

LEAD ADULT CARE WORKER LEVEL 3



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0330 002 6266



WELCOME

In this guide you will find everything you need to know regarding the Health & Social Care Level 3 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?

As a Lead Adult Care Workers need to have the right values and behaviours, developing their competences and skills to provide high quality compassionate care and support.

You will be exercise judgement and take appropriate action to support individuals to maintain their independence , dignity and control. You will provide leadership, guidance and direction to the frontline staff providing care. You will be instrumental in improving the health and wellbeing of those receiving care and support who help adults with care and support needs to achieve their personal goals and live as independently as possible. Lead adult care workers may work in residential or nursing homes, domiciliary care, day care, day centres or some clinical healthcare settings. This standard also covers Lead personal Assistants who can work at this senior level but they may only work directly with one individual.

How do I enrol?

Levy

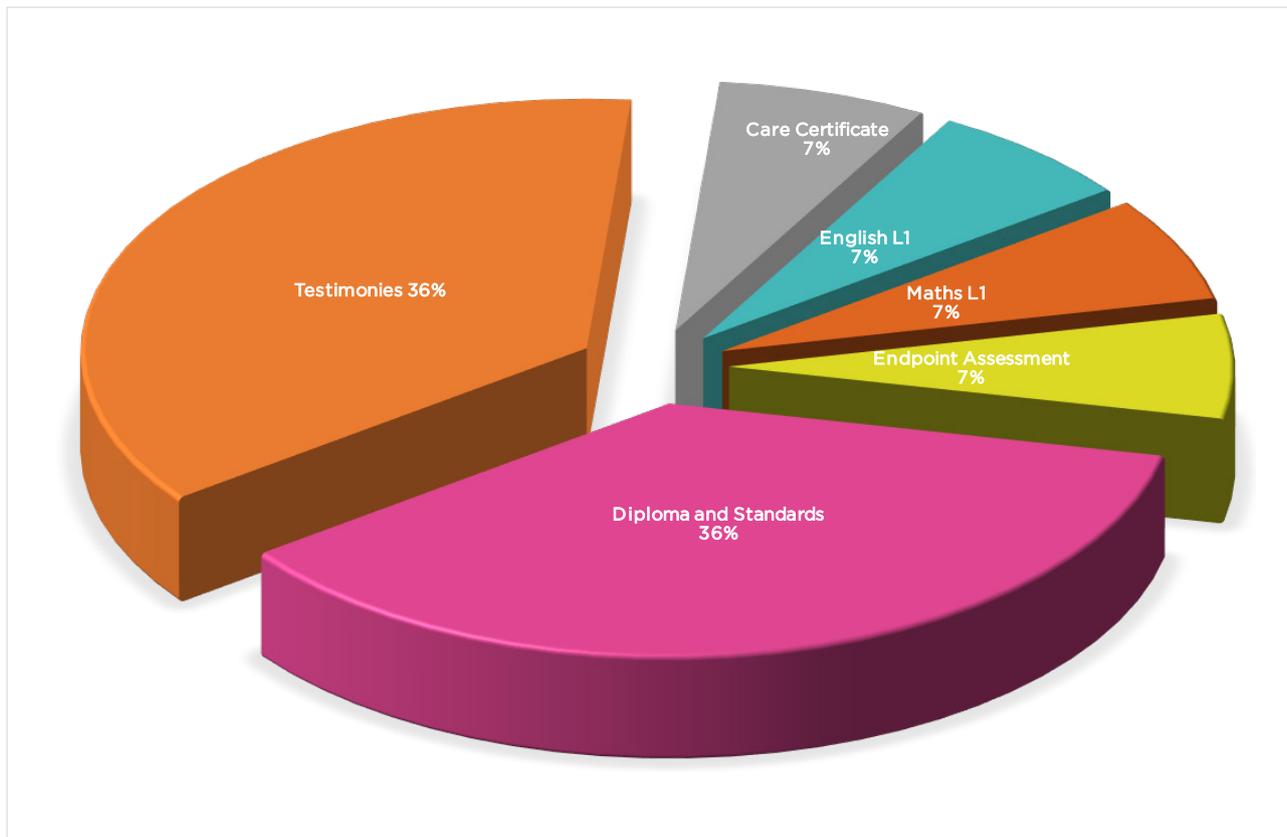
- 1 Visit our website www.atem.co.uk
- 2 Complete an application form
- 3 Your manager completes a training application and submit to levy holder
- 4 We check your application
- 5 We set you up with English and/or Maths assessments if required (see exemptions.)
- 6 We complete enrolment paperwork with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

