



ADULT CARE WORKER

Level 2

Adult Care Workers need to have the right values and behaviours, developing competences and skills to provide high quality compassionate care and support.

They are the frontline staff who help adults with care and support needs to achieve their personal goals, and live as independently and safely as possible. This enables them to have control and choice in their lives which is at the heart of person centred care. Job roles

are varied and determined by and relevant to the type of the service being provided, and the person supported. Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.

To work in care is to make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges.

www.qube-learning.co.uk

01235 83 38 38

tellmemore@qube-learning.co.uk

ADULT CARE WORKERS DEMONSTRATE THE FOLLOWING KNOWLEDGE

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

- This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care
- Professional boundaries and limits of their training and expertise
- Relevant statutory standards and codes of practice for their role
- What the 'Duty of Care' is in practice
- How to contribute towards the development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported
- How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals
- How to access, follow and be compliant with regulations and organisational policies and procedures

The importance of having the right values and behaviours

- How to support and enable individuals to achieve their personal aims and goals
- What dignity means in how we work with individuals and others
- The importance of respecting diversity and treating everyone equally

The importance of communication

- The barriers to communication
- The impact of non-verbal communication
- The importance of active listening
- How the way they communicate can affect others
- About different forms of communication e.g. signage and communication boards
- How to find out the best way to communicate with the individual they are supporting
- How to make sure confidential information is kept safe

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
- How to recognise unsafe practices in the workplace
- The importance and process of whistleblowing
- How to address any dilemmas they may face between a person's rights and their safety

How to promote 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
- What to do with hazardous substances
- How to promote fire safety
- How to reduce the spread of infection
- What a risk assessment is and how it can be used to promote person centred care safely

How to work professionally, including their own professional development

- What a professional relationship is with the person being supported and colleagues
- How to work together with other people and organisations in the interest of the person being supported
- How to be actively involved in their personal development plan
- The importance of excellent core skills in literacy, numeracy and information technology
- What to do to develop, sustain and exhibit a positive attitude and personal resilience
- Where and how to access specialist knowledge when needed to support performance of the job role

ADULT CARE WORKERS DEMONSTRATE THE FOLLOWING BEHAVIOURS:

- **Care** Caring consistently and enough about individuals to make a positive difference to their lives
- **Compassion** Delivering care and support with kindness, consideration, dignity and respect
- **Courage** 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** Applying knowledge and skills to provide high quality care and support
- **Commitment** 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, an entrant to this Apprenticeship may require a minimum of Level 2 in English and Maths.

ENGLISH AND MATHS

During each session with their Tutor, Apprentices without level 1 English and maths will need to work towards achieving this level and at least take the test for level 2 English and Maths prior to taking the end-point assessment.

FUNCTIONAL SKILLS (FS)

These will be completed taking in to account prior attainment and in conjunction with the initial assessments and diagnostics achieved through SkillsBuilder. Tutors will identify suitable opportunities to embed FS 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:

- 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 at least achieve Level 1 and sit the Level 2 tests
- An appropriate Workplace Project for the End-Point Assessment 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 by this assessment method
- The employer will judge whether the Apprentice is ready for the End-Point Assessment; they may wish to take advice from the training provider

END-POINT ASSESSMENT (EPA)

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 three distinct components:

- a Written Knowledge Test answered through a combination of multiple choice questions and extended answer questions
- a Workplace Project and Presentation
- a Professional Discussion and Interview, which is undertaken after all other End-Point Assessment components have been successfully completed

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 which 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, providing details surrounding tasks and responsibilities of the job role 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. In addition to this, topics such as how to access, follow and be compliant with regulations and organisational policies and procedures will be covered.



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 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 & Inclusion in Care Settings:

This unit is about treating people with respect, dignity and honouring their human rights. You will be required to demonstrate dignity in your working role with individuals you support, their families, carers and other professionals. In addition to this you will be required to support others to understand the importance of equality, diversity and inclusion in care.



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 includes 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 Adult Care Worker with the principles of health and safety within health and care settings. This could include but is not limited to moving people and objects safely, demonstrating how to reduce the spread of infection, including the use of best practice in hand hygiene as well as using risk assessments to support individuals safely.



Implement Person-Centred Approaches in Care Settings:

This unit is aimed at those working in a wide range of settings. It provides 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: This unit covers the knowledge required to understand duty of care and own role in relation to this.



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