

Adult Care Worker

Apprenticeship

Level 2

Recruiting adult care workers can be difficult; there is a recognised shortage and finding individuals with the right skillset, competencies and outlook can be challenging. Training is vital to ensure that individuals meet required standards and provide a reputable service.

An apprenticeship is a good way of recruiting and training an individual to fit your way of working. It can help to attract new recruits because they can learn whilst they earn, and it gives you support to find and develop your staff. Even better, the new Apprenticeship Standard has been designed by professionals in the care sector who understand the role and what is involved.

This apprenticeship covers both Adult Care Workers in a variety of settings and Personal Assistants who work with individuals in their home.

Key Areas of Study

Your apprentice will cover essential knowledge, skills and behaviours on their programme. The full menu of options for what can be covered is outlined below, and you can select the areas of most importance for your organisation.

Quick Information:

New Apprenticeship Standard designed by employers for employers

Sector:

Health and social care

Who is it for?

New recruits and existing staff

Start date:

Flexible to suit employers

Level:

Level 2

Duration:

Minimum 12 months

How does it work?

Delivered in your work place, either 1-1 or in small groups, with regular 6 weekly visits and on-demand assessments provided by a college Trainer Assessor

Content:

Menu of options that can be tailored to your business

Assessment:

Situational judgement test and professional discussion at the end of the programme

Qualification:

Adult Care Worker Apprenticeship

Additional qualifications:

Level 2 Diploma in Health and Social Care;
Care Certificate



Knowledge

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

- The 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
- 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 individuals 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

B. 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 to work with individuals and others
- The importance of respecting diversity and treating everyone equally

C. 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. signing, communication boards etc
- How to find out the best way to communicate with the individual they are supporting
- How to make sure 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
- 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

E. 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

F. 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 writing, numbers 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

Skills and Behaviours

A: The main tasks and responsibilities according to their job role

- Support individuals they are working with according to their personal care/support plan
- Ask for help from an appropriate person when not confident or skilled in any aspect of their role
- Provide individuals with information to enable them to have choice about the way they are supported
- Encourage individuals to participate in the way their care and support is delivered
- Ensure the individual knows what they are agreeing to regarding the way in which they are supported
- Contribute to the on-going development of care/support plans for the individual they support
- Support individuals with cognitive, physical or sensory impairments

B. Treating people with respect and dignity and honouring their human rights

- Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates
- Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences
- Demonstrate empathy (understanding and compassion) for individuals they support
- Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs

C. Communicating clearly and responsibly

- Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates
- Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes
- Identify and take steps to reduce environmental barriers to communication
- Demonstrate they can check for understanding
- Write clearly and concisely in records and reports
- Keep information safe and confidential according to agreed ways of working

D. Supporting individuals to remain safe from harm (Safeguarding)

- Recognise potential signs of different forms of abuse
- Respond to concerns of abuse according to agreed ways of working
- Recognise, report and challenge unsafe practices

E. Championing health and wellbeing for the individuals they support and for work colleagues

- Promote the health and wellbeing of the individual they support
- Move people and objects safely
- Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene
- Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition
- Demonstrate how to keep people, buildings and themselves safe and secure
- Carry out fire safety procedures when required
- Use risk assessments to support individuals safely
- Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health
- Monitor and report changes in health and wellbeing for individuals they support

F. Working professionally and seeking to develop their own professional development

- Reflect on own work practices
- Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology
- Demonstrate their contribution to their development plan
- Demonstrate ability to work in partnership with others to support the individual
- Identify sources of support when conflicts arise with other people or organisations
- Demonstrate they can work within safe, clear professional boundaries
- Show they can access and apply additional skills required to perform the specific job role competently

Training, Tutoring and Assessment

The whole programme takes a minimum of 12 months to complete, at which point your apprentice can start their final assessment. The pace at which the apprentice progresses will be driven by you and the apprentice. We will work closely with you to plan and deliver appropriate support and training. Your apprentice will mainly learn on the job, but training and one-to-one tutoring are a key part of the new apprenticeship standards, not just assessment, with more time on tutoring as part of the 20% off-the-job training.

We will carry out joint reviews with you at regular intervals to discuss progress. You can use your normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development. Your apprentice will be expected to keep a portfolio to track their learning and development throughout the apprenticeship. As part of the on-programme training they will also need to complete a Care Certificate and a Level 2 Diploma in Health and Social Care.

End Point Assessment

In conjunction with the College, you will be asked to formally sign-off that the apprentice has met the minimum requirements for knowledge, skills and behaviours within the apprenticeship standard and confirm they are ready to move on to the final assessment, which will be measured as follows:

- **Self-Assessment:** Apprentices must undertake a self-assessment in the last month of their apprenticeship to enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self-assessment must be submitted as a source of evidence to prepare for the professional discussion (see below).
- **Situational Judgement Test:** This will present the apprentice with a range of real-life scenarios about which they will have to answer 60 questions in a multiple-choice format. Questions will draw from the stated knowledge and skills elements of the standard and focus on the higher order competencies.
- **Professional Discussion:** Lasting up to 45 minutes, the discussion will draw questions from prior learning and experience including, where applicable, the candidate's self-assessment and supporting evidence featuring testimony from users of services, as well as a sample of standardised candidate questions asked of every apprentice candidate in the interview.

For more information on the assessment for the Adult Care Worker Apprenticeship please see the full assessment plan in the Apprenticeship Standard documentation. We will arrange the End Point Assessment for you.

Apprentice Entry Requirements

As the employer you will set the entry requirements. However, if the applicant does not already have Level 1 English and Maths, they will need to complete this before the final assessment. We will provide any tuition required.

Future/Other Opportunities

Lead Adult Care Worker Apprenticeship Level 3

More information

To find out more about the opportunities and financing of apprenticeships and to discuss your particular requirements, please email employer@sheffcol.ac.uk or call **0114 260 2600** to speak to one of our friendly employer advisors.

Why choose The Sheffield College?

As one of the region's largest providers of apprenticeships, The Sheffield College is more than just your local provider; we deliver the dedicated support you need to source, train and get the best out of your apprentice.

We appreciate how difficult and time consuming it can be to recruit staff. That's why, when you recruit an apprentice with us, our dedicated apprenticeship recruitment service, Job Connect, will advertise the vacancy, engage your candidates and even pre-screen them to make the process as easy as possible for you.

We help you get the best deal by finding the right funding and we handle the paperwork to make the process of arranging an apprenticeship training programme as smooth as possible. Our employer partnership team, apprenticeship tutors and assessment staff are experts, and we invest time and money in training and upskilling them regularly so their knowledge is up-to-date and industry standard. At The Sheffield College we go above and beyond; we know that every business is different and we help to develop apprentices who will meet the needs of *your* business.

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