Non-Levy

- 1 Visit our website www.atem.co.uk
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STANDARDS

This is the breakdown of the Health & Social Care L3 qualification, which shows the different elements that go together to form the Apprenticeship.



12-24 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 L2 or higher

GCSE Mathematics
Grade 4 or higher

Functional Skills
Maths L2 or higher

WHAT'S INCLUDED (STANDARDS)

Occupation: Lead Adult Care Worker

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

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.

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: 12-24 months

Level: 3

A Lead Adult Care Worker must know and understand:

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

1. 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
2. Both their own and other workers professional boundaries and limits 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 create and develop a care plan based on the person's preferences in the way they want to be supported
6. How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals
7. How to lead and support others to ensure compliance with regulations and organisational policies and procedures

B. The importance of having the right values and behaviours

8. How to ensure that dignity is at the centre of all work with individuals and their support circles
9. The importance of respecting diversity, the principles of inclusion and treating everyone fairly

C. The importance of communication

10. 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
11. How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction
12. The role of advocates and when they might be involved
13. Their own, and other workers' responsibilities for ensuring confidential information is kept safe

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

14. What abuse is and what to do when they have concerns someone is being abused
15. The national and local strategies for safeguarding and protection from abuse
16. What to do when receiving comments and complaints ensuring appropriate and timely actions takes place
17. How to recognise and prevent unsafe practices in the workplace
18. The importance and process of whistleblowing, being able to facilitate timely intervention
19. How to address and resolve 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

20. The health and safety responsibilities of self, employer and workers
21. How to keep safe in the work environment
22. What to do when there is an accident or sudden illness and take appropriate action
23. What to do with hazardous substances
24. How to promote fire safety and how to support others to do so
25. How to reduce the spread of infection and support others in infection prevention and control
26. How to use and promote with others where relevant, risk assessments to enable a person centred approach to delivering care

F. How to work professionally, including their own professional development

27. What a professional relationship is with the person being supported and colleagues
28. How to work with other people and organisations in the interest of the person being supported
29. How to be actively involved in their own personal development plan and, where appropriate, other worker's personal development plans
30. How to demonstrate the importance of excellent core skills in writing, numbers and information technology
31. How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues
32. How to carry out research relevant to individuals' support needs and share with others
33. How to access and apply good practice relating to their role
34. How to access and apply specialist knowledge when needed to support performance in the job role

A Lead 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. Take the initiative when working outside normal duties and responsibilities
3. Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking
4. Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments
5. Contribute to the development and ongoing review of care/support plans for the individuals they support
6. Provide individuals with information to enable them to exercise choice on how they are supported
7. Encourage individuals to actively participate in the way their care and support is delivered
8. Ensure that individuals know what they are agreeing to regarding the way in which they are supported
9. Lead and support colleagues to understand how to establish informed consent when providing care and support
10. Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities

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

11. Demonstrate dignity in their working role with individuals they support, their families, carers and other professionals
12. Support others to understand the importance of equality, diversity and inclusion in social care
13. Exhibit empathy for individuals they support, i.e. understanding and compassion
14. Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems

