

Apprenticeship Standard for Lead Adult Care Worker

Occupational profile

Lead Adult Care Workers 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. In addition, Lead Adult Care Workers have responsibility for providing supervision, frontline leadership, guidance and direction for others, or working autonomously, exercising judgement and accountability.

Responsibilities

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.

Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers this standard also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

Typical job titles include Care Officer, Care Supervisor, Senior Care Worker, Supervising Care Worker, Senior Support Worker, Relief Team Leader, Social Work Assistant, Social Services Officer, Outreach Development Worker, Community Support Worker, Community Outreach Worker, Community Development Worker, Family Support Worker or Personal Assistant. These could all specialise in a variety of areas such as learning disability, mental health, drug and alcohol misuse, homecare, dementia and end-of-life care.

Entry Requirements

The entry requirement for this apprenticeship will be decided by each employer, but may typically be five GCSEs at Grade C or higher. Candidates must undertake a recognised enhanced disclosure and barring service check.

The Apprenticeship Standard consists of these following elements:

- Level 3 Diploma in Care
- Care Certificate
- Skills, Knowledge and Behaviours as set out in the Standard
- Functional Skills

Level 3 Diploma in Care

Throughout your Apprenticeship you will cover the following:

You will need to achieve a minimum value of 458 credits, as follows:

- 9 mandatory units
- A minimum of 30 credits from Optional Group B
- A minimum of 35 credits must be achieved at Level 3 or above

You must complete 9 mandatory units:

- Promote communication in care settings (3 Credits)
- Promote effective handling of information in care settings (2 Credits)
- Promote personal development in care settings (3 Credits)
- Promote person-centred approaches in care settings (6 Credits)
- Promote equality and inclusion in care settings (2 Credits)
- Promote health, safety and well-being in care settings (6 Credits)
- Responsibilities of a care worker (2 Credits)
- Duty of care in care settings (1 Credit)
- Safeguarding and protection in care settings (3 Credits)

You must then achieve a minimum of 30 credits:

- Co-ordinate activity provision in adult social care (4 Credits)
- Principles of advocacy (4 Credits)
- Co-ordinate the use of assistive living technology (4 Credits)
- Promote continence management (4 Credits)
- Understand how to support individuals to access and engage in education, training and employment (ETE) (3 Credits)
- Facilitate learning and development activities to meet individual needs and preferences (5 Credits)
- Managing pain and discomfort (3 Credits)
- Awareness of the Mental Capacity Act 2005 (3 Credits)
- Promote nutrition and hydration in adult care settings (4 Credits)
- Understand personalisation in adult care (3 Credits)
- Implement positive behaviour support (6 Credits)
- Develop, implement and review reablement plans (4 Credits)
- Support individuals to retain, regain and develop skills for everyday life (4 Credits)
- Understand how to support individuals with foot care (3 Credits)
- Provide agreed support for foot care (3 Credits)
- Provide support to individuals to continue recommended therapies (3 Credits)
- Move and position individuals in accordance with their care plan (4 Credits)
- Support individuals to access and use services and facilities (4 Credits)
- Support independence in the tasks of daily living (5 Credits)
- Work in partnership with families to support individuals (3 Credits)
- Implement therapeutic group activities (4 Credits)
- Support individuals to live at home (4 Credits)
- Support individuals during a period of change (4 Credits)
- Support individuals to access and manage direct payments (4 Credits)
- Support individuals to access housing and accommodation services (4 Credits)
- Support individuals to prepare for and settle in to new home environments (3 Credits)
- Support the spiritual well-being of individuals (3 Credits)
- Support individuals to meet personal care needs (2 Credits)
- Provide support for sleep (2 Credits)
- Support individuals with specific communication needs (5 Credits)

- Support carers to meet the care needs of individuals (4 Credits)
- Collaborate in the assessment of environmental and social support in the community (4 Credits)
- Provide support for mobility (2 Credits)
- Support positive risk-taking for individuals (4 Credits)
- Support person-centred thinking, planning and review (4 Credits)
- Facilitate person-centred assessment, planning, implementation and review (6 Credits)
- Support families who care for individuals with acquired brain injury (3 Credits)
- Understand the impact of acquired brain injury on individuals (3 Credits)
- Support individuals with autism spectrum condition (ASC) (4 Credits)
- Understand how to support individuals with autism spectrum condition (ASC) (3 Credits)
- Dementia awareness (2 Credits)
- Understand the process and experience of dementia (3 Credits)
- Provide support to individuals with dementia (4 Credits)
- Diabetes awareness (3 Credits)
- Support individuals with diabetes (6 Credits)
- End of life care (7 Credits)
- Care for the elderly (2 Credits)
- Support individuals at the end of life (6 Credits)
- Understand advance care planning (3 Credits)
- Support individuals who are bereaved (4 Credits)
- Principles of supporting individuals with a learning disability regarding sexuality and sexual health (3 Credits)
- Understand the context of supporting individuals with learning disabilities (4 Credits)
- Support individuals with learning disabilities to access healthcare (3 Credits)
- Understand mental health problems (3 Credits)
- Promote mental well-being and mental health (3 Credits)
- Support individuals with multiple conditions and/or disabilities (4 Credits)
- Support individuals with Parkinson's disease (3 Credits)
- Understand sensory loss (3 Credits)
- Support the assessment of individuals with sensory loss (3 Credits)
- Promote stroke care management (4 Credits)
- Carry out assessments to identify the needs of substance users (5 Credits)
- Support individuals who are substance users (5 Credits)
- Test for substance use (5 Credits)
- Recognise indications of substance misuse and refer individuals to specialists (4 Credits)
- Undertake research in adult care (8 Credits)
- Undertake physiological measurements (3 Credits)
- Undertake personal hygiene activities with individuals (3 Credits)
- Obtain venous blood samples (3 Credits)
- Obtain and test capillary blood samples (4 Credits)
- Undertake agreed pressure area care (4 Credits)
- Administer medication to individuals and monitor the effects (5 Credits)
- Understand the administration of medication (3 Credits)
- The principles of infection prevention and control (3 Credits)
- Causes and spread of infection (2 Credits)
- Cleaning, decontamination and waste management (2 Credits)
- Lead learning and development in adult care (4 Credits)
- Mentoring in adult care (4 Credits)
- Personal and professional behavior in adult care (3 Credits)
- Contribute to quality assurance in adult care (3 Credits)
- Manage resources in adult care (3 Credits)
- Lead an effective team (3 Credits)

