

# ADULT CARE WORKER LEVEL 2



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# WELCOME

In this guide you will find everything you need to know regarding the Health & Social Care Level 2 qualification, including the different elements that go together to form the framework, the mandatory and optional units available, the different ways in which you will learn, and the methods of assessment.

## Who is this qualification suitable for?

Adult care workers need to have the right values and behaviours, developing their competences and skills to provide high quality compassionate care and support. They are front line staff who help adults with care and support needs to achieve their personal goals and live as independently as possible. Adult care workers may work in residential or nursing homes, domiciliary care, day care, a person's home or clinical healthcare setting.

## How do I enrol?

### Levy

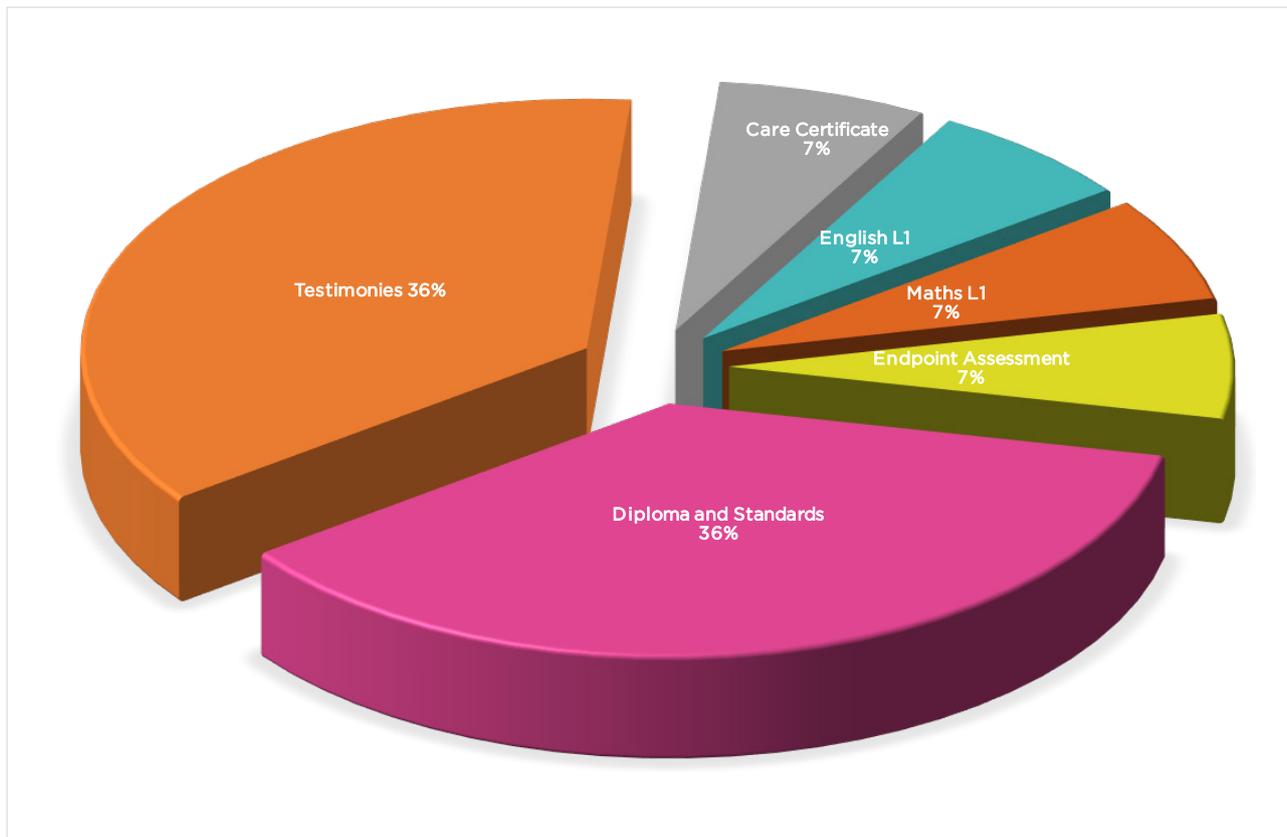
- 1 Visit our website [www.atem.co.uk](http://www.atem.co.uk)
- 2 Complete an application form
- 3 Your manager completes a training application and submit to levy holder
- 4 We check your application
- 5 We set you up with English and/or Maths assessments if required (see exemptions.)
- 6 We complete enrolment paperwork with you
- 7 You start your qualification!

