



Lead Adult Care Worker Apprenticeship

As a Lead Adult Care Worker you will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges.

You will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery you will be instrumental in improving the health and wellbeing of those receiving care and support. Lead Adult Care Workers will in some circumstances have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This exercising of autonomy and accountability means leading and supporting others to comply with expected standards and behaviours.

Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers this standard also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

Entry

Employers will set their own entry requirements in order to start on this apprenticeship.

Duration

12 to 24 months.

Progression

This apprenticeship provides an ideal entry into the occupation and supports progression within the sector.

Level

This apprenticeship standard is set at level 3.

Qualifications

Level 3 diploma in adult care (RQF). This is the qualification that is promoted and valued by employers.

Industry-specific requirements

Undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting. The Care Certificate must be achieved as part of the Apprenticeship Standard.

Functional Skills

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end assessment.

C2C Professional Trainers

Each apprentice will be assigned a designated Trainer by C2C who will visit them and their line manager bi-monthly at their workplace throughout the apprenticeship. On alternate months, the C2C Trainer will be in contact with the apprentice to coach, mentor and discuss progress.

For more information email:

sharon.jolly@lpft.nhs.uk

In partnership with:

These are the personal attributes and behaviours expected of all Adult Care Workers carrying out their roles

Care	Is caring consistently and enough about individuals to make a positive difference to their lives
Compassion	Is delivering care and support with kindness, consideration, dignity, empathy and respect
Courage	Is doing the right thing for people and speaking up if the individual they support is at risk
Communication	Good communication is central to successful caring relationships and effective team working
Competence	Is applying knowledge and skills to provide high quality care and support
Commitment	To improving the experience of people who need care and support ensuring it is person centred

Knowledge and Understanding (Know it)

Skills (Show it)

Lead Adult Care Worker must know and understand:	Lead Adult Care Worker must be able to:
<p>The job they have to do, their main tasks and responsibilities</p> <ul style="list-style-type: none"> ▶ 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 ▶ Both their own and other workers professional boundaries and limits training and expertise ▶ Relevant statutory Standards and Codes of Practice for their role ▶ What the 'Duty of Care' is in practice ▶ How to create and develop a care plan based on the person's preferences in the way they want to be supported ▶ How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals ▶ How to lead and support others to ensure compliance with regulations and organisational policies and procedures 	<p>The main tasks and responsibilities according to their job role</p> <ul style="list-style-type: none"> ▶ Support individuals they are working with according to their personal care/support plan ▶ Take the initiative when working outside normal duties and responsibilities ▶ Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking ▶ Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments ▶ Contribute to the development and ongoing review of care/support plans for the individuals they support ▶ Provide individuals with information to enable them to exercise choice on how they are supported ▶ Encourage individuals to actively participate in the way their care and support is delivered ▶ Ensure that individuals know what they are agreeing to regarding the way in which they are supported ▶ Lead and support colleagues to understand how to establish informed consent when providing care and support ▶ Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities
<p>The importance of having the right values and behaviours</p> <ul style="list-style-type: none"> ▶ How to ensure that dignity is at the centre of all work with individuals and their support circles ▶ The importance of respecting diversity, the principles of inclusion and treating everyone fairly 	<p>Treat people with respect and dignity and honour their human rights</p> <ul style="list-style-type: none"> ▶ Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals ▶ Support others to understand the importance of equality, diversity and inclusion in social care ▶ Exhibit empathy for individuals they support, i.e. understanding and compassion ▶ Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems

Knowledge and Understanding (Know it)

Skills (Show it)

