



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

Adult Care Worker Apprenticeship Level 2

Delivered by Gloucestershire College

Working in care means making 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.

Delivery model and duration:

Workplace delivery

Duration: 12 months plus up to 4 months for end point assessment

Ideal for:

- Care Worker
- Care Assistant
- Support Worker
- Personal Assistant

The apprenticeship will cover the following core areas:

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

Benefits to business:

- Train qualified employees
- Learners will improve their knowledge, skills and behaviours.
- Learners will gain a standard qualification in Adult Care

Qualification:
BTEC Level2 Diploma in Care

» **Completers may want to progress to Lead Adult Care Worker**

Entry Criteria:

- GCSE grades A-D or 9-3 in English and Maths

Benefits for learners:

- Receive training from experts with years of industry experience
- Become occupationally competent
- Develop your career as an Adult Care Worker



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

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End Point Assessment

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

- Achievement of L2 Diploma in Care
- Achievement of the Care Certificate
- Achievement of Functional Skills L1 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:

- Functional Skills English and Mathematics at Level 1 (working towards Level 2)

Unit	Overview
Tasks and responsibilities according to job role	<ul style="list-style-type: none"> • Support individuals they are working with according to their personal care/support plan • Ask for help from an appropriate person when not confident or skilled in any aspect of their role • Provide individuals with information to enable them to have choice about the way they are supported • Encourage individuals to participate in the way their care and support is delivered • Ensure the individual knows what they are agreeing to regarding the way in which they are supported • Contribute to the on-going development of care/support plans for the individual they support • Support individuals with cognitive, physical or sensory impairments
Treating people with respect, dignity and honour	<ul style="list-style-type: none"> • Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates • Demonstrate all work is person centred, accommodating the individual's needs, wishes and preferences • Demonstrate empathy (understanding and compassion) for individuals they support • Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs
Communicating clearly and responsibly	<ul style="list-style-type: none"> • Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates • Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes • Identify and take steps to reduce environmental barriers to communication • Demonstrate they can check for understanding • Write clearly and concisely in records and reports • Keep information safe and confidential according to agreed ways of working
Supporting individuals to remain safe from harm (Safeguarding)	<ul style="list-style-type: none"> • Recognise potential signs of different forms of abuse • Respond to concerns of abuse according to agreed ways of working • Recognise, report and challenge unsafe practices
Championing health and wellbeing for the individuals they support and for work colleagues	<ul style="list-style-type: none"> • Promote the health and wellbeing of the individual they support • Move people and objects safely • Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene • Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition • Demonstrate how to keep people, buildings and themselves safe and secure • Carry out fire safety procedures when required • Use risk assessments to support individuals safely • Recognise symptoms of cognitive impairment, e.g. Dementia, learning disabilities and mental health • Monitor and report changes in health and wellbeing for individuals they support
Working professionally and seeking to develop their own professional development	<ul style="list-style-type: none"> • Reflect on own work practices • Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology

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