</p> <p>Have you ever had to assess the environment other than in your role?</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</i></p> | <p><i>Consolidate learning for theme A by the learner being able to answer the mock question relating to this theme.</i></p> <p>How do you reflect on providing care and support for one individual in line with their care plan? How do you involve the individual in making informed choices?</p> <p>How have you planned or contributed to the development of a care plan based on an individual’s needs and informed choice?</p> <p>How have you applied the principles of informed choice?</p> <p>How have you planned or contributed to the development of a care plan based on an individual’s needs and informed choice?</p> <p>How do you use risk assessments successfully to move individuals and objects safely?</p> |

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| | <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Competence - Is applying knowledge and skills to provide high-quality care and support</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> | <p>to date and by working in line with current care standards, relevant legislation and the code of conduct.</p> <p>The apprentice will <i>understand</i> how Duty of Care links to safeguarding and how to escalate concerns where abuse or unsafe practice is suspected.</p> <p>The apprentice will <i>know</i> how to lead and support others to comply with regulations and organisational policies and procedures. The apprentice will provide information to show others where they can find further information (HSE website, government legislation website, HR team, intranet, organisational website)</p> <p>The apprentice <i>will know</i> and <i>understand</i> how to lead and support others to manage conflicting opinions and unsafe behaviours exhibited by the individual, attend debriefing sessions, use reflection and risk assessment to address the potential imbalance between an individual's preferences and potential harm</p> <p>The apprentice will <i>know</i> how to use and promote with others, a risk assessment to promote person-centred safety</p> <p>The apprentice will <i>be able</i> to contribute to or complete a risk assessment in a person-centred way to support individuals safely, assessing areas such as moving and handling.</p> | | | | <p><i>personal experiences and apply them to the new knowledge and skills you are learning?</i></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>Functional skills/ transferable/ crossover aspect</p> <p>Unit 1 - English Level 2 Functional Skills Speaking and Listening 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p>Unit 3 - English Level 2 Functional Skills Writing 23 - Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>Unit 1 - Maths Level 2 Functional skills Number: 4 - Identify and know the equivalence between fractions, decimals and percentages</p> | | | | | | |

| Treating people with respect and dignity and honoring their human rights | | | | | | | |
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| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
| Sequence 3 – | <p>Unit 3 – Promote Equality and Inclusion in Care Settings</p> <p>K8 How to ensure that dignity is at the centre of all work with individuals and their support circles</p> <p>K9 The importance of respecting diversity, the principles of inclusion and treating everyone fairly.</p> <p>S11 Demonstrate dignity in their working role and with individuals they support, their families, carers and other professionals.</p> <p>S12 Support others to understand the importance of equality, diversity and inclusion in social care</p> <p>S13 Exhibit empathy for individuals they support, i.e., understanding and compassion</p> <p>S14 Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems</p> <p>Care – providing person-centred care</p> <p>Compassion – delivering care and support with kindness, empathy, respect and dignity.</p> <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Commitment – to improve the care and experience of individual</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> | <p>The apprentice <i>understands</i> the importance of working in partnership with individuals, team members, other professionals and families and friends/advocates and follows agreed ways of sharing information.</p> <p>The apprentice will <i>understand</i> the importance of respecting diversity. They will promote respect and tolerance for individuals' values, beliefs and lifestyle choices, among professionals and individuals within the setting.</p> <p>The apprentice will <i>know</i> how to use person-centred values to promote dignity when planning and reviewing care/support plans</p> <p>The apprentice will <i>know</i> how to role model appropriate language and the benefits of diversity when discussing individuals.</p> <p>They will use supervision and observation to challenge discriminatory language, discuss preferences of individuals, being responsive to different cultural norms and values including human rights.</p> <p>The apprentice will <i>know</i> to show understanding and compassion and use a positive approach during interactions with individuals.</p> <p>They will respond appropriately in circumstances that impact individuals in a negative way, e.g., showing kindness in a difficult situation and paying attention to thoughts and feelings.</p> <p>The apprentice will <i>know</i> how to show courage by working calmly and confidently during situations when personal views, beliefs and opinions may be challenged.</p> <p>They will challenge decisions, have an open mind and take into account alternative views and opinions.</p> | <p>From your sequencing 3, Treating people with respect and dignity and honoring their human rights you will need to complete the 1 unit which consists of 5 questions for Unit 3. You will need to prepare for 2 Professional discussions, which could be collated together, you will need to supply work-based evidence, Expert Witness Testimony and prepare for a holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 3 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Professional discussion on a situation where they have challenged a time when they believed an individual has not been treated with respect and justify their actions as a Lead Adult Care Worker.</p> <p>Professional Discussion on a specific situation where they have applied the 6C's when planning and reviewing care/support plans, describe how they supported a colleague to understand the importance of respecting equality, diversity and inclusion, the feedback they provided and any coaching they provided (unit 3 2.2,3.1,3.2)</p> <p>Work-based Evidence – required (this can be used to build your EPA Evidence Portfolio) Redacted Support/Care Plan</p> <p>Expert Witness Testimony to show how they model inclusive practice and how they support others through supervision and observation of practice (Unit 3 LO 3.1,3.2)</p> <p>Holistic Observation by the trainer.</p> <p>*Testing apprentice's knowledge by the completion of consolidation discussions, mock MCT and Professional discussions.</p> | <ul style="list-style-type: none"> Dignity Individuals Support Partnership Professionals Respect Diversity Principles Inclusion Values Choices Beliefs Feedback Empathy Courage Positive Challenge | <ul style="list-style-type: none"> Treating people with respect and dignity Respecting Diversity Equality and Inclusion Personal Development Applying Person Centred Approaches Applying Informed Choice Principles Applying The Mental Capacity Act 2005 Principles Statutory standards, applying principles of the equality act 2010 Working in line with agreed ways of working Working with advocates Effectively communicating and being understood Recording information accurately Leading and supporting colleagues <p>PSD Unit 8 Respectfulness and tolerance</p> <p>Unit 9 Professionalism and integrity</p> | <p>What qualities are important to you? Why are they important?</p> <p>Can you think of a time you were treated with respect and fair treatment? What was special about the experience?</p> <p>How and when have you shown respect to people?</p> <p>Have you ever experienced an occasion whereby you felt undignified? How did it make you feel?</p> <p>Can you think of a time you have been brave or courageous? How did it make you feel?</p> <p>What is your experience of being shown empathy and compassion?</p> <p>After a distressing event in life, how did the experience make you feel?</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 B by the learner being able to answer the mock question relating to this theme.</i></p> <p>How have you worked in a person-centred way, respecting the dignity of one individual, or interacting with their families, carers, or advocates?</p> <p>How do you show empathy and courage in your workplace?</p> |