Lead Adult Care Worker must know and understand:	Lead Adult Care Worker must be able to:
<p>The importance of communication</p> <ul style="list-style-type: none"> ▶ The barriers to communication and be able to both identify, and determine, the best solutions to achieve success when communicating with the individual they are supporting ▶ How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction ▶ The role of advocates and when they might be involved ▶ Their own, and other workers' responsibilities for ensuring confidential information is kept safe 	<p>Communicate clearly and responsibly</p> <ul style="list-style-type: none"> ▶ Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals ▶ 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 ▶ Take the initiative and reduce environmental barriers to communication ▶ Demonstrate and ensure that records and reports are written clearly and concisely ▶ Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working
<p>How to support individuals to remain safe from harm (Safeguarding)</p> <ul style="list-style-type: none"> ▶ What abuse is and what to do when they have concerns someone is being abused ▶ The national and local strategies for safeguarding and protection from abuse ▶ What to do when receiving comments and complaints ensuring appropriate and timely actions takes place ▶ How to recognise and prevent unsafe practices in the workplace ▶ The importance and process of whistleblowing, being able to facilitate timely intervention ▶ How to address and resolve any dilemmas they may face between a person's rights and their safety 	<p>Support individuals to remain safe from harm (Safeguarding)</p> <ul style="list-style-type: none"> ▶ Support others, to recognise and respond to potential signs of abuse according to agreed ways of working ▶ Work in partnership with external agencies to respond to concerns of abuse ▶ Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care ▶ Recognise, report, respond to and record unsafe practices and encourage others to do so
<p>How to champion health and wellbeing for the individuals they support and work colleagues</p> <ul style="list-style-type: none"> ▶ The health and safety responsibilities of self, employer and workers ▶ How to keep safe in the work environment ▶ What to do when there is an accident or sudden illness and take appropriate action ▶ What to do with hazardous substances ▶ How to promote fire safety and how to support others to do so ▶ How to reduce the spread of infection and support others in infection prevention and control ▶ How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care 	<p>Champion health and wellbeing for the individuals they support</p> <ul style="list-style-type: none"> ▶ Lead and mentor others where appropriate to promote the wellbeing of the individuals they support ▶ Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene ▶ Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition ▶ Carry out fire safety procedures and manage others to do so ▶ Develop risk assessments and use in a person centred way to support individuals safely including moving and assisting people and objects ▶ Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support
<p>How to work professionally, including their own professional development of those they support and work colleagues</p> <ul style="list-style-type: none"> ▶ What a professional relationship is with the person being supported and colleagues ▶ How to work with other people and organisations in the interest of the person being supported ▶ How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans ▶ How to demonstrate the importance of excellent core skills in writing, numbers and information technology ▶ How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues ▶ How to carry out research relevant to individuals' support needs and share with others ▶ How to access and apply good practice relating to their role ▶ How to access and apply specialist knowledge when needed to support performance in the job role 	<p>Work professionally and seek to develop their own professional development</p> <ul style="list-style-type: none"> ▶ Take the initiative to identify and form professional relationships with other people and organisations ▶ Demonstrate, manage and support self and others to work within safe, clear professional boundaries ▶ Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities ▶ Demonstrate continuous professional development ▶ Carry out research relevant to individuals' support needs and share with others ▶ Demonstrate where necessary mentoring and supervision to others in the workplace ▶ Demonstrate good team/partnership working skills ▶ Demonstrate their contribution to robust recruitment and induction processes

Independent End Point Assessment

The end point assessment will only commence once the employer, apprentice and C2C Trainer are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review meetings and records. The independent end assessment ensures that all apprentices consistently achieve the industry

set professional standard and can commence at any point once the apprentice is competent after the twelve-month minimum period of learning and development. Prior to independent end assessment the functional skills English and maths components of the apprenticeship must be successfully completed.

Summary of independent end point assessment process

The synoptic end point assessment will include two distinct components. Firstly, the completion of a situational judgement test answered through a multiple choice exercise (but not necessarily undertaken as an online or computer-based test) and secondly a professional discussion. To achieve final certification, the apprentices must have

completed and achieved these end point assessments in addition to the Care Certificate and the Diploma. The assessment will demonstrate that the apprentice can apply their knowledge, skills and behaviours in an integrated way and will satisfy the requirements for the award of an apprenticeship certificate.

Situational judgement test

The situational judgement test will present the candidate with a range of real-life scenarios about which the learner will have to answer questions in a multiple choice format (60 Questions). The assessment will normally be undertaken online, under controlled conditions with a time limit applied. Questions will draw from the stated knowledge and skills elements of the standard and focus on the higher order competencies. Material may be drawn from any part of the apprenticeship standard.



Professional discussion

A professional discussion will be undertaken with an independent assessor. The discussion will be of no more than 45 minutes duration. Candidates can only apply to undertake the discussion component once the multiple choice assessment has been achieved. The discussion will draw questions and amplifications from prior learning and experience including, where applicable, the candidate's self-assessment and supporting evidence including testimony from users of services and a sample of standardised candidate questions asked of every apprentice candidate in the interview. These questions will be developed and made open and public on the internet.



Qualifications and On-programme Assessment

It is recommended that apprentices are supported through their on-programme learning by their employer and or learning provider in the following elements:

- ▶ The Care Certificate
- ▶ Level 3 diploma in adult care (RQF)
- ▶ Completion of the Self-Assessment exercise
- ▶ Ongoing assessment by the employer and provider – for example meetings with apprentice, employer and learning provider, observations of workplace, gathering evidence.



Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.