### Non-Levy

- 1 Visit our website [www.atem.co.uk](http://www.atem.co.uk)
- 2 Complete an application form
- 3 We check your application
- 4 We set you up with English and/or Maths assessments if required (see exemptions.)
- 5 We complete enrolment paperwork with you
- 6 You start your qualification!

# STANDARDS

This is the breakdown of the Health & Social Care L2 qualification, which shows the different elements that go together to form the Apprenticeship.



## 12-18 months

Minimum duration of programme

### Exemptions

If you have any of the following then you may be exempt from English and Maths assessments and the corresponding Functional Skills parts of your qualification.

GCSE English Language  
Grade 4 or higher

Functional Skills  
English L1 or higher

GCSE Mathematics  
Grade 4 or higher

Functional Skills  
Maths L1 or higher

# WHAT'S INCLUDED (STANDARDS)

## Occupation: Adult Care Worker

### 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

**Duration:** 12-18 months

**Level:** 2

### 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

### **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

### **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

### **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

**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.

### **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'S INCLUDED (QUALIFICATION)

## Level 2 Diploma in Health & Social Care

9 mandatory units  
(total of 24 credits)



Optional units  
(total of 22 credits)

- Minimum of 2 credits and maximum of 7 credits from **Group B**

- Minimum of 15 credits from **Group C**

Learner Name:

Skill scan completed by:

### Mandatory (24 credits)

Level	Unit Title	Credits	Doing? Y/N	Chosen
2	201: Introduction to Communication in Health, Social Care or Children's and Young People's Settings.	3		
2	202: Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings.	3		
2	203: Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings.	2		
2	204: Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings.	1		
2	205: Principles of Safeguarding and Protection in Health and Social Care.	3		
2	206: The Role of the Health and Social Care Worker.	2		
2	207: Implement Person-Centered Approaches in Health and Social Care.	5		
2	208: Contribute to Health and Safety in Health and Social Care.	4		
2	209: Handle Information in Health and Social Care Settings.	1		

### Optional Group B (minimum of 2 credits, maximum of 7 credits)

Level	Unit Title	Credits	Doing? Y/N	Chosen
3	601: Purpose and Principles of Independent Advocacy	4		
3	618: Understand Mental Well-Being and Mental Health Promotion	3		
3	619: Understand Mental Health Problems	3		
2	237: Dementia Awareness	2		
2	238: The Person-Centred Approach to the Care and Support of Individuals with Dementia	2		
2	240: Understand the Factors that can Influence Communication and Interaction with Individuals who have Dementia	2		
2	241: Understand Equality, Diversity and Inclusion in Dementia Care	2		
3	368: Understand the Administration of Medication to Individuals with Dementia using a Person-Centred Approach	2		
3	369: Understand the Role of Communication and Interactions with Individuals who have Dementia	3		
3	370: Understand the Diversity of Individuals with Dementia and the Importance of Inclusion	3		
3	330: Introduction to Personalisation in Social Care	3		
2	264: The Principles of Infection Prevention and Control	3		
2	265: Causes and Spread of Infection	2		
2	248: Principles of Positive Risk-Taking for Individuals with Disabilities	2		
2	249: Principles of Supporting an Individual to Maintain Personal Hygiene	1		
2	251: Principles of Supporting Individuals with a Learning disability to Access Healthcare	3		
2	253: Introductory Awareness of Autistic Spectrum Conditions	2		
3	376: Principles of Supporting Individuals with a Learning Disability Regarding Sexuality and Sexual Health	3		
3	380: Principles of Supporting Young People with a Disability to Make the Transition into Adulthood	3		
3	382: Principles of Self-Directed Support	3		
2	254: Understand Physical Disability	2		
2	256: Understand the Impact of Acquired Brain Injury on Individuals	3		
2	258: Introductory Awareness of Sensory Loss	2		
2	259: Introductory Awareness of Models of Disability	2		