Functional skills/ transferable/ crossover aspect

Unit 2 - English Level 2 Functional Skills Reading

16 - Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

Unit 1 - Maths Level 2 Functional skills Number:

5 - Work out percentages of amounts and express one amount as a percentage of another

6 - Calculate percentage change (any size increase and decrease), and original value after percentage change

7- Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers

8- Express one number as a fraction of another

| Communicating clearly and responsibly | | | | | | | |
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| Sequence Order Work required to do in a calendar month | Standard - Specific knowledge, skills and behaviours as set out by the Standard | What will they be able to know, understand, do, or make? (including personal and character development aspects) | Activity Planned work tasks required to meet the standard | Key words Specific terminology that you must know and be able to use throughout your course duration | Learning outcome theme crossover This identifies where themes will be consolidated or revisited throughout your course | Learner schema – building on prior knowledge This identifies where themes will be consolidated or revisited throughout your course | Learning consolidation check If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts. |
| Sequence 4 – | <p>Unit 1 – Promote Communication in Care Settings</p> <p>Unit 9 – Promote Effective Information Handling in Care Settings</p> <p>S15 Demonstrate and promote to other workers excellent communication skills, including confirmation of understanding to individuals, their families, carer and professionals</p> <p>S16 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> <p>S17 Take the initiative and reduce environmental barriers to communication</p> <p>K11 How to communicate clearly both verbally and non-verbally and be able to influence others to maximise the quality of interaction.</p> <p>K10 The barriers to communication and being able to both identify and determine the best solutions to achieve success when communicating with the individual they are supporting.</p> <p>K12 The role of advocates and when they might be involved</p> <p>S18 Demonstrate and ensure that records and reports are written clearly and concisely</p> <p>S19 Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working</p> <p>S18 Demonstrate and ensure that records and reports are written clearly and concisely</p> <p>S19 Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working</p> <p>K13 Their own and other workers' responsibilities for ensuring confidential information is kept safe</p> | <p>The apprentice will <i>be able to demonstrate</i> how they role model best practice when using verbal and non-verbal communication and they will be able to confirm understanding by requesting clarification or paraphrasing information.</p> <p>The apprentice will <i>know</i> how to ask individuals about their preferred method of communication and record information obtained from family and external professionals in daily care notes of communication profiles.</p> <p>They will use interpreters or translators and demonstrate use of non-verbal communication such as the use of technological aids.</p> <p>The apprentice will <i>show</i> how they take the initiative to reduce environmental barriers by planning area's to be used for communication and making use of quiet private spaces with the appropriate lighting and warmth.</p> <p><u>Challenge</u></p> <p><i>To achieve a Merit the apprentice will be able to demonstrate how they act as a role model for communicating effectively with individuals, their families, carers, and professionals in different work situations with valid justification for their approaches.</i></p> <p><u>Challenge Extension</u></p> <p><i>To achieve a Distinction the apprentice will be able to demonstrate that they can facilitate the use of individuals' preferred methods of communication according to their needs, wishes and preferences.</i></p> <p>The apprentice will <i>know</i> how to communicate clearly to maximise the quality of interactions. They will use a professional approach, encourage participation in discussion and actively listen to what is being said.</p> | <p>From your sequencing 4, Communicating clearly and responsibly you will need to complete the 1 unit which consist of 12 questions for Unit 1 and 3 questions for Unit 9. You will need to prepare for 2 Professional Discussion, which could be collated together, you will need to supply work-based evidence, Expert Witness Testimony and prepare for an holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 4 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Professional discussion on how they role model effective communication methods and the action they take to facilitate the use of an individual's preferred method of communication (unit 1 2.1,2.3,2.4)</p> <p>Professional Discussion on how you have supported an adult care worker to comply with your workplace record-keeping policy, what actions for improvement did you set? Discuss Product Evidence submitted and how it is used. (Unit 9 2.4,3.1,3.2)</p> <p>Expert Witness Testimony to show how they role model best practice communication, the different types of communication methods they use and how they clarify misunderstandings to ensure communication is effective (Unit 1 LO 2.3,2.4, 3.3)</p> <p>Expert Witness Testimony to demonstrate how they support others to understand secure handling of information and how this has contributed to the auditing process (Unit 9 LO 3.1,3.2)</p> <p>Peer feedback from a colleague on a specific situation where they have supported them to</p> | <ul style="list-style-type: none"> • Communication • Effective • Interaction • Skills • Role Model • Environmental • Barriers • Effective • Verbal • Non-Verbal • Preferred • Initiative • Actively • Listen • Effective • Barriers • Advocate • Review • Confidentiality • Clear • Accurate • Compliant • Organisational • Policies • Procedures • Information • Sharing • Storage • Security • GDPR | <ul style="list-style-type: none"> • Effectively Communicating • Working to reduce barriers • Role Modelling • Applying Person Centred Approaches • Applying Informed Choice Principles • Applying The Mental Capacity Act 2005 Principles • Working in Partnership • Using own initiative • Recording information accurately • Sharing Information • Confidentiality • Statutory Standards • Leading and supporting colleagues • Effectively Communicating • Working to reduce barriers. • Working with Advocates • Effective Sharing Information • Agreed Ways of Working • Confidentiality Principles • Leading and Supporting Colleagues <p>PSD Unit 2 Teamwork, helpfulness, and ability to develop consistency</p> <p>Unit 4 Commitment to meeting goals and targets</p> <p>Unit 8 Respectfulness and tolerance</p> <p>Unit 9 Professionalism and integrity</p> <p>Unit 11 Corporate responsibility and promotion of shared social values (commitment to company ethos)</p> <p>Unit 12 Communication and Interpersonal skills</p> <p>Unit 13 Safeguarding, Prevent and British Value skills</p> | <p>When have you had a good two-way communication with someone you care for or in your own personal experience? What made the experience meaningful and memorable?</p> <p>Have you ever experience being misunderstood, how did this make you feel? What did you learn from the experience?</p> <p>Have you experience environmental barriers to communication or any technological or language barriers to communication, what were they? How did you overcome them?</p> <p>What does confidentiality mean to you personally and professionally?</p> <p>Have you ever experienced a breach in confidentiality personally or professionally? What lessons did you learn from it?</p> <p>When have you experienced records not being accurate?</p> <p>Have you ever read a document and not understood it? What results in it being legible? How did it make you feel?</p> <p>Do you keep your personal records safe? Why is this important 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><i>Consolidate learning for theme C by the learner being able to answer the mock question relating to this theme.</i></p> <p>How you have used verbal and non-verbal communication skills and techniques to communicate effectively with individuals, family members, carers, or advocates?</p> <p>Why did you use your approaches? Please give valid justifications.</p> <p>How do you take appropriate actions to communicate effectively with individuals in situations where there are environmental barriers to communication?</p> <p>How do you reduce barriers to communication?</p> <p>How do you produce clear information in health records and reports, and how do you work within organisational policy and procedure for safe and confidential record keeping? Why is it important to do so?</p> <p>How do you produce clear information in health records and reports, and how do you work within organisational policy and procedure for safe and confidential record keeping? Why is it important to do so?</p> |

