



# Adult Care Worker Level 2 Apprenticeship

Overview





# Adult Care Worker Level 2

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The Adult Care Worker Level 2 apprenticeship provides the opportunity for learners to grow their skills, behaviour and knowledge within their role.

### Who is it for?

Team members who carry out a duty of care to service users who live in their own home or in a caring environment.

### Key responsibilities may include:

- Working as part of a team to support people with a range of conditions
- Treating people with respect and dignity
- Safeguarding service users
- Person centred care

# Benefits

## For the Apprentice

Earning whilst learning

Build a career

Contribute effectively and understand your organisation

Learning is supported by industry experts

Understand core care principles

Level 2 Diploma in Adult Care (RQF)

## For the employer

Improved retention rates

Receive government incentives

Reduce recruitment costs

Address your skills gap

Retain talent

Create a culture for learning

# Programme delivery

## Programme length

15 months (on average) plus 3 Month End-point Assessment (EPA).

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## Delivery method

Programme delivered through Lifetime's blended learning approach

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## Blended learning

**Facilitated learning:** Learners complete learning sessions with their coach every 4-6 weeks.

**Self study:** Learners are expected to carry out self-study using Lifetime's online learning platform.

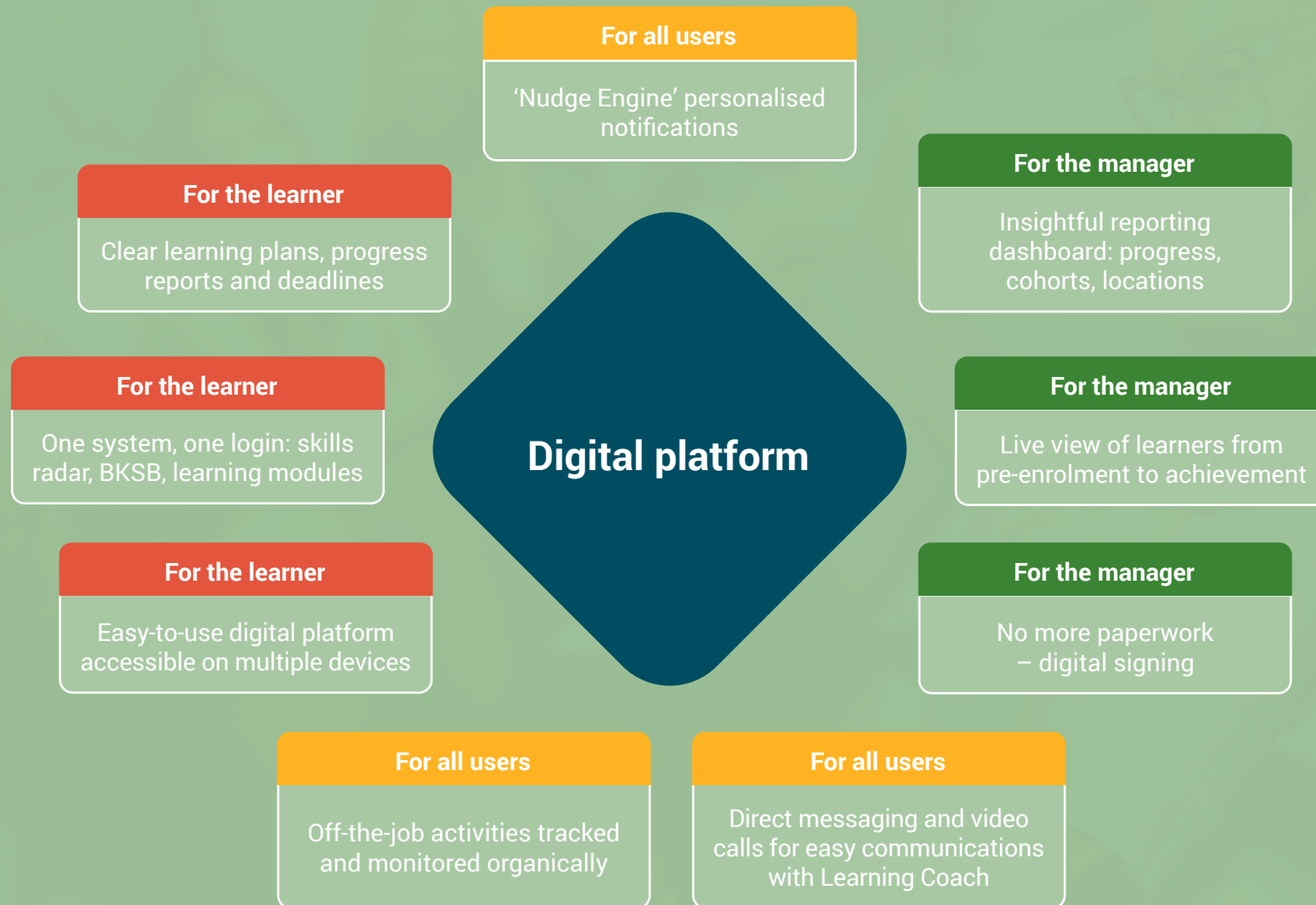
**Virtual sessions:** Carried out between the learner and their Lifetime Coach.

