

A/601/1429

Engage in personal
development in
health, social care or
children's and young
people's settings

Standards

Understand what is required for competence in your own work role

Describe the duties and responsibilities of your own role

Your role will have a job description. This tells you what your main duties and responsibilities are and whom you report to. Ask your employer for a copy if you do not have it. You should know what is expected of you but also what is not included in your role. It will be almost impossible for a job description to list every task you will do but it should largely reflect your role. The kinds of duties that might be in your job description are:

- providing care and support, working in a person-centred way, communicating well, building relationships and promoting equality and diversity

- working as part of a team, being a supportive team member and developing your skills to improve your work

- contributing to activities in a safe way, keeping and filing clear records, keeping to regulations, following the agreed way of working

- respecting confidentiality by not discussing any personal information on individuals or staff with unauthorised people, and storing records securely

Explain expectations about own work role as expressed in relevant standards

The skills and knowledge you need to carry out your role competently and the ways in which you should work are set out nationally. You can find these in:

- the Care Certificate (England only)

This is shared health and social care training. It is expected that new healthcare support workers and adult social care workers will complete the 15 standards before they work without supervision in any workplace.

In the Care Certificate there are 15 standards; they can be found here: www.skillsforhealth.org.uk/care-certificate

- the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England

This has the moral and ethical standards expected of all adult care workers.

The code can be found here: www.skillsforcare.org.uk/Document-library/Standards/National-minimum-training-standard-and-code/CodeofConduct.pdf



In Wales a new 'Code of Professional Practice for Social Care' was introduced in July 2015 that serves the same purpose: <http://www.ccwales.org.uk/code-of-professional-practice/>

As you develop in your role you will continue to build on your knowledge and skills. You may be asked to take a qualification during or after completing your induction.

In England, the Care Quality Commission (CQC) has established the Fundamental Standards of Care.

The fundamental standards are the standards below which care provided must never fall. They can be found here: <http://www.cqc.org.uk/content/fundamental-standards>

These are the standards everybody has a right to expect when they receive care. They form part of changes to the law recommended by Sir Robert Francis following his inquiry into care at Mid Staffordshire NHS Foundation Trust. The fundamental standards are written from the perspective of the individual receiving care. As a worker you must do all you can to contribute to these standards being fulfilled in your workplace.

What are the fundamental standards?

Person-centred care

You must have care or treatment that is tailored to you and meets your needs and preferences.

Dignity and respect

You must be treated with dignity and respect at all times while you're receiving care and treatment.

This includes making sure:

- you have privacy when you need and want it

- everybody is treated as equal

- you're given any support you need to help you remain independent and involved in your local community

Consent

You (or anybody legally acting on your behalf) must give your consent before any care or treatment is given to you.

Safety

You must not be given unsafe care or treatment or be put at risk of harm that could be avoided.

Providers must assess the risks to your health and safety during any care or treatment and make sure their staff have the qualifications, competence, skills and experience to keep you safe.



Safeguarding from abuse

You must not suffer any form of abuse or improper treatment while receiving care.

This includes:

- neglect

- degrading treatment

- unnecessary or disproportionate restraint

- inappropriate limits on your freedom



Food and drink

You must have enough to eat and drink to keep you in good health while you receive care and treatment.

Premises and equipment

The places where you receive care and treatment and the equipment used in it must be clean, suitable and looked after properly.

The equipment used in your care and treatment must also be secure and used properly.

Complaints

You must be able to complain about your care and treatment.

The provider of your care must have a system in place so they can handle and respond to your complaint. They must investigate it thoroughly and take action if problems are identified.

Good governance

The provider of your care must have plans that ensure they can meet these standards.

They must have effective governance and systems to check on the quality and safety of care. These must help the service improve and reduce any risks to your health, safety and welfare.

Staffing

The provider of your care must have enough suitably qualified, competent and experienced staff to make sure they can meet these standards.

Their staff must be given the support, training and supervision they need to help them do their job.

Fit and appropriate staff

The provider of your care must only employ people who can provide care and treatment appropriate to their role. They must have strong recruitment procedures in place and carry out relevant checks such as on applicants' criminal records and work history.

