



Level 3 Lead Adult Care Worker

Apprenticeships Standard for Lead Adult Care Worker

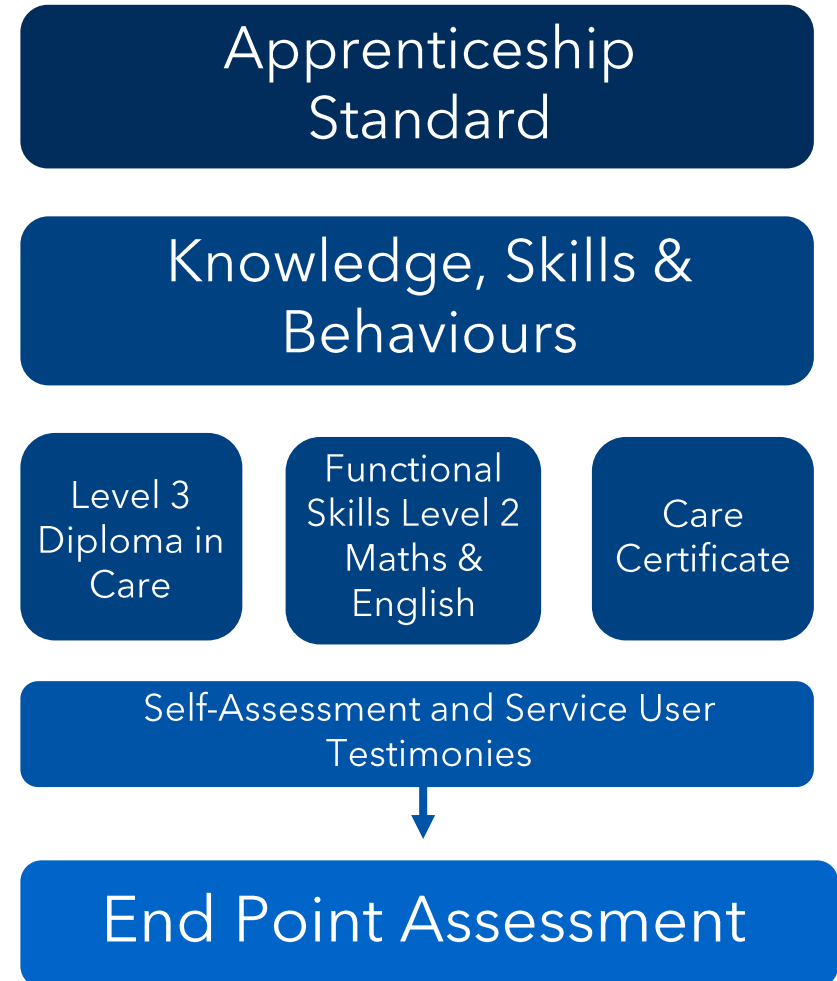
... Who are we?

We are a government approved training provider, operating for over 20 years who;

-  Give Strong Information, Advice and Guidance to Individuals ensuring they understand the context of their learning and assessment methods.
-  Monthly 121 support sessions with an experienced skills coach who has worked within the care industry and share a passion for their vocation.
-  Flexible and bespoke blended delivery models to meet employers and learner needs.
-  Offer fully funded, part funded and commercial options for apprenticeships and diplomas.
-  Provide extensive frontloaded support for employers, line managers and apprentices to ensure apprentices are setup for the best programme start.

Apprenticeship Standards

- Apprenticeships mix on-the-job training with face-face and online learning
- Provides learners with the **skills**, **knowledge** and **behaviours** related to their job role
- Embedded within the Apprenticeship is the **Level 3 Diploma in Care**
- Apprenticeship minimum duration is 12 months, with a recommended programme length of **15 months**
- Apprenticeship standard suitable for those **aged 16+** (no upper limits).
- A **DBS declaration** showing you have undertaken the Disclosure and Barring Service process and can provide the result
- Holistic **End Point Assessment** by an **external EPAO** at the end of your programme, to assess and grade you against the Knowledge, Skills and Behaviours you have developed across your programme.



