



For **new** or **existing** staff

# Lead Adult Care Worker Apprenticeship Level 3

Delivered by Gloucestershire College

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 may have delegated responsibility for the standard of care provided and 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.

## Delivery model and duration:

Workplace delivery

**Duration:** 18 months plus up to 4 months for end point assessment

## Ideal for:

- Care Supervisor
- Senior Support Worker
- Senior Care Worker
- Social Services Officer

## The apprenticeship will cover the following core areas:

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

## Benefits to business

- Excellent opportunity to upskill existing staff and manage succession planning
- Knowledge of the latest legislations and CQC requirements in a care environment
- Develop a team who will drive high levels of quality care in a competitive industry
- Increase staff retention and experience

## Qualification:

**BTEC L3 Diploma in Adult Care**

» **Completers may want to progress to**  
Care Leadership and Management L5

## Entry Criteria:

- GCSE grades A-C or 3 and above in English and maths, or Functional Skills at level 1

## Benefits for learners

- Enhance your adult care skills and gain a professional qualification whilst you work
- Be up to date with the latest legislation in the care industry
- Great scope for career progression and personal development
- Continued support from Gloucestershire College and trainers



## Why work with Gloucestershire College

We will work in partnership with you to help you achieve your business objectives by providing exceptional apprenticeship programmes, a comprehensive range of staff training and skills development courses and access to an unrivalled resource of motivated and work ready employees.

☎ 01452 563400

✉ [business.hub@gloscol.ac.uk](mailto:business.hub@gloscol.ac.uk)

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## End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Achievement of L3 Diploma in Adult Care
- Achievement of the Care Certificate
- Achievement of Functional Skills L2 in English and Maths
- Situational Judgement Test - 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).
- Professional Discussion - will be undertaken with an independent assessor. The discussion will be of no more than 45 minutes duration.

## Components

- English, maths Functional Skills Level 2

Unit	Overview
Their job roles and other worker roles relevant to the context of the service in which they are working	<ul style="list-style-type: none"> <li>• This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care</li> <li>• Both their own and other workers professional boundaries and limits training and expertise</li> <li>• Relevant statutory Standards and Codes of Practice for their role</li> <li>• What the 'Duty of Care' is in practice</li> <li>• How to create and develop a care plan based on the person's preferences in the way they want to be supported</li> <li>• How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals</li> <li>• How to lead and support others to ensure compliance with regulations and organisational policies and procedures</li> </ul>
The importance of having the right values and behaviours	<ul style="list-style-type: none"> <li>• How to ensure that dignity is at the centre of all work with individuals and their support circles</li> <li>• The importance of respecting diversity, the principles of inclusion and treating everyone fairly</li> </ul>
The importance of communication	<ul style="list-style-type: none"> <li>• 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</li> <li>• How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction</li> <li>• The role of advocates and when they might be involved</li> <li>• Their own, and other workers' responsibilities for ensuring confidential information is kept safe</li> </ul>
How To Support individuals to remain safe from harm (Safeguarding)	<ul style="list-style-type: none"> <li>• What abuse is and what to do when they have concerns someone is being abused</li> <li>• The national and local strategies for safeguarding and protection from abuse</li> <li>• What to do when receiving comments and complaints ensuring appropriate and timely actions takes place</li> <li>• How to recognise and prevent unsafe practices in the workplace</li> <li>• The importance and process of whistleblowing, being able to facilitate timely intervention</li> </ul>
Championing health and wellbeing for the individuals they support and for work colleagues	<ul style="list-style-type: none"> <li>• Lead and mentor others where appropriate to promote the wellbeing of the individuals they support</li> <li>• Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene</li> <li>• Promote healthy eating and wellbeing by supporting individuals to have access to fluids, food and nutrition</li> <li>• Carry out fire safety procedures and manage others to do so</li> <li>• Develop risk assessments and use in a person centred way to support individuals safely including moving and assisting people and objects</li> <li>• Manage, monitor, report and respond to changes in the health and wellbeing of the individuals they support</li> </ul>
Working professionally and seeking to develop their own professional development	<ul style="list-style-type: none"> <li>• Take the initiative to identify and form professional relationships with other people and organisations</li> <li>• Demonstrate, manage and support self and others to work within safe, clear professional boundaries</li> <li>• Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback and learning opportunities</li> <li>• Demonstrate continuous professional development</li> <li>• Carry out research relevant to individuals' support needs and share with others</li> <li>• Demonstrate where necessary mentoring and supervision to others in the workplace</li> <li>• Demonstrate good team/partnership working skills</li> <li>• Demonstrate their contribution to robust recruitment and induction processes</li> </ul>

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