



Training provided by

**IMPACT  
FUTURES**

**LEVEL 3**

# LEAD ADULT CARE WORKER

Leading the provision of adult care



*From small acorns, great oak trees grow!*



# Lead adult care worker

## APPRENTICESHIP STANDARD

This level 3 apprenticeship training programme develops the knowledge, skills and behaviours required to lead on the provision of care for adults, enabling them to have control and choice in their lives.

It is suitable for care officers, care supervisors, senior care workers and other associated job titles. At the end of this training programme, you will also be awarded a Level 3 TQUK Diploma in Adult Care.

### ENTRY

## Requirements

You must have been a UK, EEA, or EU resident for at least the past three years to undertake this training programme.

In addition, you must be able to commit to the full length of the programme, and be able to meet the programme modules through your job role.

If you do not have a level 2 or equivalent in Maths and English, you will be required to work towards achieving these qualifications as part of your apprenticeship.

## COMPONENTS OF AN Apprenticeship

Apprenticeships are 12 to 24 month training programmes. They are made up of:



More information on each of these components can be found within the learner or manager apprenticeship guide. All of the above components must be fully completed in order to successfully achieve your apprenticeship.

## WHAT IS THE DURATION AND HOW WILL YOU LEARN?

Over the duration of 18 months, you will receive a combination of face-to-face and online training and support.

The 18 month time frame is based on an employee with a full-time contract, if an employee works fewer than 30 hours then the time frame of the apprenticeship will increase accordingly. See below for example:

16 hours contracted per week = 22 months apprenticeship programme

You will undertake an online assessment that will help us to understand your learning style and needs, then we will tailor your learning experience accordingly.

We ensure that you stay on track to complete your programme on time by managing your progress through our state-of-the-art e-portfolio system, Aptem.

## OFF THE JOB TRAINING

As part of the apprenticeship, alongside your job role, a minimum of 6 hours per week of your time in work must be dedicated to improving new skills, knowledge and behaviours. This can be any time devoted to learning and improving new skills, knowledge and behaviours without interruption.

### EXAMPLES INCLUDE:



MENTORING



SHADOWING



NOTE WRITING



TEACHING SESSIONS



FORMAL HANDOVERS



STAFF MEETINGS



RESEARCH



ONLINE RESOURCES



ATTENDING EVENTS



LEARNING MODULES



ROLE PLAY



SWAPPING DEPARTMENT



ONLINE TEACHING



DIGITAL LEARNING RESOURCES



ONE TO ONE TUITION



WORKPLACE ASSESSMENT

## END-POINT ASSESSMENT

Learnt knowledge, skills and behaviours will be assessed by an independent assessor in your end-point assessment (EPA). This typically involves elements such as:



LEADERSHIP OBSERVATION

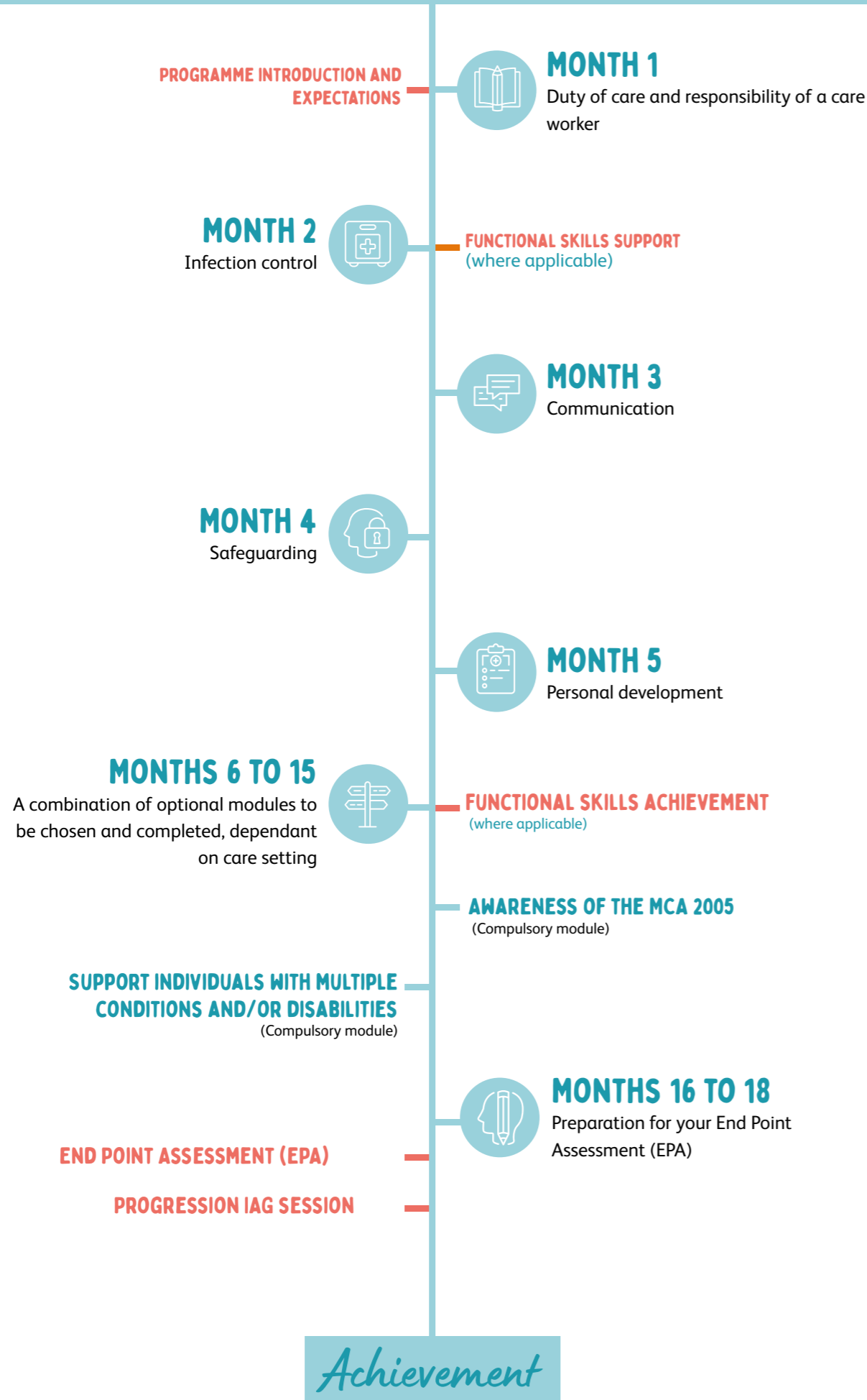


PROFESSIONAL DISCUSSION



PORTFOLIO BUILDING

# Your Apprenticeship Journey



## You will learn how to:



### SUPPORT THE PROVISION OF CARE:

- Ensure that both yourself and other employees achieve the tasks and responsibilities of your job roles
- Support with individuals' social activities
- Ensure that both yourself and other employees monitor health
- Assist with eating, mobility and personal care, according to the individual's personal care/support plan, and support other team members in doing so
- Access, follow and be compliant with regulations and organisational policies and procedures, and ensure that your team also do so


### MANAGE CAPABILITY:

- Understand your teams' professional boundaries and limits of their training and expertise
- Encourage others to ask for help from an appropriate person when not confident or skilled in any aspect of their role

### IMPLEMENT PERSON-CENTRED CARE PLANS:

- Provide individuals with information to enable them to have choices about the way they are supported, ensuring compliance with the relevant statutory standards and codes of practice for your role.
- Understand the 'duty of care' in practice.
- Encourage individuals to participate in the way their care and support is delivered.
- Contribute towards the development and creation of care plans which are underpinned by the individual's support preferences.
- Identify, respond to and escalate changes to the physical, social, and emotional needs of individuals, contributing to the ongoing development of care/support plans and support with cognitive, physical or sensory impairments.

# Modules of learning:

<p><b>Module 1:</b> </p> <p><b>DUTY OF CARE AND RESPONSIBILITY OF A CARE WORKER</b></p> <ul style="list-style-type: none"> <li>Be able to work in ways agreed with the employer and understand your own responsibilities</li> <li>Understand your duty of care and the relation to duty of candour</li> <li>Be able to consider dilemmas between an individuals rights and your duty of care</li> <li>Understand how to assess risk</li> </ul>	<p><b>Module 2:</b> </p> <p><b>INFECTION CONTROL</b></p> <ul style="list-style-type: none"> <li>Understand the causes and transmission of infection</li> <li>Understand own and others roles and responsibilities in the prevention and control of infections</li> <li>Understand legislation and policies relating to prevention and control of infections</li> <li>Be able to support infection prevention and control practices in the work setting.</li> </ul>
<p><b>Module 3:</b> </p> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Understand why communication is important in the work setting</li> <li>Meet the communication and language needs, wishes and preferences of individuals</li> <li>Understand the need for secure handling of information in care settings</li> <li>Handle information in accordance with agreed ways of working</li> </ul>	<p><b>Module 4:</b> </p> <p><b>SAFEGUARDING</b></p> <ul style="list-style-type: none"> <li>Be able to link safeguarding legislation to practice</li> <li>Understand how safeguarding policies are implemented in your role</li> <li>Understand the principles of safeguarding adults</li> </ul>
<p><b>Module 5:</b> </p> <p><b>PERSONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Understand your role and responsibilities, and how to work in line with codes of conduct</li> <li>Take responsibility and accountability for your actions, understanding your duty of care</li> <li>Work within a team effectively</li> <li>Develop your study skills by utilising reflective practice, investigatory techniques and research</li> <li>Agree a personal development plan</li> </ul>	

## Optional modules:

- Awareness of the MCA 2005 (Compulsory)
- Support individuals with multiple conditions and/or disabilities (Compulsory)
- Understand mental well-being and mental health promotion
- Understand mental health problems
- Understand the process and experience of dementia
- Understand the administration of medication to individuals with dementia using a person-centred approach
- Understand the role of communication and interactions with individuals who have dementia
- Understand the diversity of individuals with dementia and the importance of inclusion
- Understand the context of supporting individuals with learning disabilities
- Support positive risk taking for individuals with disabilities
- Understand how to support individuals with autistic spectrum conditions
- Understand physical disability
- Understand sensory loss
- End of life and dementia care
- Understand the effects of ageing in activity provision
- Diabetes awareness
- Recognise indications of substance misuse and refer individuals to specialists
- Support individuals who are substance users
- Identify and act upon immediate risk of danger to substance misusers
- Test for substance use
- Administer medication to individuals and monitor the effects
- Understand and enable interaction and communication with individuals who have dementia

# Making an impact, now and in the future:

**WHAT WILL YOU ACHIEVE?**



A nationally recognised qualification

Functional skills to the required level

Potential career progression into future roles

**WHAT'S NEXT?**

**YOUR CAREER IS A JOURNEY**  
Take the next step



**LEVEL 5 OPERATIONS MANAGER IN ADULT CARE**

**LEVEL 3 ASPIRING LEADERS IN HEALTHCARE**



# *Make an impact*

For more information, contact  
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 **Helping Hands**  
Caring since 1989