Knowledge, Skills and Behaviours

Knowledge Modules - 34

- The job they have to do, their main tasks and responsibilities
- The importance of having the right values and behaviours
- The importance of communication
- How to support individuals to remain safe from harm (Safeguarding)
- How to champion health and wellbeing for the individuals they support and work colleagues
- How to work professionally, including their own professional development of those they support and work colleagues

Skills Modules - 37

- The main tasks and responsibilities according to their job role
- Treat people with respect and dignity and honour their human rights
- Communicate clearly and responsibly
- Support individuals to remain safe from harm (Safeguarding)
- Champion health and wellbeing for the individuals they support
- Work professionally and seek to develop their own professional development

Behaviours

- Care
- Compassion
- Courage
- Communication
- Competence
- Commitment

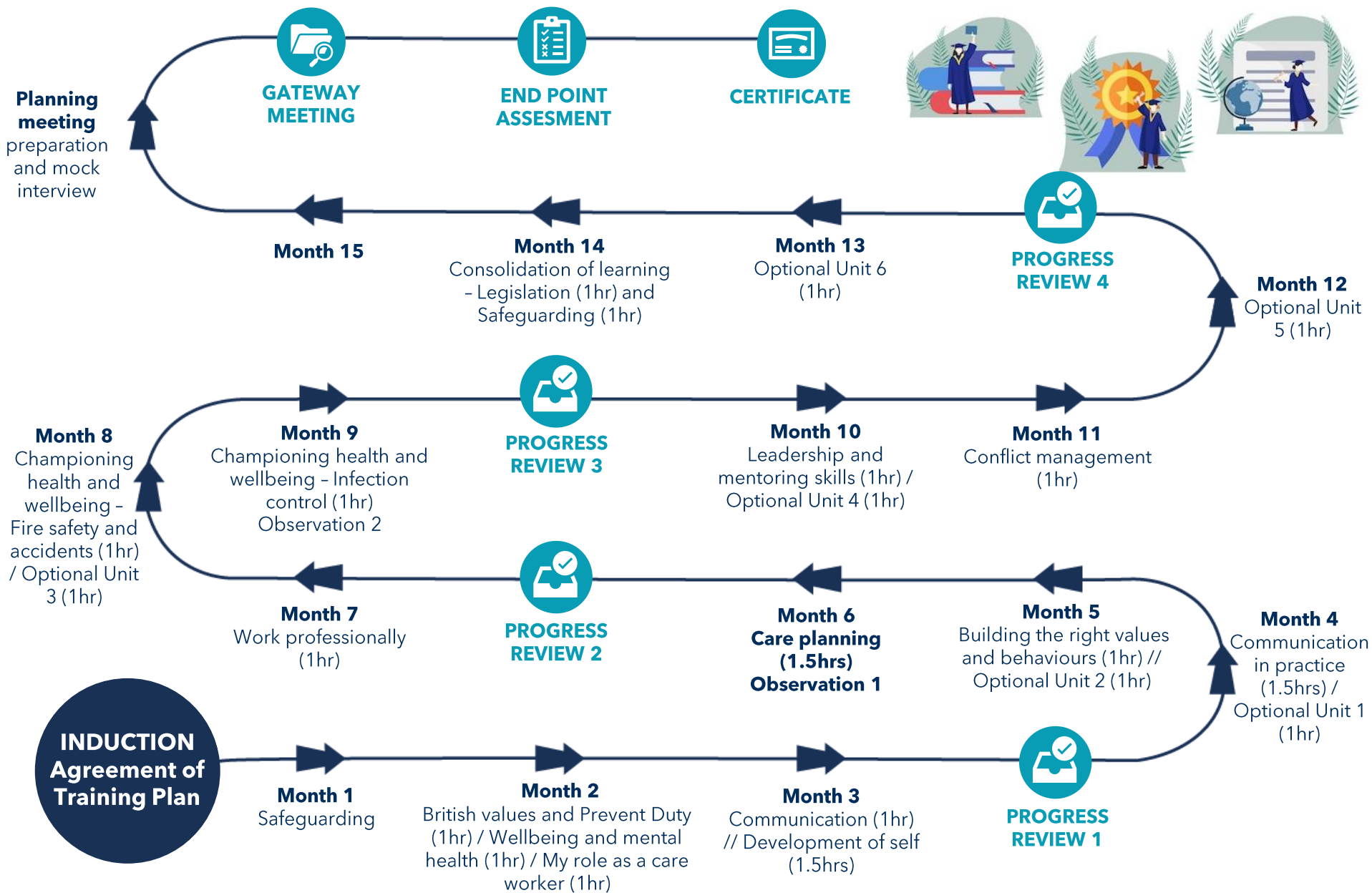
Mandatory Units (28 Credits, 9 Units)