In your role as a lead adult care worker you may be given the responsibility to contribute to the recruitment and induction processes that are in place. This may mean that you are involved in the selection process or in interviews or in supporting individuals and other workers to be involved. Once a new member of the team starts work, it is likely that you will be responsible for all or part of their induction and for ensuring that they attend the relevant training and complete the Care Certificate if required. You may be asked to act as a mentor for the new care worker and they will be shadowing your work practice. It is important to set an excellent example and be a positive role model

Duty of candour

The provider of your care must be open and transparent with you about your care and treatment.

Should something go wrong, they must tell you what has happened, provide support and apologise.

Be able to reflect on practice

Explain the importance of reflective practice in continuously improving the quality of service provided

Reflection is a learning tool that uses past experiences to help you develop your skills and gain greater understanding of your abilities. It involves thinking about your actions and how you relate to the people who receive care and support as well as your work colleagues. You look back on a situation or activity and consider the way it has been done, thinking about what you

Display of ratings

The provider of your care must display their CQC rating in a place where you can see it. They must also include this information on their website and make the CQC latest report on their service available to you.

In a similar way in Wales, the Care and Social Services Inspectorate in Wales (CSSIW) has national minimum standards depending on the setting in which care is provided. These can be found here:

<http://cssiw.org.uk/providingacareservice/regs-nms/adult-services/?lang=en>

This qualification is also based on a set of units and standards that are considered to be at the right level for your particular role so that you can develop your knowledge, understanding and competence to perform well in your job.

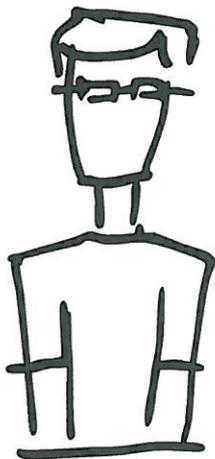
could do differently. It helps you think about how good your work is and the improvements that you want to make.

If, for example, you reflect on a past situation and assess that you did not know how to respond, you might ask a senior colleague or your supervisor/manager how they would have handled this. From this discussion you will learn alternative strategies that you can put into practice next time.



Self-reflection is an active process and is very personal to you. No one can tell you how to reflect or what the outcome will be; you have to do it yourself. It is your own learning tool, individually adapted to your unique strengths and needs, and you will never stop learning.

Reflective practice provides the foundation for ongoing individual achievement and is a requirement for the person who continues learning beyond formal education.



If you didn't reflect on your work activities, you wouldn't be able to gain new knowledge and skills. You would just routinely do your thing, blinkered for any weaknesses you might have, without thinking about how you could improve. You would not be able to fulfil your duty of care as you wouldn't be flexible and able to adapt your knowledge to new situations.

You might fail to comply with policies and regulations. Ultimately, your standard of care and support would be very poor and individuals you support and colleagues would suffer from your inflexibility. Therefore, reflection is an essential part of working in the care sector.

By asking other colleagues, you can learn from their strategies or you could attend training and courses as part of your continuing professional development (CPD), thus continually developing your skills and knowledge. Some people also find it helpful to write reflective journals where they can refer to past events and their thoughts on them.

Demonstrate the ability to reflect on practice

You will need to demonstrate that you can reflect on your own work practice in your setting. There are many different models for reflection and there may be a specific process in your workplace. Your manager will be able to support you in this and guide you to the appropriate procedures.

Describe how own values, belief systems and experiences may affect working practice

Your experiences, attitudes and beliefs are part of what makes you who you are. They affect how you think, what you do and how you do it. Your background, upbringing, experiences and relationships will all have played a part in the way you see things. These attitudes and beliefs may have led you to choose to work in health or social care but sometimes they could lead you to assume things about people that are not right. It is important that you develop

self-awareness so that you can learn to check that this does not happen. You should take time to learn about and understand the different attitudes and beliefs of others so that you can work with individuals in a way that takes these into account.

People's personal attitudes and beliefs could be about beauty, faith, respect, achievement, friendship, love, wealth, loyalty and work quality, to name a few. They might change as people develop, as they can be influenced by friends, circumstances or the media.

When working in adult care you cannot rid yourself of personal views as they are part of what defines your personality. However, under no circumstances should they get in the way of your provision of the best quality of care to an individual. Self-reflection and an awareness of your own attitudes and beliefs are crucial to ensure that they do not obstruct your quality of work.

Policies and procedures

Make sure you familiarise yourself with the codes of conduct or professional practice and the equality and diversity policy of your workplace. They will give you guidance on how to behave appropriately. It is also important to keep person-centred values in mind, which include individuality, respect, dignity, choice and rights.

