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Apprenticeship Standard for Adult Care Worker

Role/Occupation: Adult Care Worker

Overview:

Role Profile (what the successful candidate should be able to do at the end of the 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.

These are the 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

An Adult Care Worker must know and understand:

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

1. 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
2. Professional boundaries and limits of their training and expertise
3. Relevant statutory standards and codes of practice for their role
4. What the 'duty of care' is in practice
5. 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
6. How to identify, respond to and escalate changes to physical, social, and emotional needs of individuals
7. How to access, follow and be compliant with regulations and organisational policies and procedures

B. The importance of having the right values and behaviours

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





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An Adult Care Worker must know and understand:

C. The importance of communication

11. The barriers to communication
12. The impact of non-verbal communication
13. The importance of active listening
14. How the way they communicate can affect others
15. About different forms of communication e.g. signing, communication boards etc
16. How to find out the best way to communicate with the individual they are supporting
17. How to make sure confidential information is kept safe

D. How to support individuals to remain safe from harm (Safeguarding)

18. What abuse is and what to do when they have concerns someone is being abused
19. The national and local strategies for safeguarding and protection from abuse
20. What to do when receiving comments and complaints
21. How to recognise unsafe practices in the workplace
22. The importance and process of whistleblowing
23. 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

24. The health and safety responsibilities of self, employer and workers
25. How to keep safe in the work environment
26. What to do when there is an accident or sudden illness
27. What to do with hazardous substances
28. How to promote fire safety
29. How to reduce the spread of infection
30. 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

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



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An Adult Care Worker must be able to:

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

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

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

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

C. Communicating clearly and responsibly

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

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

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



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An Adult Care Worker must be able to:

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

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

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

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

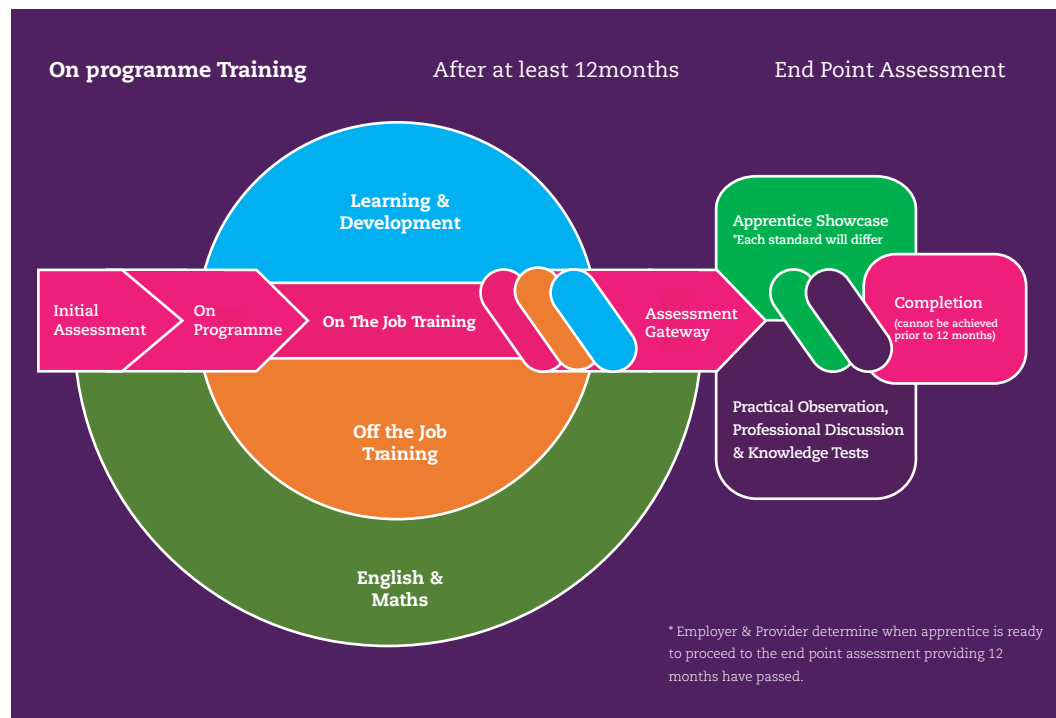
Duration	The minimum duration for this apprenticeship is 12 - 18 months
Qualifications	Level 2 Diploma in Health and Social Care (Adults) for England (QCF). This qualification, promoted and valued by employers, is achieved by a combination of direct teaching and self-directed learning
Progression	This apprenticeship provides an ideal entry into the occupation and supports progression within the sector.
Level	This apprenticeship standard is set at level 2
Industry-specific requirements	<ul style="list-style-type: none"> 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.



Defining Off Job Training Requirements

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day work activities and which leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work or elsewhere within the organisation. It can include planned or unplanned work shadowing with a focus on training and development, work place mentoring or time spent observing other staff and includes all aspects of direct 1:2:1 training and support, staff meetings, appraisals, development reviews and / or performance development planning as well as any dedicated training sessions internally or externally.

Records should be kept by the learner and employer of all training and development activity and the length of time spent on such activities.



Each standard will differ to example

What is End Point Assessment?

Designed by industry the EPA sets out to independently assess the apprentice's knowledge, skills and behaviours towards the end of their apprenticeship and in direct relation to their chosen career pathway. EPA is set against the criteria of the Apprenticeship Standard. Independent EPA ensures a greater consistency and quality of training delivery.

End Point Assessment typically includes;

- Building a portfolio of evidence demonstrating the learner's knowledge and skills.
- Observation of work activities
- Professional discussion centred around multiple aspects of the role