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| <ul style="list-style-type: none">• Promote communication in care settings• Promote effective handling of information in care settings• Promote personal development in care settings | <ul style="list-style-type: none">• Promote person-centred approaches in care settings• Promote equality and inclusion in care settings• Promote health, safety and wellbeing in care settings | <ul style="list-style-type: none">• Responsibilities of a care worker• Duty of care in care settings• Safeguarding and protection in care settings |
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Example of Optional Units (30 Credits, 10 - 13 Units)

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|---|---|--|
| <ul style="list-style-type: none">• Understand mental well-being and mental health promotion• Causes and spread of infection• The principles of infection prevention and control• Cleaning, decontamination and waste management• Understand mental health problems• Understand the process and experience of dementia• Understand the administration of medication to individuals with dementia• Understand the role of communication and interactions with individuals who have dementia | <ul style="list-style-type: none">• Understand the context of supporting individuals with learning disabilities• Principles of supporting an individual to maintain personal hygiene• Understand positive risk taking for individuals with disabilities• Understand how to support individuals with autistic spectrum conditions• Principles of supporting young people with a disability to make the transition into adulthood• Understand physical disability• Understand sensory loss• Understand models of disability• Understand advance care planning• Understand how to support individuals during the last days of life• End of life and dementia | <ul style="list-style-type: none">• Stroke awareness• Understand the effects of ageing in activity provision• Understanding and enabling assisting and moving individuals• 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• Carry out initial assessments to identify and prioritise the needs of substance misusers |
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Level 3 Lead Adult Care Worker Apprenticeship Structure



Lead Adult Care Worker (Level 3)

Month	Teaching and Learning Activity	Group or 1-2-1?	Duration	Total hours in month
Month 1	Safeguarding	Group	1 hour	1 hour
Month 2	My role as a care worker	One-to-one	1 hour	3 hours
	British values and Prevent Duty	Group	1 hour	
	Wellbeing and mental health	Group	1 hour	
Month 3	Communication	Group	1 hour	2.5 hours
	Development of self	One-to-one	1.5 hours	
Month 4	Communication in practice	One-to-one	1.5 hours	2.5 hours
	Optional unit 1	One-to-one	1 hour	
Month 5	Building the right values and behaviours	Group	1 hour	2 hours
	Optional unit 2	One-to-one	1 hour	
Month 6	Care planning	One-to-one	1.5 hours	1.5 hours
Month 7	Work professionally	Group	1 hour	1 hour
Month 8	Championing health and wellbeing - Fire safety and accidents	Group	1 hour	2 hours
	Optional unit 3	One-to-one	1 hour	
Month 9	Championing health and wellbeing - Infection control	Group	1 hour	1 hour
Month 10	Leadership and mentoring skills	Group	1 hour	2 hours
	Optional unit 4	One-to-one	1 hour	
Month 11	Conflict management	Group	1 hour	1 hour
Month 12	Optional unit 5	One-to-one	1 hour	1 hour
Month 13	Optional unit 6	One-to-one	1 hour	1 hour
Month 14	Consolidation of learning - Legislation	One-to-one	1 hour	2 hours
	Consolidation of learning- Safeguarding	One-to-one	1 hour	
Month 15				
			Total = 23.5 hours	

Delivery

- Monthly 1-2-1 teaching, learning and assessment sessions with your Skills Coach – conducted remotely unless pre-agreed otherwise (approx. 1hr)
- 12 Weekly Progress Review Meetings, inclusive of Line Manager (approx. 1 hr)
- Access to TRN Training Site and the TRN Training Resource Network
 - **Inclusive of eLearning Modules (45mins-3hrs)**
- Holistic observations of practice in the workplace
- Ongoing remote Skills Coach support via phone, email, Learning Assistant (e-portfolio) and other online platforms
- Specialist Functional Skills Maths and English support and tuition in the first 6 months (where applicable)