Non-judgemental approach

Dr. Carl Rogers (1902-1987), an American psychologist, coined the term 'person-centred approach'. He revolutionised psychotherapy in the 1940s by moving

away from the previously accepted assumptions that the worker was the expert, who knows what is best for the client, to the understanding that every person has an innate drive to fulfil their personal potential.

Rogers suggested that 3 core conditions are essential for providing effective support:

- **unconditional positive regard (UPR): a positive, non-judgemental attitude**

- **empathy: picking up and reflecting back the feelings of the individual**

- **congruence: the genuineness, realness or authenticity of the care giver/ supporter**

These core conditions are, in essence, attitudes that the practitioner needs to display to show respect to the individual, accepting them and valuing them as an equal person.

Ask colleagues for feedback on your behaviour in situations they have witnessed. Talking to colleagues might also help in:

- **gaining insight into different viewpoints**

- **helping you to walk in another individual's shoes**

- **empathising with others**

It is always helpful to gather as much information as possible about the issue as your beliefs might be based on misunderstandings or lack of knowledge.



When working in the care sector you need to have a positive approach, be open-minded and show respect for other people's attitudes and beliefs, even if they differ from your own. Your job is to care for the physical, emotional and spiritual well-being of an individual and allow them, as far as possible, to live their life the way they choose. Prejudice, stereotyping and labelling have no place in adult care and should be challenged whenever they occur.

Supervision

If you feel that you cannot be open-minded and non-judgemental with an individual, maybe because of your past experiences or because someone has done something that you disagree with, you need to talk to your supervisor or manager about this issue; they might be able to help you see a different perspective.

Be able to evaluate your own performance

Evaluate own knowledge, performance and understanding against relevant standards

It is important to be able to consider for yourself how far you have the knowledge and understanding required for your role and how well you perform. Through undertaking this qualification, you are setting out to demonstrate that you do have the level of knowledge needed to meet the standards in the qualification and are competent in your work performance at level 3. If you take an approach that is to personally evaluate your own knowledge and performance in every unit you will be able to provide the evidence needed but also understand what the gap in knowledge and performance is that you need to meet by engaging in learning and development.

Evaluating your own knowledge and performance is a lifelong activity and one that is central to developing your skills and abilities and in turn, your career.

At appraisal time, you should start with evaluating for yourself what your position at that time is in terms of your knowledge and performance in relation to the standards required for your role and any that you are working towards. Identifying the relevant standards gives you something to measure your performance against so that you can gain clarity about where your development needs might be.

Demonstrate use of feedback to evaluate own performance and inform development

Feedback is an essential part of your work, education and training; it helps raise your awareness of your strengths as well as highlighting areas for improvement. Feedback can also help you identify strategies to be taken in future, maximising your potential and enhancing your performance. Feedback is very similar to reflection, but from the outside, using external sources.

Feedback could be formal or informal

Formal feedback would typically be given in a written form, for example as part of an assessment or appraisal or by way of a comments sheet.

Informal feedback happens in day-to-day encounters with peers, colleagues, supervisors and managers or other interactions with people.

Whether formal or informal, feedback should be given as soon after the event as possible, and always be positive and constructive, i.e. it should be information based and focused on the issue. It should concentrate on behaviour change rather than on personal traits like confidence, intelligence or charm.

Who can give feedback?

In adult care you could be receiving feedback from:

- **your manager or supervisor**

- **a social worker**

- **those for whom you provide support and care and their relatives and friends**

- **peers and colleagues**



You might find it difficult receiving feedback from some of these people, especially if it is negative, as you might feel that they are not respecting your role. It is always easier to accept feedback from a role model; someone whose expertise you respect.

However, feedback is important for your ongoing development as an adult care worker. If people did not give you feedback you might think that you were doing well and there were no areas for improvement. People need feedback especially when adapting to a new environment and learning new skills, to let them know if they are on the right track and to give them a chance to do better. Not receiving any feedback in terms of non-verbal communication can lead to a false assessment of your own abilities.

Many adult care situations involve the integration of knowledge, skills and understanding in complex and stressful situations. Constructive feedback is 1 way of giving you the confidence and competence to deal with such situations, improving your ability for problem solving and decision-making.