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| | <p>Care – providing person-centred care</p> <p>Compassion – delivering care and support with kindness, empathy, respect and dignity.</p> <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Commitment – to improve the care and experience of individual</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> | <p>The apprentice will <i>understand</i> the barriers to effective communication – Language, environmental, emotional, social isolation, physical, mental illness, interpersonal.</p> <p>They will be able to identify and determine the best solution to achieve successful communication with individuals.</p> <p>The apprentice will <i>understand</i> the role of an advocate in supporting individuals to communicate their needs and preferences inline medical review meetings. They will support the individual by providing alternative choices and challenging decisions on their behalf.</p> <p>The apprentice will be <i>able to</i> ensure that clear and accurate entries are made into individuals’ daily care notes, care/support plans, assessment plans and handover sheets.</p> <p>They will ensure compliance with organisational policy and procedure by checking entries are authenticated with a date and signature by staff.</p> <p>They will <i>know</i> how to follow their organisational policies and procedures for keeping information safe, information sharing and security of the storage of information and accessing information digitally or on paper.</p> <p>They will support others to ensure they understand the need to secure information handling and that they have accessed the relevant mandatory training and that they put this into practice.</p> <p>The apprentice will <i>know</i> and follow legal requirements for data confidentiality – data protection legislation and Freedom of Information Act 2000.</p> | <p>communicate effectively and helped them to develop their skills</p> <p>H/WK Self-guided study into workplace Confidentiality Procedure and GDPR Legislation.</p> <p>Work-based Evidence - Fluid Chart, Accident/Incident Form, Daily Notes, Team Meeting Minutes, Handover sheet, Risk Assessment, ABC Chart, Supervision, PDP, Communication Passport, Risk Assessment, Care/Support Plan</p> <p>Holistic observation by trainer to include unit 1 2.1,2.3,2.4,3.3,3.4,4. Unit 9 2.2,2.3,2.4,3.1,3.2</p> <p>*Testing apprentice’s knowledge by the completion of consolidation discussions, mock MCT and Professional discussions.</p> | | | | |
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Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

- 1 - Identify relevant information from extended explanations or presentations
- 6 - Express opinions and arguments and support them with relevant and persuasive evidence
- 8 - Make relevant and constructive contributions to move discussion forward

Unit 2 - English Level 2 Functional Skills Reading

- 11 - Identify the different situations when the main points are sufficient and when it is important to have specific details

Unit 1 - Maths Level 2 Functional skills Number:

- 9 - Order, approximate and compare decimals
- 10 - Add, subtract, multiply and divide decimals up to three decimal places
- 11 - Understand and calculate using ratios, direct proportion and inverse proportion
- 12 - Follow the order of precedence of operators, including indices