C. Communicating clearly and responsibly

15. Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals
16. 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
17. Take the initiative and reduce environmental barriers to communication
18. Demonstrate and ensure that records and reports are written clearly and concisely
19. Lead and support others to keep information safe, preserve confidentiality in accordance with agreed ways of working

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

20. Support others, to recognise and respond to potential signs of abuse according to agreed ways of working
21. Work in partnership with external agencies to respond to concerns of abuse
22. Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care
23. Recognise, report, respond to and record unsafe practices and encourage others to do so

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

24. Lead and mentor others where appropriate to promote the wellbeing of the individuals they support
25. Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene
26. Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition
27. Carry out fire safety procedures and manage others to do so
28. Develop risk assessments and use in a person centred way to support individuals safely including moving and assisting people and objects
29. Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support

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

30. Take the initiative to identify and form professional relationships with other people and organisations
31. Demonstrate, manage and support self and others to work within safe, clear professional boundaries
32. Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities
33. Demonstrate continuous professional development
34. Carry out research relevant to individuals' support needs and share with others
35. Demonstrate where necessary mentoring and supervision to others in the workplace
36. Demonstrate good team/partnership working skills
37. Demonstrate their contribution to robust recruitment and induction processes

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

Industry-specific requirements

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

WHAT'S INCLUDED (QUALIFICATION)

Level 3 Diploma in Health & Social Care

9 mandatory units
(total of 28 credits)



Optional units
(total of 30 credits)

- Minimum of 2 credits and maximum of 7 credits from

Group B

- Minimum of 23 credits from

Group C

Learner Name:

Skill scan completed by:

Mandatory (28 credits)

Level	Unit title	Credits	Doing? Y/N	Chosen
3	301: Promote Communication in Health, Social Care or Children's and Young People's Settings	3		
3	302: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3		
3	303: Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2		
3	304: Principles for Implementing 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		
3	305: Promote Person Centred Approaches in Health and Social Care	6		
3	306: Promote and Implement Health and Safety in Health and Social Care	6		
3	307: Promote Good Practice in Handling Information in Health and Social Care Settings	2		

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 Wellbeing and Mental Health Promotion	3		
3	619: Understand Mental Health Problems	3		
3	365: Understand the Process and Experience of Dementia	3		
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		
4	402: Understand Theories of Relationships and Social Networks	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	266: Cleaning, Decontamination and Waste-Management	2		
2	245: Understand the Context of Supporting Individuals with Learning Disabilities	4		
2	249: Principles of Supporting an Individual to Maintain Personal Hygiene	1		
3	375: Understand Positive Risk-taking for Individuals with Disabilities	3		
3	376: Principles of Supporting Individuals With a Learning Disability Regarding Sexuality and Sexual Health	3		
3	378: Understand how to Support Individuals with Autistic Spectrum Conditions	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		
3	385: Understand Physical Disability	3		
3	387: Understand the Impact of Acquired Brain Injury on Individuals	3		
3	393: Understand Sensory Loss	3		
3	394: Understand Models of Disability	3		

Optional Group C (minimum of 23 credits)

Level	Unit title	Credits	Doing? Y/N	Chosen
3	602: Providing Independent Advocacy Support	6		
3	603: Maintaining the Independent Advocacy Relationship	6		
3	604: Responding to the Advocacy Needs of Different Groups Of People	6		
3	605: Recognise Indications of Substance Misuse and Refer Individuals to Specialists	4		
3	606: Support Individuals who are Substance Users	7		
3	607: Identify and Act upon Immediate Risk of Danger to Substance Users	4		
3	608: Provide Services to those Affected by Someone Else's Substance Use	4		
3	609: Increase Awareness about Drugs, Alcohol or Other Substances with Individuals and Groups	7		
3	610: Test for Substance Use	5		
3	611: Carry out Initial Assessments to Identify and Prioritise the Needs of Substance Misusers	5		
3	612: Carry Out Comprehensive Substance Misuse Assessment	5		
3	613: Assist with the Transfer of Individuals who Misuse Substances Between Agencies and Services	1		
3	614: Support Individuals Through Detoxification Programmes	3		
3	615: Develop and Sustain Effective Working Relationships with Staff in Other Agencies	4		
3	616: Administer Medication to Individuals and Monitor the Effects	5		
3	617: Supply and Exchange Injecting Equipment for Individuals	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 Risks	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	212: Provide Support to Manage Pain and Discomfort	2		
2	226: Gain Access to the Homes of Individuals, Deal with Emergencies and Ensure Security on Departure	2		
2	229: Undertake Agreed Pressure Area Care	4		
2	232: Move and Position Individuals in Accordance with their Plan of Care	4		

