



Adult Care Worker Apprenticeship

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. 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, enabling 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.

This standard covers both Adult Care Workers and Personal Assistants. Personal Assistants do the same job as an Adult Care Worker and work directly for one individual usually within their own home. Working with people, feeling passionate about supporting and enabling them to live a more independent and fulfilling life is a rewarding and worthwhile job that provides excellent career opportunities.

Entry

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

Duration

Based on the entry requirements the minimum duration for this apprenticeship is 12, but will typically be 18, months to complete.

Progression

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

Level

This apprenticeship standard is set at level 2.

Qualifications

Level 2 Diploma in Care (RQF). This qualification, promoted and valued by employers, is achieved by a combination of direct teaching and self-directed learning.

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 contact us at:

0800 954 2803

info@connect2care.net | connect2care.net



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 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)

An Adult Care Worker must know and understand:	An 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"> • 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 	<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 • 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 • Support individuals with cognitive, physical or sensory impairments
<p>The importance of having the right values and behaviours</p> <ul style="list-style-type: none"> • 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 	<p>Treating people with respect and dignity and honouring their human rights</p> <ul style="list-style-type: none"> • 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

Knowledge and Understanding (Know it)

Skills (Show it)

An Adult Care Worker must know and understand:

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

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

How to promote health and well being 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 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

An Adult Care Worker must be able to:

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

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

Championing health and well being for the individuals they support and for work colleagues

- Promote the health and well being 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 well being 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 well being for individuals they support

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

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

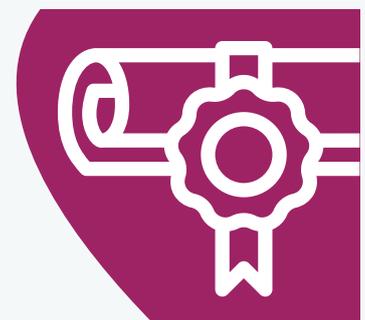
A professional discussion will be undertaken with an independent assessor. The discussion will be of no more than 45 minutes duration. Candidates can only apply to undertake the discussion component once the multiple choice assessment has been achieved. The discussion will draw questions and amplifications 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 2 Diploma in 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.