### Optional Group C (minimum of 15 credits)

Level	Unit Title	Credits	Doing? Y/N	Chosen
3	616: Administer Medication to Individuals and Monitor the Effects	5		
2	239: Understand and Implement a Person-Centred Approach to the Care and Support of Individuals with Dementia	3		
2	242: Equality, Diversity and Inclusion in Dementia Care Practice	3		
2	243: Understand and Enable Interaction and Communication with Individuals with Dementia	3		
2	244: Approaches to Enable Rights and Choices for Individuals with Dementia whilst Minimising Risks	3		
3	366: Understand and Meet the Nutritional Requirements of Individuals with Dementia	3		
3	367: Enable Rights and Choices of Individuals with Dementia whilst Minimising Risk	4		
3	371: Understand and Enable Interaction and Communication with Individuals who have Dementia	4		
3	372: Equality, Diversity and Inclusion in Dementia Care Practice	4		
2	210: Provide Support for Therapy Sessions	2		
2	211: Provide Support for Mobility	2		
2	212: Provide Support to Manage Pain and Discomfort	2		
2	217: Provide Support for Journeys	2		
2	218: Provide Support for Leisure Activities	3		
2	219: Support Individuals to Access and Use Information About Services and Facilities	3		
2	220: Support Individuals who are Distressed	3		
2	221: Support Care Plan Activities	2		
2	222: Support Individuals to Eat and Drink	2		
2	223: Support Individuals to Meet Personal Care Needs	2		
2	224: Support Individuals to Manage Continence	3		
2	225: Provide Agreed Support for Foot Care	3		
2	226: Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2		
2	227: Contribute to the Care of a Deceased Person	3		
2	228: Contribute to Supporting Group Care Activities	3		
2	229: Undertake Agreed Pressure Area Care	4		
2	230: Support Individuals Undergoing Healthcare Activities	3		

3	308: Obtain and Test Capillary Blood Samples	4		
2	231: Obtain and Test Specimens from Individuals	2		
2	232: Move and Position Individuals in Accordance with their Plan of Care	4		
2	233: Meet Food Safety Requirements when Providing Food and Drink for Individuals	2		
2	234: Provide Support for Sleep	2		
2	235: Contribute to Support of Positive Risk-Taking for Individuals	3		
3	318: Support Individuals in their Relationships	4		
3	319: Facilitate Person-Centred Assessment, Planning, Implementation and Review	6		
3	320: Support Individuals to Live at Home	4		
3	324: Support Individuals with Specific Communication Needs	5		
3	327: Support Individuals who are Bereaved	4		
3	328: Work in Partnership with Families to Support Individuals	4		
3	329: Promote Positive Behaviour	6		
3	331: Support Use of Medication in Social Care Settings	5		
3	332: Support Individuals at the End of Life	7		
2	236: Prepare Environments and Resources for Use During Healthcare Activities	3		
3	333: Prepare for and Carry Out Extended Feeding Techniques	4		
2	267: Emergency First-Aid Skills	1		
2	246: Support Person-Centred Thinking and Planning	5		
2	247: Provide Active Support	3		
3	379: Support Young People with a Disability to Make the Transition into Adulthood	5		
3	381: Support Parents with Disabilities	6		
3	383: Support Individuals with Self-Directed Support	5		
2	255: Work with Other Professionals and Agencies to Support Individuals with a Physical Disability	3		
2	257: Support Families of Individuals with Acquired Brain Injury	3		
2	260: Support Effective Communication with Individuals with a Sensory Loss	3		
2	261: Contribute to the Support of Individuals with Multiple Conditions and/or Disabilities	3		
2	262: Contribute to Supporting Individuals in the Use of Assistive Technology	3		
2	263: Support Individuals to Negotiate Environments	4		

## Functional Skills

- **Maths (Level 1)**
- **English (Level 1)**

You will complete Functional Skills in Maths and English. Assessments are designed to measure the competent application of skills within real-life scenarios. Assessments are task based with no portfolio to complete. These can be completed on-screen, offline or paper-based. Completion of Functional Skills may not be required where evidence of a current transferable skills qualification exists e.g. GCSE.