| Supporting individuals to remain safe from harm | | | | | | | |
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| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
| Sequence 5 – | <p>Unit 5 – Safeguarding and Protection in Care Settings</p> <p>K14 What abuse it and what to do when they have concerns someone is being abused</p> <p>K15 The national and local strategies for safeguarding and protection from abuse.</p> <p>K18 The importance and process of whistleblowing, being able to facilitate timely intervention</p> <p>K17 How to recognize and prevent unsafe practices in the workplace</p> <p>K16 What to do when receiving comments and complaints ensuring appropriate and timely actions take place.</p> <p>K19 How to address and resolve any dilemmas they may face between a person’s rights and their safety.</p> <p>S20 Support others to recognize and respond to potential signs of abuse according to agreed ways of working</p> <p>S21 Work in partnership with external agencies to respond to concerns of abuse</p> <p>S23 Recognise, report, respond to and record unsafe practices and encourage others to do so</p> <p>Competence - Is applying knowledge and skills to provide high-quality care and support</p> <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Commitment – to improve the care and experience of individual</p> <p>Care – providing person-centred care</p> | <p>The apprentice will <i>know and understand</i> the different signs and symptoms of abuse and the actions to take if there are concerns an individual is being abused.</p> <p>The apprentice will <i>know and understand</i> the national policies for safeguarding and protection of abuse – The Disclosure and Barring Service (DBS), Mental Capacity Act 2005, The Care Act 2014, Mental Health Act 1983, Human Rights Act 1998.</p> <p>They will understand the local strategies for safeguarding – Safeguarding Adults Boards, Safeguarding Adults Reviews and organisational policies and procedures for safeguarding.</p> <p>The apprentice will <i>understand</i> the importance and the process of whistleblowing by following the organisational policy of the setting and reporting concerns in a timely way so that immediate intervention action can be taken.</p> <p>The apprentice will <i>know and understand</i> unsafe practices and how to prevent them.</p> <p>The apprentice will <i>know and understand</i> how to follow their organisation’s complaints policies and procedures ensuring all complaints are taken seriously and records completed in a timely way.</p> <p>The apprentice will <i>know and understand</i> how to address and resolve dilemmas taking into account the rights of the individual to make ‘unwise decisions’, developing a risk assessment to manage potential health and safety risks and referring to policies and procedures on when/how it is necessary to breach an individual’s right to confidentiality</p> <p>The apprentice will <i>know and understand</i> how to support others to recognise physical, emotional or</p> | <p>From your sequencing 5, Safeguarding individuals to remain safe from harm you will need to complete the 1 unit which consist of 24 questions for Unit 5. You will need to prepare for 1 Professional Discussion. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>Professional Discussion – discuss one type of abuse and signs and symptoms. Talk about your workplace policy and the protocol to follow in the event of abuse.</p> <p>H/WK – Complete Sequence 5 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>H/WK Self-guided study to research workplace safeguarding and Whistleblowing policy and procedure.</p> <p>H/WK Self-guided study to research workplace complaints policy and procedures (links to unit 4 Duty of Care)</p> <p>*Testing apprentice’s knowledge by the completion of consolidation discussions, mock MCT and Professional discussions.</p> | <ul style="list-style-type: none"> Safeguarding Safe Signs Intervention Actions Rights Policies Procedures Practice Immediate Whistleblowing Online safety Risk Unsafe Practice Prevent Complaints Dilemma Confidentiality Recognize Respond Report Signs Abuse Responsibilities Contribute Confidential Unsafe Concerns Partnership Encourage | <ul style="list-style-type: none"> Safeguarding and Protection responsibilities Agreed Ways of Working Confidentiality Principles Statutory standards Complying with Duty of Care and Duty of Candour Dealing with Complaints Recording information accurately Applying The Mental Capacity Act 2005 Principles Dealing with dilemmas Risk Management Professional Development Training Sharing Information Working in Partnership Recording information accurately Risk Management Leading and supporting colleagues <p>PSD Unit 13 Safeguarding, Prevent and British Values</p> | <p>What do you do to keep yourself safe? Why is your safety important? Have you ever been in a vulnerable situation? How did it make you feel?</p> <p>Have you ever felt unsafe during any experience in your life?</p> <p>How do you keep yourself safe with online shopping and social media?</p> <p>Have you ever made a complaint? Why did you make the complaint? What was the outcome of the complaint? What did it make you feel when the complaint was resolved?</p> <p>What do you do to keep your loved ones safe?</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 D by the learner being able to answer the mock question relating to this theme.</i></p> <p>Identify two types of abuse; how would you identify these types of abuse and how would you respond to in line with your workplace policies and procedures?</p> <p>Identify one unsafe practice, what are the signs that you would use to identify this type of practice and how would you report and challenge this unsafe practice in with your workplace policies and procedures?</p> <p>How do you support individuals to make complaints in line with your workplace policy and procedure?</p> <p>What types of dilemmas do you deal with and how do you work to resolve them?</p> <p>How do you support your colleagues to identify abuse?</p> <p>How do you follow your workplace policy and procedure for working with external partners when dealing with safeguarding concerns?</p> |

psychological changes in an individual. They will support others to respond to suspicions of abuse by supporting them to understand responsibilities to their role and the appropriate people to report suspicions to while adhering to confidential working practice.

The apprentice will *know and understand* how to document concerns and make referrals, attend safeguarding meetings and contribute to changes in work-based practice as a result of concerns and joint working

The apprentice will *know and understand* how to respond and report unsafe practice and how to encourage others to do so

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

2 - Follow narratives and lines of argument

Unit 2 - English Level 2 Functional Skills Reading

12 - Compare information, ideas and opinions in different texts, including how they are conveyed

17 - Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias

18 - Follow an argument, identifying different points of view and distinguishing fact from opinion

Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space

13 - Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting

| Championing health and wellbeing for the individuals they support and for work colleagues | | | | | | | |
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| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
| Sequence 6a – | <p>Unit 8 – Promote Health, Safety and Wellbeing in Care Settings</p> <p>K20 The health and safety responsibilities of self, employer and workers</p> <p>K21 How to keep safe in the work environment</p> <p>K22 What to do when there is an accident or sudden illness and take appropriate action</p> <p>K23 What to do with hazardous substances</p> <p>S24 Lead and mentor others where appropriate to promote the well-being of the individuals they support</p> <p>S26 Promote healthy eating and well-being by supporting individuals to have access to fluids, food and nutrition</p> <p>S29 Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support</p> <p>Competence - Is applying knowledge and skills to provide high-quality care and support</p> <p>Commitment – to improve the care and experience of individual</p> <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> | <p>The apprentice <i>know</i> and <i>understand</i> the health and safety responsibilities of themselves and others by undertaking relevant training, using resources such as PPE, mobility aids. They will monitor and report health and safety concerns and support others to understand and follow safe practices and challenge poor practice.</p> <p>The apprentice will <i>know</i> and <i>understand</i> the procedures to follow in event of an accident and the procedure to follow in the event of a sudden illness and the records to be completed.</p> <p>The apprentice will <i>understand</i> their organisational procedures for the safe storage, usage and disposal of hazardous substances.</p> <p>The apprentice will <i>know</i> how to lead and mentor others to promote the wellbeing of individuals they support through role modelling person-centred values, developing and implementing care/support plans and using a non-judgemental, equal and inclusive approach.</p> <p>The apprentice will <i>be able</i> to promote healthy eating and wellbeing by documenting dietary needs, recording food and fluid intake, requesting external professional support and raising awareness of the importance of appropriate fluid, food and nutrition</p> | <p>From your sequencing 6, Championing health and wellbeing for the individuals they support and for work colleagues you will need to complete the 1 unit which consists of 18 questions for Unit 8. You will need to prepare for 3 Professional discussions, which could be collated together, you will need to supply work-based evidence, Expert Witness Testimony and prepare for a holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 6 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Professional Discussion – discuss your own responsibilities for Health & Safety and explain your Health & Safety Policy and how you support others to comply with procedures.</p> <p>Professional discussion – discuss one example of how you have assessed the risks relating to moving or assisting an individual (Unit 8 LO 2.4, 2.5)</p> <p>Work-based Evidence – Redacted Risk assessment, fire drill record, fire check, PEEPS and an H&S Audit you have completed.</p> <p>H/WK Self-guided study to research your workplace policy and procedure for the safe storage, usage and disposal of hazardous substances</p> <p>*Testing apprentice’s knowledge by the completion of consolidation discussion, mock MCT.</p> | <ul style="list-style-type: none"> Health Safety Wellbeing Responsibilities Procedures Concerns Accident Hazardous Risk Assessment Training Practice Person-Centred Values Individuals Care/Support Equal Wellbeing Nutrition Hydration Professional Awareness Monitor Fire Safety Evacuation Plan Training Auditing | <ul style="list-style-type: none"> Health, Safety and Wellbeing responsibilities Complying to Duty of care Risk Management Agreed ways of working Complying with Statutory Standards Dealing with accidents and incidents Dealing with Hazardous Substances Applying Person Centred Values Promoting Nutrition and Hydration Monitoring Health and Wellbeing Recording Accurate Information Partnership Working Professional Development Training Carrying out Quality Audits Professional Development Training Taking Part in Fire Drills | <p>How do you keep yourself safe at home? Why is this important and meaningful to you?</p> <p>What do you do if you or a loved one has an accident at home?</p> <p>What do you do to keep happy and healthy?</p> <p>How do you stay hydrated and why is this important to you?</p> <p>Have you ever felt dehydrated? How did this make you feel and what did you do to recover?</p> <p>Have you ever felt confused and had a concussion? How did the experience make you feel? Did you have to seek any medical advice?</p> <p>Why is healthy eating and fitness important to you or your family?</p> <p>Have you ever heard of the news about any incidents of fire? How did they make you feel? Why is Fire Safety important 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><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 E by the learner being able to answer the mock question relating to this theme.</i></p> <p>How do you work to promote your workplace Health and Safety Procedure?</p> <p>What do you do when there is an accident or a sudden illness? What is your procedure and what records do you complete?</p> <p>How have you promoted an individuals’ health and well-being through good nutrition and hydration, and know-how to monitor and report changes to health and wellbeing in line with organisational policies and procedures?</p> <p>How do you prevent fires from starting?</p> <p>How do you work in line with your workplace Fire Policy and Procedure?</p> |