**Contact:** Learners have access to their Coach via email, phone and Lifetime's online learning platform.





# Blended delivery through Lifetime's online learning platform



# Programme modules

The delivery model is broken down into 6 core modules

**1.** Introduction to the Adult Care Worker

**2.** The role of a Adult Care Worker and duty of care

**3.** Communication and handling information

**4.** Health and safety

**5.** Safeguarding and professional development

**6.** Person centred approaches, equality, diversity & inclusion

Plus at least two more modules specific to your care setting

Qualification achieved: Level 2 Diploma in Adult Care (RQF)



# Pathway options

Each learner selects one of the below pathways (this pathway will cover a further two modules specific to the learners working environment).

**1.** Mental Health

**2.** Acquired Brain Injury

**3.** Residential and Nursing

**4.** Dementia

**5.** Community Support

**6.** Activities coordinator

**7.** Learning Disabilities

Please note these pathways are subject to your requirements and dependent on sector changes.



# Programme modules Deep dive






# The role of a Adult Care Worker and duty of care

## Covered:

- Codes of practice
- Standards that inform your role
- Professional boundaries
- Comments and complaints
- Personal and professional relationships
- Duty of care
- Duty of candour

HEALTH & SOCIAL CARE PROFESSIONAL BOUNDARIES ACTIVITY 

## Professional Boundaries Activity

Ⓞ You must save this document onto your computer before using it, save it again whenever you make any changes and before you close it.

Ⓞ Your Regional Trainer will review your answers and discuss them with you at your next meeting.

**?** What is included?

**Standard** 2. Professional boundaries and limits of their training and expertise

Tick your answer and then give a brief explanation as to why you have given this answer.

1. You are walking down the street with your partner and see an individual you are currently working with walking towards you.

Do you?

a) Ignore them?	<input type="checkbox"/>
b) Make eye contact and see what they want to do?	<input type="checkbox"/>
c) Nod a brief hello to them?	<input type="checkbox"/>

HEALTH & SOCIAL CARE THE DIFFERENT RELATIONSHIPS WITHIN HEALTH AND SOCIAL CARE 

## The Different Relationships within Health and Social Care

Knowing about the different relationships within health and social care is a really important part of your role. There are many different types of relationships that we are all personally involved in, these may include:

- Ⓞ Relationships with our family
- Ⓞ Sexual relationships
- Ⓞ Working relationships, and
- Ⓞ Social relationships with our friends.

But the relationships we develop through our work are different from our personal relationships.

### Working relationships

Working relationships are based on working together with others to achieve the goal of the organisation we all work for. This could be to support individuals within a residential home, or in their own homes within their community.

As a care worker you will develop working relationships with a variety of different people, and they will each have different levels of power and authority.

**These types of relationships could include:**

- Ⓞ Your Manager or supervisor
- Ⓞ Your colleagues
- Ⓞ The families of the individuals you support
- Ⓞ Other professionals such as district nurses, physiotherapist or activity workers.

**Good working relationships are based on:**

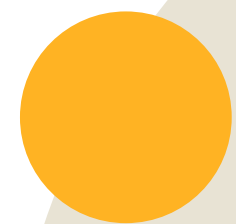
- Ⓞ Trust
- Ⓞ Good, clear communication
- Ⓞ Having clear job roles and responsibilities
- Ⓞ Supporting each other
- Ⓞ Respect
- Ⓞ Being reliable and dependable
- Ⓞ Having a shared goal.



# Communication and handling information

## Covered:

- Why do we communicate
- The importance of communication
- Interpreting non-verbal communication
- Methods of communication
- Communication needs and preferences
- Effective communications
- Communication barriers
- Confidentiality and safety
- Handling information
- GDPR and processing personal data



**HEALTH & SOCIAL CARE EFFECTIVE COMMUNICATION**  
**Effective Communication**

In your role as an Adult Care Worker it is important that you are able to effectively communicate with the people you support and the people that you work with.