3	309: Contribute to Raising Awareness of Health Issues	4		
3	310: Provide Support to Continue Recommended Therapies	3		
3	311: Provide Support to Maintain and Develop Skills for Everyday Life	4		
3	312: Facilitate Learning and Development Activities to Meet Individual Needs and Preferences	5		
4	401: Support the Development of Community Partnerships	5		
3	313: Implement Therapeutic Group Activities	4		
3	314: Support Individuals to Develop and Run Support Groups	3		
3	315: Prepare to Support Individuals Within a Shared Lives Arrangement	4		
3	316: Support Individuals to Access and Use Services and Facilities	4		
3	317: Provide Support for Individuals with a Shared Lives Arrangement	5		
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	321: Support Individuals to Manage their Finances	3		
4	403: Support Individuals to Access and Manage Direct Payments	6		
3	322: Support Individuals to Access Housing and Accommodation Services	4		
3	323: Support Individuals to Deal with Personal Relationship Problems	4		
3	324: Support Individuals with Specific Communication Needs	5		
3	325: Support Individuals During a Period of Change	4		
3	326: Support Individuals to Prepare for and Settle into New Home Environments	3		
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		
3	334: Undertake Tissue Viability Risk Assessments	3		
3	335: Undertake Physiological Measurements	3		

3	336: Obtain Venous Blood Samples	3		
3	337: Undertake Urethral Catheterisation Processes	4		
4	404: Identify the Physical Health Needs of Individuals with Mental Health Needs and Plan Appropriate Actions	5		
3	338: Support Families in Maintaining Relationships in their Wider Social Structures	4		
4	405: Work with Families, Carers and Individuals During Times of Crisis	5		
3	339: Enable Individuals with Behavioural Difficulties to Develop Strategies to Change their Behaviour	8		
3	340: Help Individuals Address their Substance Use through an Action Plan	4		
3	341: Interact with and Support Individuals Using Telecommunications	5		
4	406: Implement the Positive Behavioural Support Model	8		
3	342: Support Positive Risk-taking for Individuals	4		
2	250: Support Individuals to Maintain Personal Hygiene	2		
3	373: Support Person-Centred Thinking and Planning	5		
3	374: Promote Active Support	5		
3	377: Support Individuals with a Learning Disability to Access Healthcare	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		
3	386: Work with other Professionals and Agencies to Support Individuals with Physical Disabilities	3		
3	388: Support Families who are Affected by Acquired Brain Injury	3		
3	389: Support Families who Have a Child With a Disability	3		
3	395: Promote Effective Communication with Individuals with Sensory Loss	4		
3	396: Support Individuals with Multiple Conditions and/or Disabilities	4		
4	408: Support Individuals in the use of Assistive Technology	4		
3	397: Support the Assessment of Individuals with Sensory Loss	3		
3	394: Support the Promotion of Awareness of Sensory Loss	3		
4	409: Support Individuals to Access Education, Training or Employment	4		
3	399: Enable Individuals to Negotiate Environments	5		

Functional Skills

- **Maths (Level 2)**
- **English (Level 2)**

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 3 Diploma in Health and Social Care (England)
- Achieve Level 2 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