Assessment Methods

- Observation
- Oral questions
- Written Questions
- Recognition of Prior Learning (RPL)
- Professional Discussion
- Witness Testimony
- Learner Account/Case Studies
- Work Product
- Online exams for Functional Skills
- Holistic Assessment
- E-Portfolio (Learning Assistant)

Workshops:

- Your apprenticeship will include a programme of mandatory group workshops.
- Each workshop will be on a key subject theme of your apprenticeship programme such as Safeguarding.
- The sessions will run remotely via Teams and will be short (1 – 1.5 hours long) and focussed
- The sessions will be in groups encouraging peer learning and reflection with others on the same programme.
- Sessions are offered flexibly in multiple instances across a month to give you options on dates and times to maximise attendance.
- Sessions will be agreed between you, your line manager and your skills coach on a rolling 3-month basis (i.e. you will have sessions for the next 3 months diarised and agreed in advance).
- In addition, you will take part in a programme of personal development workshops (as per the format above) to enrich your broader skills outside of the Knowledge, Skills and Behaviours required of your apprenticeship programme.

Learning Packs:

- You will be issued with a Learning Pack for each month of your programme, that will clearly outline all the tasks and materials (weblinks, tasks, questions etc.) you will need to access on a given subject theme (i.e. Safeguarding, Child Development etc.)
- The Learning pack will help you develop your Knowledge, Skills and Behaviours, and will encourage reflection on what you have learnt and developed along the way.
- The Learning Pack will also provide more specific advice and guidance on what off-the-job activities are recommended in line with a given subject theme, along with suggestions for how much time each Off the job activity should take. This will help ensure you get your legal entitlement to quality Off-the-job training time, in a way that is meaningful and relevant to you and your line manager.

Off-the-Job Training Hours

Is the activity relevant
to the apprenticeship
standard?

Is the learning
taking place during
work hours?

You are required to **complete** and **record** 6 hours of off-the-job training each week for the duration of your apprenticeship.

Off the job training does not include your Functional skills, as this is funded separately



If **yes**, then it counts
as off the job!

Is the activity well
planned and of high-
quality?

Is the apprentice learning
new knowledge, Skills
and Behaviours?

To stay on track, we expect apprentices to have completed at least 90% of their planned OTJ hours due at any given time.

Off-the-job training activities

Off-the-job training can include the following:

Learning the theory /professional knowledge through:	Practical training through:	Protected time for learning support:
• Teaching and learning Lectures • Online learning • Workshops • Masterclasses • Relevant reading • Research • Role play and simulation activities	• Job shadowing • Mentoring • Attending meetings (relevant to KSB's) • Project work • Professional network • Events and competitions • Shadowing or visits to wider areas of the business	• Writing self-assessments • Writing assignments • Reflective journals • Revision • Peer Discussions • Preparation for assessments and exams, 121 tutorials (with apprenticeship coach, line manager or colleague) that contains guided learning or support for the apprenticeship
Approx. 2 hours per week	Approx. 2 hours per week	Approx. 2 hours per week

ASC - Sector Specific Off-the-job training examples

- Researching
- Shadowing/Mentoring
- 121's
- Supervisions
- Reading care plan for new service user
- Policy updates
- Flash meetings
- In house training
- E learning courses
- Time with skills coach
- Writing assignments or recording them
- Preparing for professional discussions
- Reading leaflets and updates of information on topics in hospital waiting rooms, such as sepsis signs.



Example shadowing opportunities (ASC)

- Theme: Safeguarding

With your manager arrange to shadow any of the following events:

- shadowing a safeguarding referral
- reporting to external authorities
- shadowing multidisciplinary meetings
- shadowing staff training of safeguarding
- shadowing how to respond to a complaint

Please record these events in the form of a reflective account and submit to your skills coach. Please take the time to reflect on what you learnt from the activity and how you may apply what you have learnt in your own practice.