Supervision is an exchange between adult care workers at all stages of experience and is aimed at encouraging learning, reflective practice and to supporting good quality care. This could be an informal chat during lunch break or formally in designated team meetings. Supervision is there to create a safe environment where feedback can be given and received to identify areas for improvement and enable people to listen to and understand other people's perspectives. At times, you may receive feedback that is not helpful or is

actually not correct because perhaps the person who gave the feedback does not fully understand the situation, individual concerned or your ways of working. In supervision you can check this out and agree and evaluate with your manager whether the feedback is useful and if required any change in your way of

working is required. Being able to weigh this up for yourself and discuss it is all part of your development process towards becoming a confident and self-assured worker and will also help you to consider the feedback you might want to give to others.

Be able to agree a personal development plan

Identify sources of support for planning and reviewing own development

To achieve your objectives, you will need resources and support to help you along the way.

Resources could be specialised literature or research on the internet to develop the knowledge and understanding you need to fulfil your goal.

Support can come from a range of different sources, either within the organisation or beyond it.

Your colleagues, supervisor, manager or employer are good points of reference for helping to create your personal development plan (PDP), and they will also be able to support and guide you on your path of achievement.

This support might be as informal as a chat over a cup of coffee or during a lunch break, or it might take a more formal style, e.g. during a supervision or appraisal.

Supervision is a term that is also used to refer to more formal sessions with your manager or supervisor that are an opportunity to discuss your performance and development. Supervision sessions are a regular opportunity to talk through any part of your work, your role or about the individuals you provide care and support for. Your supervision might take place one-to-one with your manager or in a group or team meeting. Sessions take place at a time and frequency agreed with your manager and should be recorded.



Regular supervisions are important to any job so concerns can be addressed, progress checked and additional support arranged. Whether your work is in 1 location or within the community, your employer should ensure that you have regular supervision opportunities.

Your one-to-one appraisal meeting, usually once a year, between you and your manager, should review how well you are working and making progress. It should also be an opportunity to review your development that year and plan your further development. Your manager will support you to plan your next steps and update your PDP. For learning and development that you identify with your manager that is needed for your specific role at that time or in relation to how your work might change over the next year, you should expect your employer to provide the support and opportunities you need to make this happen. However, sometimes you might want to commit your own time and resources to learning and development or an opportunity to have a mentor, for example, because you are committed to your career and you want to be proactive about your development to be ready to take advantage of any promotion opportunities or to extend the scope of your role should the opportunity arise.

Beyond the organisation there are other service providers and regulators who can support you in gaining knowledge, skills and understanding to achieve your planned objectives. Regulating bodies, a union or other workers and professionals might be able to give you guidance and answer questions and there are many free learning resources available such as publications, reports and e-learning.

Demonstrate how to work with others to review and prioritise your own learning needs, professional interests and development opportunities

The personal development plan (PDP), sometimes called individual development plan (IDP), is a structured action plan to help you achieve agreed objectives for development. The main 3 elements of a PDP are planning to do something, doing it and reflecting on the outcome.

To create your PDP you will have to ask yourself questions such as:

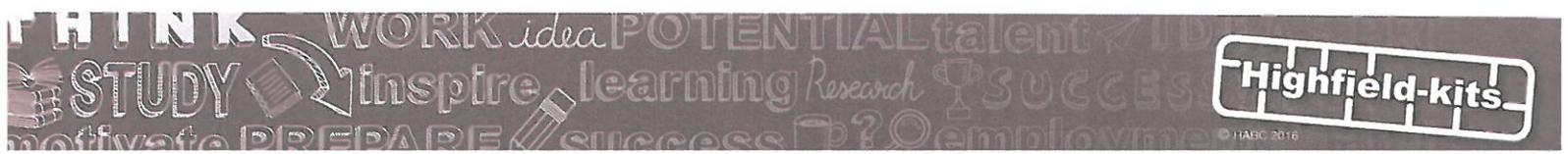
- what do I want to achieve?

- what are the standards, skills and knowledge needed by my current role and do I have any gaps?

- what are the learning and development opportunities in my current role?

- what are my ambitions and goals?

The first step would be to identify your strengths, skills, abilities and development needs in relation to your role. You might want to start planning for your PDP by creating a skills list, which will take account of what you are good at and highlight skills and knowledge you need to develop. By considering your background, you are able to look at the experiences you have had from undertaking qualifications, work experience or other work and this will help you recognise your development so far and understand what has worked best for you to support your development.



When you are creating your PDP it will be useful to determine your learning style, as knowing whether your preference lies in visual, auditory, reading-writing or kinaesthetic learning will make it easier for you to complete your learning successfully.