## How will learning take place?

### Off the job learning

Off-the-job refers to the time taken to develop technical skills and knowledge of theoretical concepts across a range of contexts. It can be seen as time away from 'the immediate pressures of the job', and may include all of the following (non-exclusive) activities:

- Individual and Group teaching
- Coaching
- Distance learning
- e-learning
- Feedback and Assessment
- Guided study
- Learning with peers
- Networked or collaborative learning
- Mentoring

You may attend sessions at Access Training during your qualification and you will have an assessor visit you in the workplace. You will need to spend some time at home providing written accounts and research for your portfolio.

### On the job learning

On-the-job refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time you spend being guided whilst undertaking normal activities as part of your job role, and which provide opportunities to learn, develop and practice skills.

## Assessment gateway

On achievement of

- Level 2 Diploma in Health and Social Care (England)
- Achieve Level 1 English and Maths
- Undertake a self assessment in the last month of their apprenticeship
- In the last three months, collect testimonies from people who use the services

# The Assessment Process

Access Training use a blended learning model which means that training, assessment and support will be delivered in a variety of ways to suit you and your employer. Webinars, e-learning, and Skype will be combined with face-to-face visits and self-study to provide flexible learning that you can access when and where you want - whether that's during an appointment in working hours, taking part in a Skype call at your desk or watching a video on your phone.

Achievement of the qualification is based around the provision of sufficient evidence to show that the job can be done to the national standards. You need to collect a variety of evidence and this collection of evidence is called a 'portfolio'. This will be done electronically via an e-portfolio and your assessor may use any of the following for sources of evidence:

## Performance at Work (Observation)

Your assessor will observe your performance in the work place against the national standards.

## Work Product

There may be tasks that you routinely carry out which are applicable to your qualification - i.e. send and receive emails. The products of these tasks may be used as evidence, as long as the evidence is sufficiently current and relevant to the standards.

## Recognition of Prior Learning

This could be a relevant qualification or achievement, for example, First Aid, Safeguarding etc. This is sometimes referred to as 'Recognition of Prior Learning' and abbreviated to RPL.

## Witness Statement

Witnesses can provide evidence of the way the job is done, usually in the form of a witness statement. Your supervisor/line manager will provide you with the testimony relating to your performance at work.

## Testimonies

In the last three months of the apprenticeship following completion of the diploma, collate testimonies from people who use the services. These must be submitted to the end point assessor to support the professional discussion

## Questioning

Questioning may be oral or written. Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the national standard. Where suitable, your assessor may electronically record question and answer sessions.

## Professional Discussion

Your assessor may use a dictaphone or smartphone to record a professional discussion. These will be based on activities you have taken part in and are a good way for yourself and your assessor to discuss and explore the event.

## Reflective Account

The apprentice must demonstrate in reflective accounts their learning and application of knowledge in practice, their values and behaviours. The apprentice is required to evidence the knowledge and skill requirements in the following areas

- 1) Communication
- 2) Health interventions
- 3) Personal and people development
- 4) Health, safety and security

## Self assessment

Undertaken in the last month of their apprenticeship . To enable them to see whether they are confident that they have taken on board all aspects of the occupation. This self assessment must be submitted to the end point assessor as a source of evidence to prepare for the professional discussion.

# End Point Assessment

## 1) Situational judgement test

This 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)