**What is effective communication?**

Effective communication means that you:

- Adapt to meet the needs of an individual
- Are flexible
- Are sensitive and empathetic
- Are continually aware of what is going on around you
- Are warm and approachable when communicating
- Follow policies and procedures
- Maintain confidentiality

... people's facial reactions when you are supporting them (particularly if the person does not speak) ...  
 ... below, what do you think each person is trying to communicate?

**HEALTH & SOCIAL CARE**  
**What Does Confidentiality Mean?**

Confidentiality means ensuring that personal information about the people you support is kept safe and secure, and only those who have a legitimate need to access that information can do so, always with the consent of the individual whose information it is.

An essential skill in communication is the managing of information.

Working in health and social care means that we have access to a great deal of personal information about individuals. This should be seen as a privilege and as such all information should be treated professionally and respectfully.

It is important to be aware of your organisations lines of reporting and sharing information protocols as well as how information is recorded and stored.

Find your organisations Information Sharing policy and read it.

Think About: 'What information must be kept confidential within your place of work?'

For each piece of information below, only tick the ones that are confidential.

Information	
CQC Registration Certificate	<input type="checkbox"/>
Supervisor File	<input type="checkbox"/>
Care Plan	<input type="checkbox"/>
Poster displaying Health and Safety Law	<input type="checkbox"/>
Fire evacuation routes	<input type="checkbox"/>
Shopping List	<input type="checkbox"/>
Post-it with telephone message written on it	<input type="checkbox"/>

**HEALTH & SOCIAL CARE**  
**Barriers to Communication - Activity**

A barrier to communication is something that stops a person receiving or understanding what you are trying to communicate for them. There are many possible barriers and they need to be dealt with if your communication is to be effective.


Look at the barriers identified below and consider what you could do to overcome them.

Lack of privacy	Not enough time	Culture	Substance misuse	Emotions
Physical	Sensory impairment	Peer or negative body language	Limited use of technology	Attitude
Stress/angry	Body positioning	Language	Environmental factors	Illness

# Health and Safety

## Covered:

- Legislation, roles and responsibilities
- Risk assessments
- Hazardous substances
- Reducing the spread of infection
- Personal hygiene and hand washing
- Moving and handling
- Managing stress
- Accidents and illnesses
- Fire safety


HEALTH & SOCIAL CARE HEALTH AND SAFETY LEGISLATION, ROLES AND RESPONSIBILITIES WORKSHEET 

## Health and Safety Legislation, Roles and Responsibilities Worksheet

**?** What is included?

Standard	
	24. The health and safety responsibilities of self, employer and workers
	25. How to keep safe in the work environment
Diploma HSC 208	1.1 Identify legislation relating to general health and safety in an HSC work setting
	1.2 Describe the main points of the health and safety policies and procedures agreed with the employer
	1.3 Outline the main health and safety responsibilities of: a) self b) the employer or manager c) others in the work setting
	1.4 Identify tasks relating to health and safety that should not be carried out without special training
	1.5 Explain how to access additional support and information relating to health and safety
	2.2 Explain how and when to report potential health and safety risks that have been identified

1. Identify legislation relating to general health and safety in a health and social care work setting (208 1.1)  
TIP: List the legislation mentioned in your own organisations Health and Safety policy and procedure

HEALTH AND SOCIAL CARE HAZARDOUS SUBSTANCES 

## Hazardous Substances

As part of your role as an Adult Care Worker you need to comply with the Control of Substances Hazardous to Health (COSHH) Regulations 2002.

The cost implications of diseases caused by hazardous substances is millions of pounds every year.

Your employer is responsible for ensuring that effective measures are in place to control the storage and handling of any hazardous substances that you may come in to contact with as part of your work.




**What substances are harmful?**

- ☐ Dusty or fume laden air can cause lung diseases, e.g. in welders, quarry workers or woodworkers.
- ☐ Metalworking fluids can grow bacteria and fungi which cause dermatitis and asthma.
- ☐ Flowers, bulbs, fruit and vegetables can cause dermatitis.
- ☐ Wet working, e.g. catering and cleaning, can cause dermatitis.
- ☐ Prolonged contact with wet cement in construction can lead to chemical burns and/or dermatitis.
- ☐ Benzene in crude oil can cause leukaemia.

Many other products or substances used at work can be harmful, such as paint, ink, glue, lubricant, detergent and beauty products.

Source: [www.hse.gov.uk](http://www.hse.gov.uk)

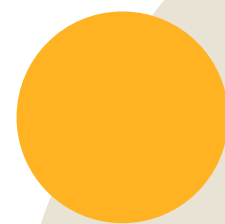
All hazardous substances must be identified using a series of labels.