The objectives that you set in your personal development plan then spell out the things that you and your employer want you to achieve.

Psychologists have developed the SMART goal system to help you write objectives. SMART stands for specific, measurable, achievable, relevant and time-based.

Specific – exactly what is it you need to achieve? Is your objective well defined? Which, what, who, where, when and why?

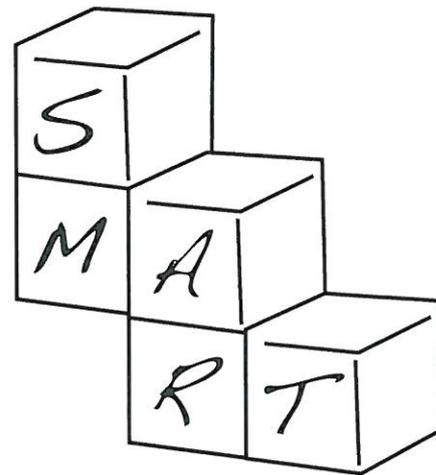
Measurable – you need to be able to track progress and measure the outcome. How do you recognise achievement? How much? How many?

Achievable – what are you going to do? How can you achieve your objective?

Relevant – the objective should be challenging but realistic and relevant to your overall aim.

Time-based – objectives should include a timescale and be reviewed regularly. By when do you want to achieve a result?

Once you have set clear objectives, it is time to break them down into manageable action points and record this information in your PDP.



You should follow these steps:

Step 1. Agree objectives

An example might be: be able to write and review care plans with the individuals who receive care and support in your workplace.

Step 2. Plan activities to meet the objectives

Step 2 in the example might then be: read the instructions and look at the layout for care planning in your workplace. Discuss these and ask questions of an identified more experienced worker. Examine and discuss 3 examples of care plans with the individuals concerned with their permission, and discuss any changes they might like to make. Report back to your manager and discuss any questions or learning points.

Step 3. Set timescales to achieve outcomes and review timescales

One of the 4 activities listed will be achieved each week so this will take 4 weeks.

Outcome - discuss the 3 reviewed and possibly update 'care plans' with your manager and review your learning.

The internet can provide you with a vast range of guidance, tools and templates to help you create your PDP.

Self-awareness, self-reflection and feedback from others are important factors to feed into your PDP to explore and define your aspirations and plan how to achieve them.

First and foremost, the person involved in your PDP process is you, but other people may coach and mentor you.

Your supervisor, manager or employer is an invaluable point of reference. They know exactly what they expect from a worker and will support you to set targets, coach you through the process of achieving them and provide the resources they can to facilitate your learning.

There might be other workers, depending on your work situation, who can help you with your specific objectives, e.g. social workers, GPs or speech therapists.

A personal development plan is a reflective tool to bring about awareness and confidence in your ability in your role. By focusing on what you want to achieve and how to do it, you are able to gain a better understanding of yourself and develop a greater awareness of your training needs, thereby taking control of your own learning and development.

Looking at sources and resources to help you achieve your goal will add to your understanding and ability to make informed choices of how to meet your

identified needs. You will feel empowered in your role and, as your confidence and competence increase, you will develop a positive, forward-looking attitude.

Your PDP also provides evidence of actions you have undertaken to improve your knowledge and understanding in supervisions and appraisals, thus feeding into your continuing professional development (CPD). Ultimately, this will give you a greater awareness of the unique contributions you are able to make in your workplace.

Your PDP is a flexible document that will be amended and updated continuously; objectives you have achieved will be crossed off while new ones will be added. It will be a record of your continued development in your work and your developing expertise.

So far in this section you have explored sources of support for your own development and how to be actively involved in your own development plan. It is important to also acknowledge that you may be responsible for supporting other workers through this process in your role as a lead adult care worker. Having undertaken the process of supervision, appraisal and identifying your own needs, you will be well placed to support other workers to do the same when they are considering their own personal development plans.

You may be required to act as a role model or mentor for a new member of the team and may also be responsible for their induction and identifying their immediate training needs.

Demonstrate how to work with others to agree own personal development plan

As you progress in your career it is important that you use every opportunity to get the perspectives of other colleagues, specialists and most importantly, your manager to agree your personal development plan. This ensures that you have a good all round awareness of your development needs and also enables you to identify the resources and support you need. If you involve others they are most likely to want to help you to achieve your objectives and signpost you to resources and opportunities.

