LEAD ADULT CARE WORKER
Level 3

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

Lead Adult Care Workers are 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 they are 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 should also demonstrate the following personal attributes and behaviours: Care, Compassion, Courage, Communication, Competence and Commitment.

A. The job they have to do, their main tasks and responsibilities

- Their job role 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, 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 and 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

B. The importance of having the right values and behaviours

- 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

C. The importance of communication

- 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 be 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

D. How to support individuals to remain safe from harm (safeguarding)

- 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 and being able to facilitate timely intervention

- How to address and resolve any dilemmas they may face between a person's rights and their safety

E. How to champion health and wellbeing for the individuals they support and work colleagues

- 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 how to 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 risk assessments with others where relevant, to enable a person centred approach to delivering care

F. How to work professionally, including their own professional development of those they support and work colleagues

- 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 workers' 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

LEAD ADULT CARE WORKERS DEMONSTRATE THE FOLLOWING BEHAVIOURS:

- **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

DURATION

Typical duration 15 months for new entrants.

ENTRY REQUIREMENTS

Employers will set their own criteria, but typically an entrant to this Apprenticeship will already have achieved a minimum of Level 2 in English and Maths.

ENGLISH AND MATHS

During each session with their tutor Apprentices without level 2 English and Maths will work towards achieving this. Level 2 English and Maths is required prior to taking the End-Point Assessment for this Apprenticeship.

FUNCTIONAL SKILLS

These will be completed by taking in to account prior attainment and in conjunction with the initial assessments and diagnostics achieved through SkillsBuilder software. Tutors will identify suitable opportunities to embed Functional Skills throughout the duration of the programme. Additional support should be arranged where a need or requirement is identified.

GATEWAY

Prior to undertaking the End-Point Assessment (EPA):

- the Apprentice must have completed training ensuring they can consistently demonstrate competence against all elements of the Apprenticeship Standard

- Apprentices without English and Maths at level 2 must achieve this level

- an appropriate workplace project for the EPA must be agreed for the Apprentice, based on their current job role

- Apprentices must have examples of work that they can use for reference in the professional discussion and interview covering the knowledge, skills and behaviours being assessed

- The employer will judge whether the Apprentice is ready for the EPA; they may wish to take advice from the training provider

END-POINT ASSESSMENT

To achieve final certification, the Apprentice must have an appropriate place, with internet access, to undertake the End-Point Assessment (EPA).

The EPA consists of two distinct components:

- a Situational Judgement Test consisting of 60 multiple choice questions drawn from any part of the Apprenticeship Standard

- a 45 minute Professional Discussion drawing questions and amplifications from prior learning and experience including, where applicable, the candidate's self-assessment and supporting evidence

A minimum of a 'pass' in each component is required.

A pass in the EPA will demonstrate that the Apprentice can apply the knowledge, skills and behaviours required by the Standard. Apprentices achieving a distinction will be demonstrating performance above the requirements of the Standard.

MILESTONE MEETINGS

Qube will ensure quarterly milestone meetings are held with the employer and Apprentice to check progress against the Standard and for everyone to give feedback.

GRADE BOUNDARIES

Situational Judgement Test

Grade	Marks Required
Pass	40-49
Merit	50-54
Distinction	55-60

Overall Grade

		Professional Discussion		
		Pass	Merit	Distinction
Situational Judgement Test	Pass	Pass	Merit	Merit
	Merit	Pass	Merit	Distinction
	Distinction	Merit	Merit	Distinction

EXPECTATIONS

Student

- Preparation and planning
- Mandatory attendance for sessions
- Completion of tasks in an agreed timeframe
- 20% off-the-job learning
- Functional Skills (where needed)
- Taking responsibility for own development
- Communicating support needs
- Coordinating development checks
- Creating a learning record

Manager

- Facilitate time for learning
- Monthly 1-2-1 reviews with students to discuss progress, provide feedback and guide development
- Create and provide opportunities for student to participate in relevant workplace tasks
- Keep open communication lines with the student and employer
- Provide learning opportunities
- Provide 20% off-the-job learning opportunities

Tutor

- Teaching
- Monitoring progress
- Coaching
- Feedback
- Online support
- Marking and assessment
- Preparation for final assessment
- Communicating with student and employer

20% OFF-THE-JOB TRAINING

Each Apprenticeship Standard requires the Apprentice to undertake a minimum of 20% of learning off-the-job.

This can include training that is delivered at the normal place of work, within normal working hours, but must not be delivered as part of normal working duties.

There are numerous activities that can count towards this training, for example, listening to podcasts, self-study, completing assignments and observing senior colleagues.

Introduction to Programme:
Meet the team and explain your learning journey. Eligibility checks and initial assessments will be undertaken. You will be introduced to learning methods for the programme.

Responsibilities of a Care Worker:
This unit is aimed at those working in a wide range of settings. It provides the you with the knowledge and skills required to understand the nature of working relationships, work in ways that are agreed with the employer and work in partnership with others.

Safeguarding and Protection in Care Settings:
This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a you must do if abuse is suspected or alleged. Care settings can include adult, children and young people's health settings and adult care settings.

Promote Equality and Inclusion in Care Settings: This learning journey provides the you with the knowledge and skills required to promote and implement equality and inclusion in your work setting.

Promote Communication in Care Settings: The unit is about the central importance of promoting communication in care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

Promote Personal Development in Care Settings: This uniticovers being able to reflect on own practice and use learning opportunities in relation to developing own practice. Care settings can include adults, children and young people's health settings and care settings.

Promote Health, Safety and Wellbeing in Care Settings: The aim of this unit is to prepare the you for the principles of health and safety within the health and care setting.

Promote Person Centred Approaches in Care Settings: This unit is aimed at those working in a wide range of settings. It provides the you with the knowledge and skills required to understand and work in a person centred way. Care settings can include adult, children and young people's health settings and adult care settings.

Duty of Care in Care Settings:
This unit covers the knowledge required to understand duty of care and own role in relation to this.

Promote Effective Handling of Information in Care Settings:
This unit covers the knowledge and skills to be able to handle information and data in care settings.

Gateway Review: Review of learning and development of knowledge, skills and behaviours within the standards, and preparation for End-Point Assessment.

End-Point Assessment (EPA): Completed by an End-Point Assessment Organisation (EPAO) selected by Employer. Please see EPAO Assessment Plan Guidance and EPA Assessment Plan for detailed guidance on assessment activities.