Pass= 40 correct answers

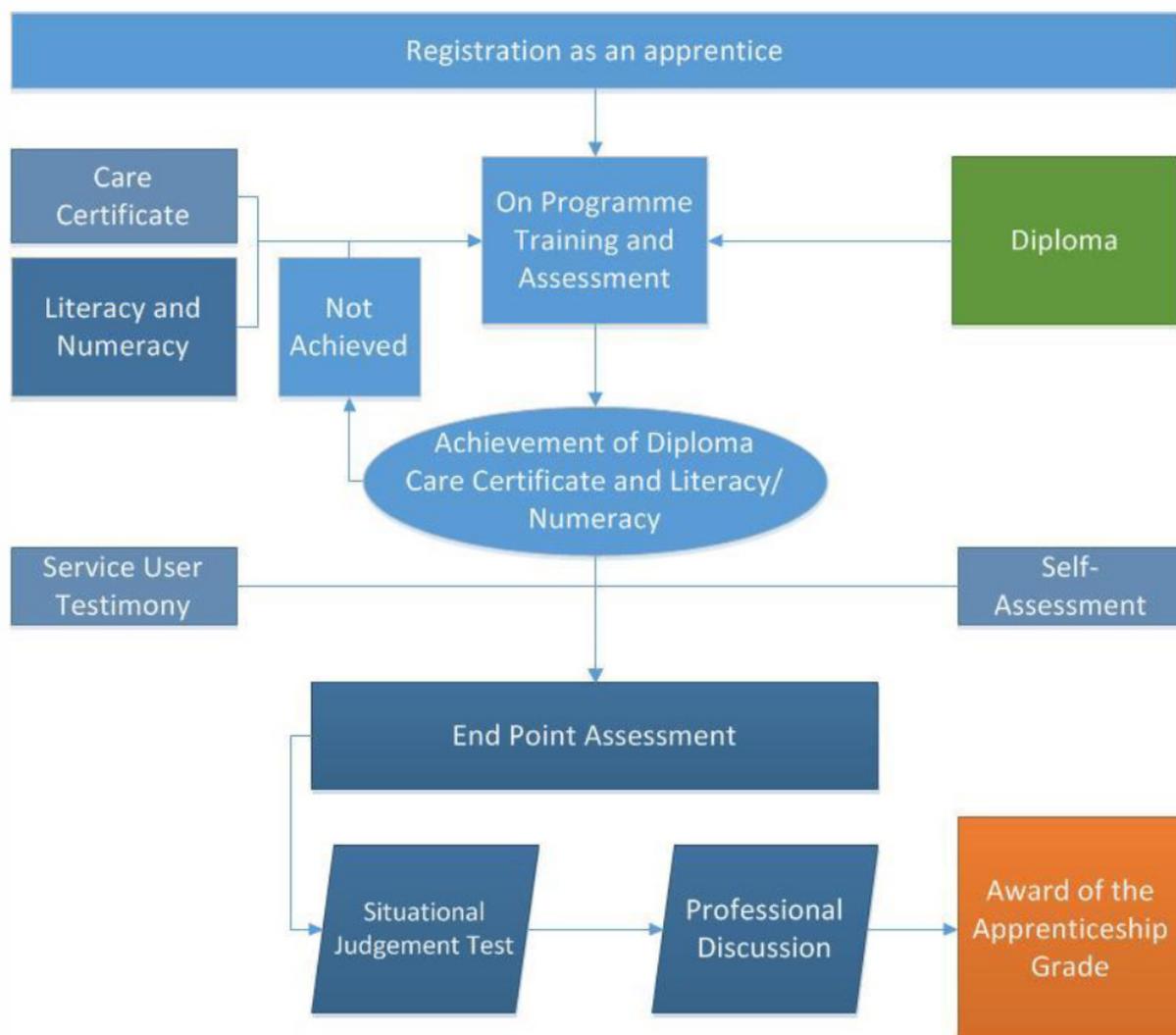
Merit = 50 or more correct answers

Distinction = 55 or more correct answers

## 2) Professional discussion

A professional discussion will be undertaken with the independent assessor. This will be no longer than 45 minutes . The discussion will draw on questions and amplifications from prior learning and experience , including where applicable the candidate's self assessment and the supporting evidence from the users of services testimonies.

## Summary of the Assessment Model



## 20% Off-the-job training

Over the course of the apprenticeship, each learner will be required to spend 20% of their time doing off-the-job training and this will be documented through the assessor.

Off-the-job training is defined as learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of the apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

The off-the-job training must be directly relevant to the apprenticeship framework or standard and could include the following:

- The teaching of theory (for example; lectures, role play, simulation exercises, online learning or job specific training)
- Practical training, such as; shadowing, mentoring, industry visits and attendance at competitions
- Learning support and time spent writing assessments/assignments
- Team meetings

It does not include:

- English and Maths (up to level 2) which is funded separately
- Progress reviews or on-programme assessment needed for an apprenticeship framework or standard
- Training which takes place outside the apprentice's paid working hours
- Access Training Induction

Non-Levy paying Employers there is a contribution of 10% of the funding.



**European Union**

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