Learning activities in adult social care will usually be provided via training, qualifications and courses. During training you will not only listen to a lecturer but be invited to absorb, apply, interact and share experiences with the other learners as part of the educational process. Being fully engaged in the learning, rather than being a passive recipient, will help to make learning more useful and enjoyable for you.

Apart from these formal learning activities which are structured and have specific objectives, there are also informal activities like taking part in team meetings, reading specialised literature or watching documentaries in relation to your role. Informal learning has just as much value as formal learning and is often driven by your personal motivation to improve your skills and knowledge.

E-learning

E-learning has become a big part of education, using electronic media and information and communication technologies (ICT) to deliver information and learning activities. E-learning uses a variety of different media like text, images, animations, audio and video and the learner can pace their own learning using this technology and their ICT skills. Learners can engage with their wider learning community through forums and social media, helping to share and gain ideas from others as a means of broadening understanding and sharing viewpoints.



Learning styles

What was the last learning activity you were involved in? Do you still remember the key facts you learnt? Adult care workers are typically more hands on learners, who like to get involved in their learning and try things out. This style of learning is called kinaesthetic.

Other learning styles are:

- **visual** for people who remember best when they see it, e.g. in writing, as a graph or in a video
- **auditory** for people who learn best when they hear the information
- **reading-writing** for those who like to copy or summarise in their own words what they have read to remember it

Typically, a learner does not have one learning style, but a combination of them, although they usually have a preference. What type of learner do you think you are? One way of finding out is to complete a learning styles questionnaire, which you can find quite easily on the internet.



Training

Depending on your job role, there is a vast variety of courses and training you can undertake to improve your knowledge, skills and understanding in your work.

Here is a selection of training offered by different organisations.

- **First aid at work** helps you deal with emergencies immediately.
- **Safeguarding adults** raises awareness of how to protect individuals for anyone who supports or cares for adults at risk of significant harm.
- **Basic food hygiene** teaches safe food preparation.
- **COSHH (Control of Substances Hazardous to Health)** training makes you aware of how to handle toxic substances.
- **Supporting people with dementia** helps you understand the aspects and implications of caring for individuals with this condition.
- **Moving and assisting people** helps you to move or lift people safely without hurting them or yourself.
- **Person-centred care** helps you to understand the principles and concepts as well as giving you tools and techniques of person-centred care.

This is just a small variety of the vast range of courses and training that are available: some might be mandatory for specific work roles, some are optional.

Active learning involves you in reading, writing, describing, touching, interacting, discussing, listening and reflecting on the presented information. It gives you the opportunity to explore new areas of learning and provides you with fresh ideas. Discussing and exchanging ideas with other learners will give you greater self-confidence in your job role as you will feel that you have gained a deeper knowledge and understanding of the subject. This will enable you to put the theory into practice and thus improve your skills and expertise.

Whenever you do any learning in any form it is important to take the time to think about whether it has been effective in increasing your knowledge and understanding and to plan how you are going to make sure it has an impact on the way you do your work. You can then put your learning into practice and within a short time evaluate how effective your investment in the learning and development activity has been in increasing your skills and knowledge and most importantly, has made a positive difference to the way you provide care and support or work with your colleagues and other workers.

Many courses and programmes will build in some immediate evaluation or assessment activity and even some way of helping you evaluate after a period of time. If this is not the case, you can easily plan this in and generate the evaluation for yourself.

Demonstrate how reflective practice has led to improved ways of working

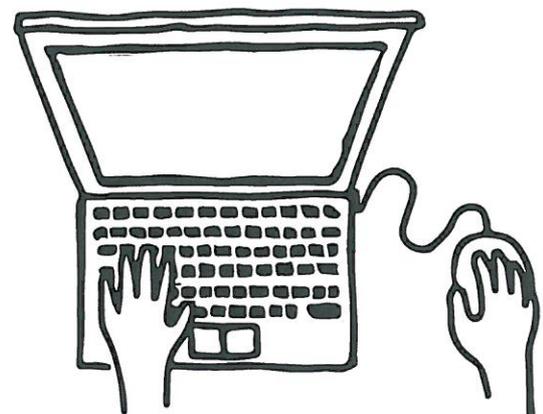
Reflection is a learning tool that uses past experiences to help you to develop your skills and knowledge.

Compare it to redecorating your room: you rearrange your furniture, then stand back to see what it looks like and check if you can still access everything you need to. If you are satisfied, you might keep it that way for a while, but you might also find that there is still room for improvement and move some of the furniture again until you are satisfied.