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Unit 3 - English Level 2 Functional Skills Writing

20 - Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

21 - Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)

22 - Spell words used in work, study and daily life, including a range of specialist words

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.

28 - Construct complex sentences consistently and accurately, using paragraphs where appropriate

Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space

14a - Convert between metric and imperial units of length, weight and capacity using: a conversion factor/ a conversion graph

15 - Calculate using compound measures including speed, density and rates of pay (new)

16 - Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles)

17 - Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders)

| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
|---|---|---|---|---|---|--|--|
| Sequence 6b – | <p>K25 How to reduce the spread of infection prevention and control</p> <p>S25 Demonstrate the management of the reduction of infection, including the use of best practices in hand hygiene</p> <p>S27 Carry out fire safety procedures and manage others to do so</p> <p>K24 How to promote fire safety and how to support others</p> <p>Commitment – to improve the care and experience of individual</p> <p>Care – providing person-centred care</p> <p>Competence - Is applying knowledge and skills to provide</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> | <p>The apprentice will <i>know</i> how to reduce the spread of infection for airborne, direct contact, and indirect contact and be able to support others by role modelling and promoting compliance among staff.</p> <p>The apprentice will <i>be able</i> to manage the reduction of infection, including best practices in hand hygiene by adhering to their workplace infection control procedures, using appropriate PPE, following hand hygiene principles and working as part of a team.</p> <p>The apprentice will <i>know</i> how to reduce the spread of infection for airborne, direct contact, indirect contact and be able to support others by role modelling and promoting compliance among staff.</p> <p>The apprentice will <i>be able</i> to manage the reduction of infection, including best practices in hand hygiene by adhering to their workplace infection control procedures, using appropriate PPE, following hand hygiene principles and working as part of a team.</p> <p>The apprentice will <i>know</i> how to carry out fire safety procedures in line with organisational policies and procedures by attending mandatory training, leading and supporting staff in fire drills, completing personal emergency evacuation plans (PEEP) and auditing compliance of emergency procedures.</p> <p>The apprentice will know how to promote fire safety and how to support others by attending training and managing or taking part in fire drills.</p> <p>The apprentice will follow their organisation’ policies and procedures for preventing fires and monitor compliance.</p> | <p>Professional Discussion – discuss how you have managed Infection Control and Fire Safety.</p> <p>H/WK You will need to take a video of yourself washing your hands and following the best hand hygiene principles – You will also need to take a video providing a tour of the building where you describe Fire Safety practices.</p> <p>Holistic Observation – demonstrating the correct use of PPE and show how you comply with your workplace H&S policies and procedures.</p> <p>Expert Witness Testimony – on how you follow H&S policies and procedures and how you support others to comply. (See workbook for more detail)</p> <p>H/WK Challenge Apprentice to create a poster on best practices on hand hygiene and the correct use of Personal Protective Equipment to share with your team.</p> <p>*Testing learner’s knowledge by the completion of consolidation discussion, mock MCT and Professional Discussion.</p> | <ul style="list-style-type: none"> • Infection Prevention • Compliance • Best Practice • Procedures • Principles • Team | <ul style="list-style-type: none"> • Infection Prevention • Agreed Ways of Working • Carrying out quality audits • Professional Development Training <p>PSD Unit 10 Mental and physical health (work/life balance)</p> | <p>What do you do to stay free from infectious diseases? Why do you do, what you do?</p> <p>During the recent pandemic what changes took place and what did you learn from them? Do you think you’ll reflect on them in the future?</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 E by the learner being able to answer the mock question relating to this theme.</i></p> <p>How have you reduced the spread of infection and maintain health, safety and security in line with best practice and organisational policies and procedures?</p> |

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

- 1 - Identify relevant information from extended explanations or presentations
- 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 2 - English Level 2 Functional Skills Reading

- 12 - Compare information, ideas and opinions in different texts, including how they are conveyed
- 17 - Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
- 18 - Follow an argument, identifying different points of view and distinguishing fact from opinion

Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space

- 18 - Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements
- 19 - Use coordinates in 2-D, positive and negative, to specify the positions of points

| Working professionally and seeking to develop their own professional development | | | | | | | |
|--|---|---|---|--|--|--|--|
| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
| Sequence 7 – | <p>K27 what a professional relationship is with the person being supported and colleagues</p> <p>K2 Both their own and other workers Professional Boundaries and limits, training and expertise.</p> <p>K28 How to work with other people and organisations in the interest of the person being supported</p> <p>K29 How to be actively involved in their own personal development plan and where appropriate, other workers personal development plans.</p> <p>S31 demonstrate manage and support self and others to work within safe, clear professional boundaries</p> <p>Commitment – to improve the care and experience of individual</p> <p>Care – providing person-centred care</p> <p>Competence - Is applying knowledge and skills to provide</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Compassion – delivering care and support with kindness, empathy, respect and dignity.</p> | <p><i>The Apprentice will understand what a professional relationship is with the person being supported and what a professional relationship with colleagues is</i></p> <p><i>The Apprentice will know and understand how to support others to know how to maintain professional boundaries and to recognise the limits of their training and expertise</i></p> <p><i>The Apprentice will be able to demonstrate how they manage and support others to work within safe, clear and professional boundaries by role modelling good practice and following safety guidance and procedures.</i></p> | <p>From your sequencing 7 workbook, you will need to commence completing your written assignments for the optional units – your trainer will provide you with the relevant workbook for each unit. Any Professional Discussions will be planned in advance with yourself and Trainer. You will already have supplied work-based evidence, Expert Witness Testimony and holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 7 workbook. this can be provided by your trainer and found on Smart Assessor under resources together the workbook for the Optional Unit.</p> <p>Professional Discussion – discuss your professional boundaries and how you work in line with your workplace policies and procedures – (Units 2 and 6)</p> <p>Reflective Account – Write of when you have worked professionally with colleagues to benefit the needs of the service.</p> <p>Mock Professional Discussion – you will have a mock professional discussion in preparation for your End Point Assessment.</p> <p>Together with your Trainer you will review your work-based evidence and plan for any further evidence required for your Portfolio.</p> <p>*Testing Apprentice’s knowledge by the completion of consolidation discussion, mock MCT and Professional Discussion.</p> | <ul style="list-style-type: none"> Professional Development Professional Boundaries Relationships Stakeholders | <ul style="list-style-type: none"> Professional Development Training Developing Professional Relationships Understanding Professional Boundaries Agreed Ways of Working Information Sharing Partnership Working Effectively Communicating | <p>Do you reflect? When has your reflection helped you to develop?</p> <p>Have you learnt a new skill outside of work? What was the learning process?</p> <p>Do you remember reflecting when you were at school/college? Why are boundaries important to you? What does the term boundaries mean to you?</p> <p>Can you think of a working relationship at work, what made it meaningful to you?</p> <p>Have you ever experienced someone conduct themselves well or not so well? What does the word conduct mean 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><i>Consolidate learning for theme F by the learner being able to answer the mock question relating to this theme.</i></p> <p>How do you maintain safe and clear professional boundaries when working with individuals with care/support needs.?</p> |

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

- 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

Unit 3 - Maths Level 2 Functional skills Handling information and data

- 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

- 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

| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
|---|---|---|--|---|---|---|---|
| Sequence 8 – | <p>S2 Take the initiative when working outside normal duties and responsibilities</p> <p>S30 Take the initiative to identify and form professional relationships with other people and organisations</p> <p>S36 Demonstrate good team/partnership working skills.</p> <p>Commitment – to improve the care and experience of individual</p> <p>Care – providing person-centred care</p> <p>Competence - Is applying knowledge and skills to provide</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Compassion – delivering care and support with kindness, empathy, respect and dignity.</p> | <p><i>The Apprentice will be able to take the initiative when working outside of normal duties and responsibilities by assuming additional responsibilities when senior/managers are unavailable.</i></p> <p><i>The Apprentice will know how to identify and form professional relationships by working with professionals within and outside the organisation in response to identify the needs of individuals. They will work with a shared purpose demonstrate appropriate communication, respect professional expectations, information sharing and collaborative working.</i></p> <p><i>The Apprentice will be able to demonstrate good team/partnership working skills by being receptive to others’ viewpoints, acting on others’ contributions and follow policies and procedures consistently.</i></p> | <p>From your sequencing 8, you will need to continue completing your written assignments for the optional units – your trainer will provide you with the relevant workbook for each unit. Any Professional Discussions will be planned in advance with yourself and Trainer. You will already have supplied work-based evidence, Expert Witness Testimony and a holistic observation. You will need to prepare for 3 Professional discussions, which could be collated together, you will need to supply work-based evidence, Expert Witness Testimony and prepare for a holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 8 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Reflective Accounts x 2 required – Please provide a Reflective on, when you have initiated a professional relationship with an external professional. 2nd Reflective Account of a time when you have used your initiative and assumed additional duties.</p> <p>Mock Professional Discussion – you will have a mock professional discussion in preparation for your End Point Assessment</p> <p>Together with your Trainer you will review your work-based evidence and plan for any further evidence required for your Portfolio.</p> <p>*Testing learner’s knowledge by the completion of consolidation discussion, mock MCT and Professional Discussion.</p> | <ul style="list-style-type: none"> Professional Development Professional Boundaries Relationship Initiative Policy Procedure Collaborative Working | <ul style="list-style-type: none"> Professional Development Training Developing Professional Relationships Working within Professional Boundaries Agreed Ways of Working Information Sharing Partnership Working Effectively Communicating Using Initiative Leading and supporting colleagues. | <p>Can you think of a time when you have taken charge of something before someone else or when you have taken prompt action to solve a problem?</p> <p>When has team working felt meaningful to you? What made it meaningful?</p> <p>Have you ever felt rewarded or job satisfaction from the positive working relationships are work?</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 F by the learner being able to answer the mock question relating to this theme.</i></p> <p>How do you work in partnership with other organisations?</p> <p>How have you worked effectively as part of a team to provide care/support to individuals and know where to access support to help in difficult/conflict situations?</p> |

