

Lead Adult Care Worker

Apprenticeship Level 3

If recruiting adult care workers can be difficult, it can be even more challenging to find individuals with the right level of experience as well as the necessary skills, competencies and outlook to take responsibility for supervising and managing other care workers. You need someone who can exercise judgement and provide leadership, guidance and direction at the frontline of care delivery, helping others to comply with expected standards and behaviours.

An apprenticeship is a good way of recruiting and training an individual to fit your way of working and ensure they meet your standards, or to upskill an existing member of staff. This new apprenticeship has been designed by professionals in the care sector who understand the role and what is involved.

This apprenticeship covers both Lead Adult Care Workers in a variety of settings and Lead 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 3

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:

Self-assessment, situational judgement test and professional interview during and at the end of the programme

Qualification:

Lead Adult Care Worker Apprenticeship

Additional qualifications:

Level 3 Diploma in Health and Social Care;
Care Certificate



Knowledge and Understanding

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

- 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

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

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 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

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, being able to facilitate timely intervention
- How to address and resolve any dilemmas between a person's rights and their safety

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 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

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 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

Skills and Behaviours

The main tasks and responsibilities according to their job role:

- 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 those 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

Treating people with respect and dignity and honouring their human rights:

- 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

Communicating clearly and responsibly:

- Demonstrate and promote to other worker's 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

Support individuals to remain safe from harm (Safeguarding):

- 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

Champion health and wellbeing for the individuals they support:

- 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

Work professionally and seek to develop their own professional development:

- 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

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. Before the apprentice can move onto the final assessment they must achieve a Level 3 Diploma in Health and Social Care and complete the Care Certificate.

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 end assessment, which will be measured as follows:

- **Self-Assessment:** In preparation for the professional discussion (see below), apprentices must undertake and submit a self-assessment in the last month of their apprenticeship to check whether they are confident that they have taken on board all aspects of the occupation.
- **Situational Judgement Test:** This test will present your apprentice with a range of real-life scenarios about which they will have to answer multiple-choice questions, which draw from the knowledge and skills elements of the standard and focus on the higher order competencies.
- **Professional Discussion:** Lasting no more than 45 minutes, the discussion will draw questions from prior learning and experience including, where applicable, the 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.

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

Apprentice Entry Requirements

As the employer you will set the entry requirements; however, if the applicant does not already have Level 2 English and Maths, they will need to complete this before the final assessment. We will provide tuition, if required.

Future/Other Opportunities

Higher Apprenticeship in Care Leadership and Management Level 4

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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