With reflection it is the same principle: you look back on a situation or learning activity and assess the way it has been done, thinking through different approaches, knowing that there are other ways of doing it. Reflection helps you examine how effective your practice is, identifying gaps and areas for improvement and giving you a greater personal insight into your abilities.

The psychologists Peter Honey and Alan Mumford, while looking at different learning styles, developed a model of learning using different stages in a cycle. These stages show how reflection works:

1. Having an experience
2. Reviewing and reflecting on the experience
3. Drawing your own conclusions from the experience
4. Planning the next steps by putting the theory into practice



Being a reflective practitioner will not only improve your quality of work but also enhance your confidence and self-esteem. Being aware of the strengths you have got, the things you have learnt and what you have achieved will make you feel good about yourself. As people progress in their careers they will find that the jobs they have to do become easier. This will give them a sense of achievement and satisfaction and encourage them to keep learning, try out new things and broaden their knowledge and skills. An awareness of their development needs enables them to address them, work with and eventually overcome any weaknesses, turning them into strengths.

Show how to record progress in relation to personal development

Your organisation will have a specific process in place for recording your personal development. It may look something like the one below or may be more detailed.

It should identify any training or development needs as well as activities in relation to your role. Ask your manager to inform you how to record your own personal development.

Development objective	Priority	Things I need to do	Support/resources that help me to achieve this	Target date for achieving	Actual date of achieving







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Engage in personal
development in
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people's settings

Standards

Understand what is required for competence in own work role

Q1 -

Independent Enquirers
Creative Thinkers



Describe **TWO** duties you perform in your work role and the responsibilities associated with those duties.

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[Dotted-line box for writing answer]

What action would you take if you were asked to carry out a duty that isn't listed in your job description?

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Q2 -

Independent Enquirers
Creative Thinkers

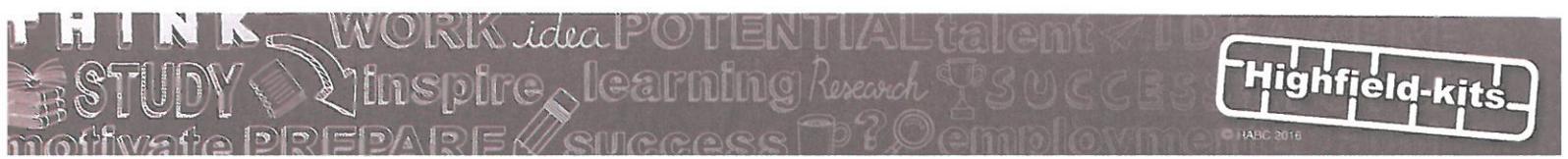


Identify the relevant standards that you have to follow in your workplace and explain how they affect your role and the expectations people have of the way you work.

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THINK!



Be able to reflect on practice

Q3 -

Creative Thinkers
Reflective Learners



Give **THREE** examples of when you have reflected on your working practices. How did this contribute towards improving the quality of the service you provide?





Creative Thinkers
Reflective Learners



Q4 -

Think of your own values, beliefs and experiences and describe how these could affect your own working practice.

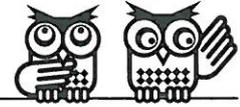
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Be able to evaluate own performance

Q5 -

Reflective Learners
Effective Participators



Using the standards identified in **Q2**, evaluate how well you meet these in terms of your own knowledge, performance and understanding. Use the boxes below for your answers.

Knowledge

[Empty dotted-line box for Knowledge evaluation]

Performance

[Empty dotted-line box for Performance evaluation]

Understanding

[Empty dotted-line box for Understanding evaluation]

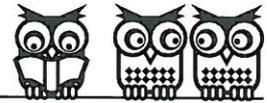
N.B. Your assessor will need to confirm that you do this in your work practice.



Be able to agree a personal development plan

Q6 -

Independent Enquirers
Team Workers



What sources of support have you received to support your own learning and development? Give examples of both formal and informal sources.

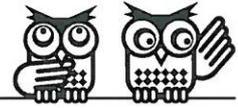
A large rectangular area with a dotted border, intended for students to write their answers to the question above.



Be able to use learning opportunities and reflective practice to contribute to personal development

Q7 -

Reflective Learners
Effective Participators



Identify **TWO** learning activities that you have undertaken and for each activity evaluate how they affected your practice.