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

- 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

- 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

- 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

- 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

| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
|---|--|---|---|---|--|--|--|
| Sequence 9 - | <p>K30 How to demonstrate excellent core skills in writing, numbers and information technology</p> <p>K31 How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues</p> <p>K33 How to access and apply good practice relating to their role</p> <p>S2 Take the initiative when working outside normal duties and responsibilities</p> <p>Commitment – to improve the care and experience of individual</p> <p>Care – providing person-centred care</p> <p>Competence - Is applying knowledge and skills to provide</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> <p>Courage - Is doing the right thing for people and speaking up if the individual they support is at risk</p> <p>Compassion – delivering care and support with kindness, empathy, respect and dignity.</p> | <p><i>The Apprentice will be able to demonstrate excellent core skills in writing clear and concise care notes and care plans and when completing official reports.</i></p> <p><i>They will demonstrate excellent number skills when documenting data for health.</i></p> <p><i>They will demonstrate excellent information technology skills through accessing digital record systems in the appropriate way and having knowledge of the Data Protection legislation.</i></p> <p><i>The Apprentice will know how to access good practise relating to their role through accessing websites and published guidance. They will be able to apply good practice by providing a positive experience for individuals who use their service.</i></p> <p><i>The Apprentice will be able to take the initiative when working outside of normal duties and responsibilities by assuming additional responsibilities when senior/managers are unavailable</i></p> | <p>From your sequencing 9, you will need to continue completing your written assignments for the optional units – your trainer will provide you with the relevant workbook for each unit. Any Professional Discussions will be planned in advance with yourself and Trainer. You will already have supplied work-based evidence, Expert Witness Testimony and a holistic observation. You will need to prepare for 3 Professional discussions, which could be collated together, you will need to supply work-based evidence, Expert Witness Testimony and prepare for a holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 9 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Reflective Account – write how you have participated in a range of development activities and how these activities were beneficial to service delivery.</p> <p>Mock Professional Discussion – you will have a mock professional discussion in preparation for your End Point Assessment</p> <p>Together with your Trainer you will review your work-based evidence and plan for any further evidence required for your Portfolio.</p> <p>*Testing apprentice’s knowledge by the completion of consolidation discussion, mock MCT and Professional Discussion.</p> | <ul style="list-style-type: none"> Initiative Duties Responsibilities | <ul style="list-style-type: none"> Using Initiative Agreed Ways of Working Professional Boundaries Leading and Supporting Colleagues | <p>Can you think of a time when you have taken charge of something before someone else or when you have taken prompt action to solve a problem?</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 F by the learner being able to answer the mock question relating to this theme.</i></p> <p>When have you used your initiative at work and taken action to complete tasks?</p> |

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

- 3 - Respond effectively to detailed or extended questions and feedback
- 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

- 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
- 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 2 - English Level 2 Functional Skills Reading

- 11 - Identify the different situations when the main points are sufficient and when it is important to have specific details

Unit 3 - Maths Level 2 Functional skills Handling information and data

- 26 - Work out the probability of combined events including the use of diagrams and tables, including two-way tables
- 27 - Express probabilities as fractions, decimals and percentages
- 28 - Draw and interpret scatter diagrams and recognise positive and negative correlation

| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
|--|---|--|--|---|--|---|---|
| Sequence 10 – | <p>K32 How to carry out research relevant to individuals support needs and share others</p> <p>K34 How to access and apply specialist knowledge when needed to support performance in the job role</p> <p>S34 Carry out research relevant to individuals support needs and share with others</p> <p>S9 Lead and support colleagues to understand how to establish informed consent when providing care and support</p> <p>S10 Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities</p> <p>Behaviours</p> <p>Commitment – to improve the care and experience of individual</p> <p>Competence - Is applying knowledge and skills to provide</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> <p>Compassion – delivering care and support with kindness, empathy, respect and dignity.</p> | <p>The apprentice will <i>know-how</i> to access good practise relating to their role through accessing websites and published guidance They will be able to apply good practice by providing a positive experience for individuals who use their service The apprentice will <i>know</i> how to access specialist knowledge to support their performance and how to apply it by having taken part in supervisions, yearly appraisal and access websites and training events</p> <p>The apprentice will <i>know-how</i> to carry out relevant research to support individuals needs and share with others by talking to other practitioners, accessing websites and training events and sharing the research with their colleagues They will also gain the views of family/ significant others</p> <p><i>Challenge</i> <i>To achieve a Merit the apprentice will be able to demonstrate that the development activities they participate in are appropriate and beneficial to support service delivery</i></p> <p><i>Challenge Extension</i> <i>To achieve a Distinction the apprentice will be able to show they regularly monitor the effectiveness of their ongoing development for service delivery</i></p> <p>The apprentice will <i>be able to demonstrate</i> how they were necessary mentor and supervise others and maintain their personal development plans</p> <p>The apprentice will <i>be able to show</i> how they lead and support colleagues to understand how to establish informed consent when providing care and support by supervising colleagues, holding professional discussions, encouraging shadowing and observation of practice and by using the appropriate communication styles</p> <p><i>Challenge</i></p> | <p>From your sequencing 10, you will need to continue completing your written assignments for the optional units – your trainer will provide you with the relevant workbook for each unit. Any Professional Discussions will be planned in advance with yourself and Trainer. You will already have supplied work-based evidence, Expert Witness Testimony and a holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 10 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Work-based Task (To be used as EPA evidence) –</p> <ol style="list-style-type: none"> 1. Choose an individual you support and research a specialist support need that they have. 2. Carry out a supervision on a staff member and complete a reflection on this. <p>Peer Feedback – Gather feedback from a colleague describing how you have supported them to establish informed consent.</p> <p>Multiple Choice Test Practice – Complete the MCT practice paper</p> <p>Mock Professional Discussion – you will have a mock professional discussion in preparation for your End Point Assessment</p> <p>Together with your Trainer you will review your work-based evidence and plan for any further evidence required for your Portfolio.</p> | <ul style="list-style-type: none"> • Statutory • Standards • Code of Practice • 6C's • Core Skills • Performance • Personal Development • Training • Goals • GDPR • Initiative | <ul style="list-style-type: none"> • Statutory Standards • Agreed Ways of Working • Complying to the adult care code of conduct. • Promoting the 6C's • Professional Development Training and activities • Gaining feedback on own performance • Reflection on performance • SMART Targets | <p>What does development mean to you?</p> <p>How have things developed In the adult care sector?</p> <p>Do you plan for development? Have you developed new skills through any hobbies or recreational activities?</p> <p>Do you remember being at school when you developed your reading, writing skills? How did it make you feel?</p> <p>Do you remember being set SMART objectives? Personally, or professionally?</p> <p>Do you set yourself any targets?</p> <p>Can you recall an occasion whereby you become more confident at work? What lead to this experience?</p> <p>What activities do you do to support your own well-being?</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 F by the learner being able to answer the mock question relating to this theme.</i></p> <p>Can you tell me how you have used reflective practice to identify key areas for own professional development?</p> <p>How has your personal development plan effectively addressed the areas identified for development from your reflective practice?</p> <p>How do you review the effectiveness of your personal development plan to assess its contribution to your professional development?</p> |