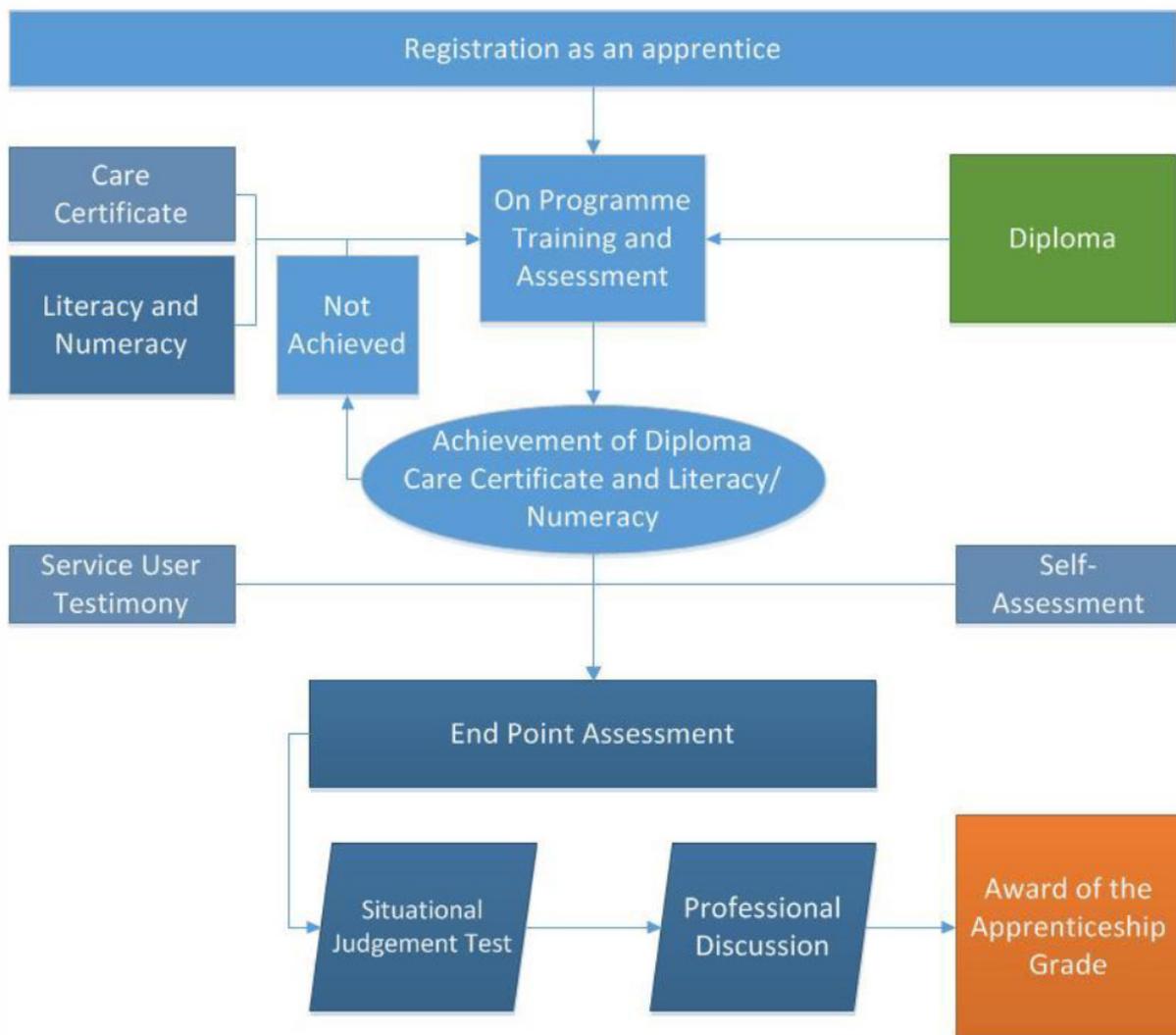
Merit = 50 or more correct answers

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.