Two large, empty rectangular boxes with dotted borders, intended for writing the answer to the question above.

N.B. Your assessor will need to confirm that you do this in your work practice.

Notes

Large empty rectangular area with a dotted border for taking notes.



Notes

A large rectangular area with a dotted border, intended for taking notes.



Highfield Unit Mapping

The following mapping reference provides a guide for assessors on suggested coverage of unit criteria within this kit. Where indicated on the 'Unit Kit Question' column with a 'QXX', this refers to a question within the kit that could provide coverage for the identified criteria. However, it should be noted that it is still the responsibility of the assessor to ensure the answer provided by the learner is of the appropriate standard to meet the criteria in full. For those criteria that have no Unit Kit Question linked, further assessment guidance is provided below.

Learner's Name:

Centre's Name:

(A/601/1429) Unit: Engage in personal development in health, social care or children's and young people's settings

Unit Criteria	Unit Kit Question	Additional Evidence
1.1	Qu. 1	
1.2	Qu. 2	
2.1	Qu. 3	
2.2	N/A	Competency to be assessed through learner's performance
2.3	Qu. 4	
3.1	Qu. 5	
3.2	N/A	Competency to be assessed through learner's performance
4.1	Qu. 6	
4.2	N/A	Competency to be assessed through learner's performance
4.3	N/A	Competency to be assessed through learner's performance
5.1	Qu. 7	

Unit Criteria	Unit Kit Question	Additional Evidence
5.2	N/A	Competency to be assessed through learner's performance
5.3	N/A	Competency to be assessed through learner's performance

Assessment Confirmation

Learner's Name: _____

Learner's Signature: _____

Assessor's Name: _____

Assessor's Signature: _____

Quality Assurance Confirmation

IQA's Name (if sampled): _____

IQA's Signature (if sampled): _____

EQS's Name (if sampled): _____

EQS's Signature (if sampled): _____

Further Assessment Evidence

Note: Due to the unit requiring performance evidence it is not possible to provide full coverage via question and answer. It is therefore recommended by Highfield that performance evidence is gathered to ensure the unit is fully completed.



Your end-point assessment

Lead adult care worker

You will need to complete an end-point assessment to achieve your apprenticeship. This will consist of 2 components:

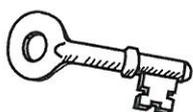
- the completion of a situational judgement test
- your participation in a professional discussion

To achieve your final apprenticeship certification, you must have completed and passed both components. However, you cannot attempt the end-point assessment until you have achieved the following:

- Level 2 Care Certificate
- Level 3 Diploma in Health and Social Care (Adults)
- Level 2 Maths and English
- A self-assessment of your learning

The end-point assessment will demonstrate that you can apply your knowledge, skills and behaviours and satisfy the requirements of your apprenticeship.

The guidance below will show you what will be covered by each component of the end-point assessment.



Key Point

You may be assessed on any of your knowledge, skills and behaviours that you have learnt throughout your learning journey.

Summary of end-point assessment

Assessment Method	Area Assessed	Assessed by	Grading	Weighting	Summary
Situational judgement test	<p>Knowledge All knowledge elements will be assessed in this component</p> <p>Skills Undertake the main tasks and responsibilities according to their job role</p> <p>Communicate clearly and responsibly</p>	Independent assessment organisation	Pass Merit Distinction	50%	<ul style="list-style-type: none"> A range of real-life scenarios about which you must answer questions in a multiple-choice format under examination conditions You must get 40 or more correct answers out of a total of 60 questions Your knowledge learnt throughout the Care Certificate and diploma will be assessed and could include any aspect of your learning Questions will also be based around the main tasks and responsibilities of your job role and the ability to communicate clearly and responsibly Counts as 50% towards your final certificate
Professional discussion	All knowledge and behaviours will be assessed in this component using a wide range of evidence sources including the self-assessment and testimonies from people who use services	Independent assessment organisation	Pass Merit Distinction	50%	<ul style="list-style-type: none"> A discussion undertaken with an independent assessor which will be of no more than 45 minutes' duration Will be undertaken under examination conditions Will be undertaken only once the situational judgement test has been passed Your knowledge and behaviours will be assessed from a range of evidence and could include any aspect of your learning Sources of evidence will include: <ul style="list-style-type: none"> your self-assessment people who use the service you provide your prior learning and experiences Counts as 50% towards your final certificate