To achieve a Merit the apprentice will be able to demonstrate they can use recognised performance development practices to support the development of colleagues in carrying out their duties

*Testing apprentice's knowledge by the completion of consolidation discussion, mock MCT and Professional Discussion.

Functional skills/ transferable/ crossover aspect

Unit 1 - English Level 2 Functional Skills Speaking and Listening

- 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

- 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

| Sequence Order <i>Work required to do in a calendar month</i> | Standard - <i>Specific knowledge, skills and behaviours as set out by the Standard</i> | What will they be able to know, understand, do, or make? <i>(including personal and character development aspects)</i> | Activity <i>Planned work tasks required to meet the standard</i> | Key words <i>Specific terminology that you must know and be able to use throughout your course duration</i> | Learning outcome theme crossover <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learner schema – building on prior knowledge <i>This identifies where themes will be consolidated or revisited throughout your course</i> | Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts.</i> |
|--|---|---|--|--|---|--|---|
| Sequence 11 – | <p>S35 Demonstrate where necessary mentoring and supervision to others in the workplace</p> <p>S37 Demonstrate their contribution to robust recruitment and induction processes</p> <p>S32 Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities</p> <p>S33 Demonstrate continuous professional development]</p> <p>S31 demonstrate manage and support self and others to work within safe, clear professional boundaries</p> <p>Behaviours</p> <p>Commitment – to improve the care and experience of individual</p> <p>Competence - Is applying knowledge and skills to provide</p> <p>Communication - Good communication is central to successful caring relationships and effective team working</p> <p>Care – providing person-centred care</p> | <p>The apprentice will <i>be able to demonstrate</i> how they were necessary mentor and supervise others and maintain their personal development plans</p> <p>The apprentice will <i>be able to demonstrate</i> their contribution to the robust recruitment and induction process by contributing to the induction plan for new employees.</p> <p>Challenge <i>To achieve a Merit the apprentice will be able to demonstrate how they engage in the induction and supervision process and how they proactively offer help to others and seek guidance when needed</i></p> <p>The apprentice will know how to take the initiative to evaluate and improve on their own skills and knowledge through reflection by using reflection to consider learning and experiences obtained on duty, what went well and what could be improved on and implementing suggestions for improvement. They will use supervision and feedback to develop their own knowledge and understanding.</p> <p>The apprentice will be able to demonstrate continuous professional development by maintaining a CPD file including training certificates, reflective practice logs, observation of practice and feedback from professionals and individuals.</p> <p><i>The Apprentice will be able to demonstrate how they manage and support others to work within safe, clear and professional boundaries by role modelling</i></p> | <p>From your sequencing 11, you will need to continue completing your written assignments for the optional units – your trainer will provide you with the relevant workbook for each unit. Any Professional Discussions will be planned in advance with yourself and Trainer. You will already have supplied work-based evidence, Expert Witness Testimony and holistic observation. We will also look for opportunities to develop your professional skills.</p> <p><i>The workbook will provide you with resource material and prompts to help you complete all of the above. Feel free to send/upload the workbooks at different stages of completion. You will receive feedback and support to complete the next steps. You should aim to complete this workbook within a month - usually by your next planned session to be on track.</i></p> <p>H/WK – Complete Sequence 11 workbook. this can be provided by your trainer and found on Smart Assessor under resources.</p> <p>Professional Discussion - Discuss the contents of your supervision, any improvements you will make and any training you have requested to help you progress in your career (Unit 2 LO 3.2,4.2,4.3,5.4)</p> <p>Expert Witness Testimony</p> <p>Gather an Expert Witness Testimony from their manager for describing how they work within safe, clear professional boundaries and how they role model this to the team (Please refer to your earlier Expert Witness Testimony – this may be sufficient)</p> <p>Work-based Evidence</p> <p>Submit a copy of your workplace induction record showing the support your provided to a new staff member</p> <p>Submit a copy of a Personal Development Plan you have completed with a staff member you have supervised</p> <p>Submit evidence of your recent supervision</p> <p>Multiple Choice Test Practice – Complete the MCT practice paper</p> <p>Mock Professional Discussion – you will have a mock professional discussion in preparation for your End Point Assessment</p> | <ul style="list-style-type: none"> Initiative Skills Knowledge Supervision Feedback Reflection Personal Development | <ul style="list-style-type: none"> Professional Development Training and Activities Gaining feedback through supervision Reflection on Practice Planning Professional Development SMART Targets Carrying out Research to inform professional practice | <p>What does it mean to you to be able to make your own decisions?</p> <p>Have you ever supported a loved one to make a decision?</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 F by the learner being able to answer the mock question relating to this theme.</i></p> <p>What methods do you use to support your colleagues to develop their practice?</p> <p>What methods do you use to support your colleagues to develop their practice?</p> <p>Are you involved in carrying out supervision for your Adult Care staff?</p> <p>What involvement do you have in the recruitment process?</p> <p>Do you carry out Inductions for new staff?</p> <p>What opportunities are there for you to use your initiative at work?</p> <p>What activities do you do to support your own development?</p> <p>How do you gain new information and knowledge about the individuals you support?</p> |

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| | | | <p>Together with your Trainer you will review your work-based evidence and plan for any further evidence required for your Portfolio.</p> <p>*Testing learner's knowledge by the completion of consolidation discussion, mock MCT and Professional Discussion.</p> | | | | |
|--|--|--|--|--|--|--|--|