Off-the-job training reflection log

Date of event	What was the development activity?	What was I expecting to learn?	What have I learned?	How will I apply this learning?	Time spent (hours)
Signed Learner			Signed Employer		

Minimum Commitment Thresholds

To show understanding and commitment, we expect all apprentices to complete at least 95% of their planned off-the-job training hours in their first 6 weeks

i.e. An apprentice **must** undertake and record at least 5 hours of the minimum expected 5.5hrs required per week x 6 weeks

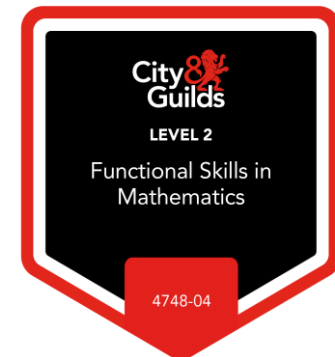
= minimum 30 hours completed by the end of Week 6

Where an apprentice has not met this minimum commitment threshold at the end of week 6, we would seek to hold a high-risk intervention meeting between all three parties; Provider (TRN). Employer and Apprentice, to agree a plan to bring the apprentice back on track.

Where commitment levels are shown to be too low, TRN reserves the right, in consultation with you and your employer to withdraw you from the programme.

Your engagement and commitment to the programme are key to its success!

- It is a requirement of this apprenticeship to have achieved a **Level 2 Functional Skills** qualification in English and Maths prior to moving forward to End Point Assessment
 - If you have **GCSE A-C // 4+** grades in Maths and English (or equivalent) and can provide evidence of this via a certificate/ statement of results you won't undertake Functional Skills exams but you will still be supported with Maths and English training throughout your course.
 - You will have full access to our **BKSB training platform** where you will work through an individualised training plan
 - Allocation of specialist Functional Skills Tutor who will provide dedicated Maths and English support across the first 6 months of your programme.
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- **Duration** = Completion in the first 3 – 6 months of your programme
 - **Commitment** = a minimum of 2 hours per week on BKSB (Per functional skill)



Gateway Meeting – Towards the end of your apprenticeship you will meet with your Skills Coach and Line Manager to review your progress and confirm that all requirements have been met and you will then move on to the End Point Assessment

Prior to End Point Assessment;

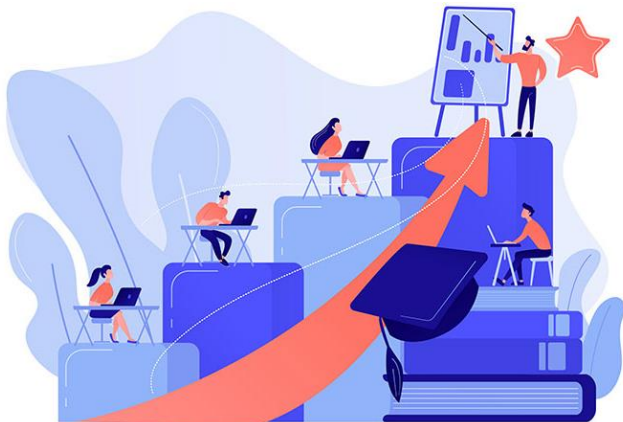
1. Collated testimonies from service users (last 3 months of programme)
2. Completion of Self-Assessment

End Point Assessment;

1. Situational Judgement Test – 60 Multiple Choice questions, requiring 40+ correct answers
2. Professional Discussion of 45 mins max. duration

Each component will be graded Pass, Merit or Distinction

Your overall EPA will be graded Pass, Merit or Distinction, based on each component grade