A Lead Adult Care Worker must know and understand:

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.

	<p>What the 'Duty of Care' is in practice.</p> <p>How to create and develop a care plan based on the person's preferences in the way they want to be supported.</p> <p>How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals.</p> <p>How to lead and support others to ensure compliance with regulations and organisational policies and procedures.</p>
The importance of having the right values and behaviours	<p>How to ensure that dignity is at the centre of all work with individuals and their support circles.</p> <p>The importance of respecting diversity, the principles of inclusion and treating everyone fairly.</p>
The importance of communication	<p>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.</p> <p>How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction.</p> <p>The role of advocates and when they might be involved.</p> <p>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>What abuse is and what to do when they have concerns someone is being abused.</p> <p>The national and local strategies for safeguarding and protection from abuse.</p> <p>What to do when receiving comments and complaints ensuring appropriate and timely actions takes place.</p> <p>How to recognise and prevent unsafe practices in the workplace.</p> <p>The importance and process of whistleblowing, being able to facilitate timely intervention.</p> <p>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>The health and safety responsibilities of self, employer and workers.</p> <p>How to keep safe in the work environment.</p> <p>What to do when there is an accident or sudden illness and take appropriate action.</p> <p>What to do with hazardous substances.</p> <p>How to promote fire safety and how to support others to do so.</p> <p>How to reduce the spread of infection and support others in infection prevention and control.</p> <p>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>What a professional relationship is with the person being supported and colleagues.</p> <p>How to work with other people and organisations in the interest of the person being supported.</p> <p>How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans.</p> <p>How to demonstrate the importance of excellent core skills in writing, numbers and information technology.</p> <p>How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues.</p> <p>How to carry out research relevant to individuals' support needs and share with others.</p> <p>How to access and apply good practice relating to their role.</p> <p>How to access and apply specialist knowledge when needed to support performance in the job role.</p>

A Lead Adult Care Worker must be able to:

The main tasks and responsibilities according to their job role	<p>Support individuals they are working with according to their personal care/support plan.</p> <p>Take the initiative when working outside normal duties and responsibilities.</p> <p>Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking.</p> <p>Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments.</p> <p>Contribute to the development and ongoing review of care/support plans for the individuals they support.</p> <p>Provide individuals with information to enable them to exercise choice on how they are supported.</p> <p>Encourage individuals to actively participate in the way their care and support is delivered.</p> <p>Ensure that individuals know what they are agreeing to regarding the way in which they are supported.</p> <p>Lead and support colleagues to understand how to establish informed consent when providing care and support.</p> <p>Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities.</p>
Treat people with respect and dignity and honour their human rights	<p>Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals.</p> <p>Support others to understand the importance of equality, diversity and inclusion in social care.</p> <p>Exhibit empathy for individuals they support, i.e. understanding and compassion.</p> <p>Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems.</p>
Communicating clearly and responsibly	<p>Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals.</p> <p>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.</p> <p>Take the initiative and reduce environmental barriers to communication.</p> <p>Demonstrate and ensure that records and reports are written clearly and concisely.</p> <p>Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working.</p>
Support individuals to remain safe from harm (Safeguarding)	<p>Support others, to recognise and respond to potential signs of abuse according to agreed ways of working.</p> <p>Work in partnership with external agencies to respond to concerns of abuse.</p> <p>Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care.</p> <p>Recognise, report, respond to and record unsafe practices and encourage others to do so.</p>
Champion health and wellbeing for the individuals they support	<p>Lead and mentor others where appropriate to promote the wellbeing of the individuals they support.</p> <p>Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene.</p> <p>Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition.</p> <p>Carry out fire safety procedures and manage others to do so.</p> <p>Develop risk assessments and use in a person centred way to</p>

	<p>support individuals safely including moving and assisting people and objects.</p> <p>Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support.</p>
Work professionally and seek to develop their own professional development	<p>Take the initiative to identify and form professional relationships with other people and organisations.</p> <p>Demonstrate, manage and support self and others to work within safe, clear professional boundaries.</p> <p>Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities.</p> <p>Demonstrate continuous professional development.</p> <p>Carry out research relevant to individuals' support needs and share with others.</p> <p>Demonstrate where necessary mentoring and supervision to others in the workplace.</p> <p>Demonstrate good team/partnership working skills.</p> <p>Demonstrate their contribution to robust recruitment and induction processes.</p>

Cost – £3,000

If your company is a Levy payer this will come out from your Levy account, if your company is a Non-Levy payer or you do not have funds in your Levy account you will be required to pay 10% (£300) towards this cost.

You will also receive an employer incentive of £1000 if the learner is 16-18, paid in two instalments.

Level – 3

Duration – Typically this apprenticeship will take 18-24 months

Qualifications – Where an adult care worker has not already achieved Level 2 English and Maths they will need to achieve this level prior to taking the end-point assessment.

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