

LEAD ADULT CARE WORKER

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

 Level 3

 12-24 Months

 £3,000

Entry requirements

Set by employer.

Qualifications

Level 3 Diploma in Health and Social Care (Adults) for England (QCF). This is the qualification that is promoted and valued by employers.

Delivery method

Various delivery models available to suit your needs. For any enquiries, or to book an appointment with our training consultants, please contact us at solutions@howcollege.ac.uk

Industry-specific requirements

1. Undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting.
2. The Care Certificate must be achieved as part of the Apprenticeship Standard.

What apprentices will learn

Skills

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 the individuals 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 workers 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.

Supporting 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.

What apprentices will learn

Skills continued...

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.

Knowledge

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.

What apprentices will learn

Knowledge continued...

<p>The importance of communication</p>	<ul style="list-style-type: none"> • 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.
<p>How to support individuals to remain safe from harm (Safeguarding)</p>	<ul style="list-style-type: none"> • 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 they may face between a person's rights and their safety.
<p>How to champion health and wellbeing for the individuals they support and work colleagues</p>	<ul style="list-style-type: none"> • 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 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.
<p>How to work professionally, including their own professional development of those they support and work colleagues</p>	<ul style="list-style-type: none"> • 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.

End point assessment

The End Point Assessment (EPA) can only be triggered after 12 months of starting the apprenticeship and is dependent on when the employer and training provider decide the apprentice is ready. EPA is typically expected to conclude within 3 months. The employer has the final decision to progress the apprentice to EPA. The apprentice and training provider should feel confident the learning outcomes have been achieved.

The EPA consists of three elements, all of which may be completed online. All assessment methods need to be passed. Each assessment method should directly assess the knowledge, skills and behaviours of the Standard. The assessor has the final decision.



Knowledge Test

The apprentice undertakes a multi-choice test to last a maximum of 60 minutes and include 50 equally weighted multi-choice questions with four possible answers each. The assessment should typically be passed before the apprentice progresses to the interview and presentation. The test is to be completed online and requires invigilating.



Project Presentation:

The apprentice delivers a presentation to the EPAO on a project they have completed or a process they have improved. The presentation lasts 10-15 minutes, with a further 10-15 minutes for a Q&A session. The presentation is out of 100. The project is completed from month 9 of the apprenticeship and should be completed prior to EPA being triggered. The project is submitted to the EPAO and they provide a question to answer in the presentation, for example:

- How have you improved a process or operating practice?
- What were the steps you took to implement the project?
- What worked well and how would you improve the results in future?



Portfolio-based Interview

The interview is for 30-45 minutes and scored out of 100 by the Independent Endpoint Assessment Organisation. The interview assesses:

- Understanding of the portfolio to validate competence shown.
- Self-reflection of performance, demonstrating knowledge and how appropriate skills and behaviours have been applied.
- Judgement and understanding to explain appropriate examples.