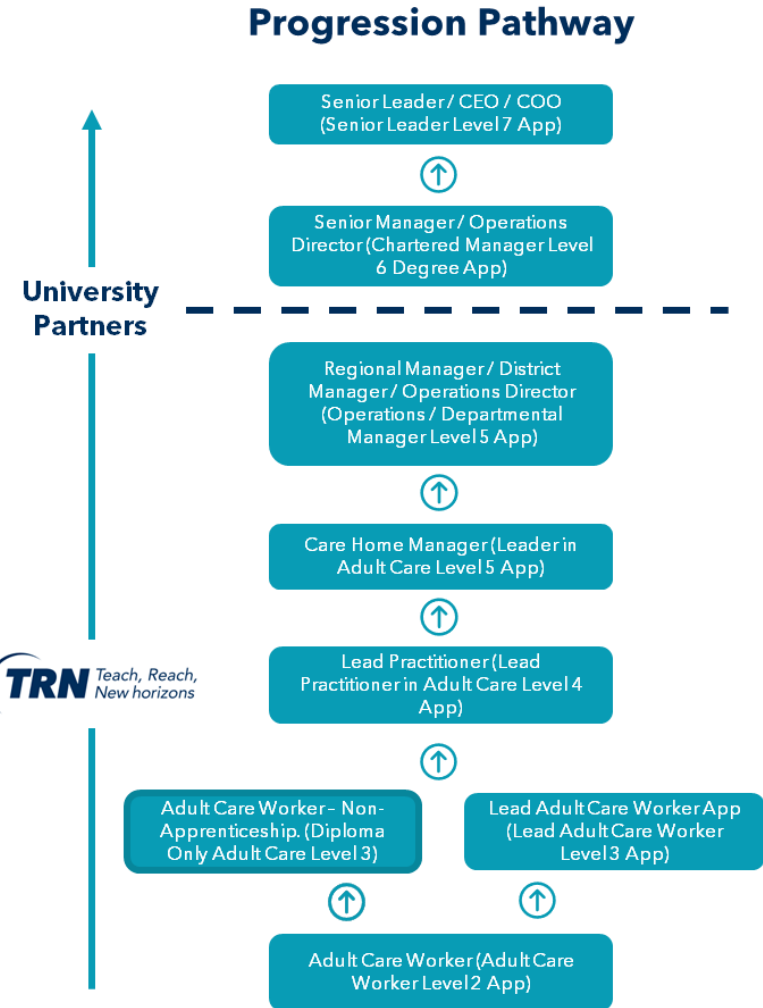
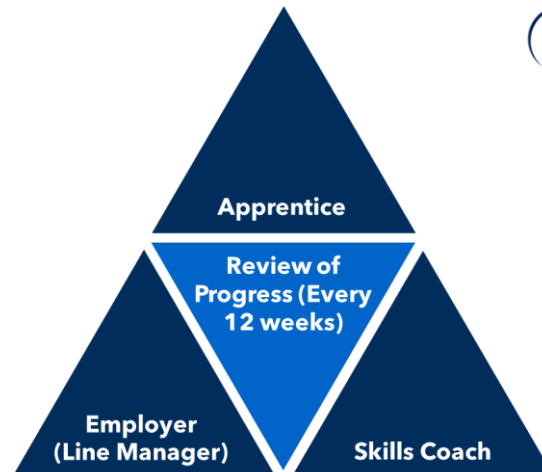


Progress Reviews & Progression

- Tripartite Meeting every 12 weeks
- Employer contribution and participation is key – we expect employers to be involved in 100% of reviews and attend at least 75% of all reviews (either remotely or F2F).
- Review of progress made (against a broad list of indicators) from apprentices' starting points. Is the apprentice developing substantial and significant new knowledge, skills and behaviours?
- Employers view on the application and impact of On and Off the job training on the apprentices' role and how they carry out their duties in the workplace.
- Apprentices' self-assessment on their progress to date.
- Identifies any required adaptations that may be needed to the original agreed training plan
- Concludes by setting clear and challenging targets and actions plans to further develop Knowledge and Skills

Objective Setting:

Workload: It is important the apprentice is able to manage their workload independently. Creating a schedule, to work towards can help meet deadlines. Effectively prioritising work means the apprentice will be able to take on more responsibility and improve their time management skills in the long term.



- Completion of a programme specific **Skills Scan** (Assessing current confidence and experience levels against the Knowledge, Skills and Behaviours of the standard)
- Completion of an **Enrolment Form** and **ID Check** (inclusive of Right to Work in UK evidence)
- Initial Skills Check of Maths and English via **BKSB Assessment**
- Completion of the **Cognassist Neurodiversity Assessment**
- Review of your **prior qualifications** in Maths and English –
 - NOTE: If you have A-C grades in Maths and English (or equivalent) and can provide evidence of this via a certificate/ statement of results you won't undertake Functional Skills exams but you will still be supported with Maths and English training throughout your course.



Cognassist is a neurodiversity platform that provides support for individuals in education and the workplace.

Cognassist's cognitive diversity assessment is a digital version of traditional paper-based psychometric tests used by neuropsychologists, cognitive scientists and educational psychologists.

Cognitive assessments are built to measure fundamental processes and functions of the human mind that impact our abilities to understand, remember and learn the information we use day-to-day. They measure capacities such as memory, perception, attention, reasoning and language



TRN *Teach, Reach,
New horizons*