# Safeguarding and professional development

## Covered:

- Recognising abuse
- Online safety
- Policies and procedures
- Reducing the likelihood of abuse
- Responding to safeguarding concerns
- Whistleblowing
- Reflective practice
- Professional development



HEALTH & SOCIAL CARE NATIONAL AND LOCAL CONTEXT WORKSHEET

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### National and Local Context Worksheet

What is included?

**Standard** 19. The national and local strategies for safeguarding and protection from abuse.

**Diploma HSC 300**

- 3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse.
- 3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse.

1. Identify national policies and local systems that relate to safeguarding and protection from abuse

2. Explain the roles of different agencies in safeguarding and protecting individuals from abuse

HEALTH & SOCIAL CARE SAFEGUARDING ADULTS BOARD AND RECORDING EVIDENCE - ACTIVITY

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### Safeguarding Adults Boards and Recording Evidence - Activity

What is included?

**Standard** 19. The national and local strategies for safeguarding and protection from abuse.

When abuse or neglect is reported, managers need to look for past incidents, concerns, risks and patterns. In many situations abuse and neglect arise from a range of incidents over a period of time.

Records should be kept in such a way that the information can easily be collated for local use and national data collections. Adult Social Care files may need to be made available to the courts. Access to files may also be requested by service users.

In order to carry out its functions, the Safeguarding Adults Board (SAB) will need access to this information.

#### Safeguarding Adults Board (SAB)?

SABs are set up by local authorities and must arrange a Safeguarding Adult Review (SAR) if an adult in its area dies as a result of abuse or neglect, whether known or suspected, and there is evidence that the adult could have worked more effectively to protect the adult.

SABs are also required to conduct a SAR if an adult in its area has not died, but the SAB knows or suspects that the adult has been abused or neglected.

HEALTH & SOCIAL CARE REDUCING THE LIKELIHOOD OF ABUSE

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### Reducing the Likelihood of Abuse

There are six key principles which underpin all adult safeguarding work. These are:

**What else can be done?**

- Always work with **person centred values** (providing support that is focused on the wishes and needs of the individual).
- Encourage **active participation** (ensuring that individuals are involved in their own care and support whilst support activities are completed with the individual rather than done to the individual).



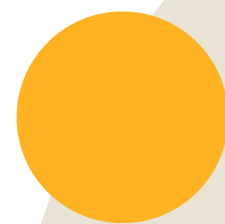
# Planning the operational plan


## Covered:

- Vision, Mission, Strategy and Objectives
- Strategy and Operational Planning
- Problem Solving Techniques
- Decision Making Techniques
- Collating and Analysing Data to Support Decision Making

## Dig Deeper:

Problem Solving Techniques and Values and Behaviours.



LEADERSHIP & MANAGEMENT: STRATEGY AND OPERATIONAL PLANNING 

### Strategy & Operational Planning Activity


Are you aware of the strategy in your organisation?

Visions to objectives


Strategic	VISION	<ul style="list-style-type: none"> <li>• Limitless</li> <li>• Reason for existence</li> <li>• 5 Years +</li> <li>• Picture of a successful future</li> </ul>
Operational	GOALS	<ul style="list-style-type: none"> <li>• Long term 3 - 5 years</li> </ul>
Tactical	MAJOR BUSINESS OBJECTIVES	<ul style="list-style-type: none"> <li>• Short term 1 year</li> <li>• Departmental</li> </ul>
	STRATEGIES	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>
	TACTICS, PROJECTS & TASKS	<ul style="list-style-type: none"> <li>• Monthly / weekly</li> </ul>

Complete the activity to find out the strategic, operational and tactical plans in your organisation

Vision	
Mission	
Strategic goals	
Operational major business objectives	
Operational strategies	
Tactical projects / tasks	

Organisations Visions, Values & Mission Statements 

Many organisations will have a vision and values as well as a mission statement but what is the difference and what do they do?



*Business Dictionary.com* quotes the following definitions:

**Vision Statement**  
An aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action.

**Mission Statement**  
Is a written declaration of an organization's core purpose and focus that normally remains unchanged over time.

Mission statements serve to separate what is important from what is not, clearly state which markets will be served and how, and communicate a sense of intended direction to the entire organization.

A mission is different from a vision, compare the two examples.

**Vision Statement Example**  
**Oxfam:** A just world without poverty.

**Mission Statement Example**  
**Oxfam:** To create lasting solutions to poverty, hunger and social injustice.

**Save the Children:** A world in which every child attains the right to survival, protection, development and participation.

**Save the Children:** To inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

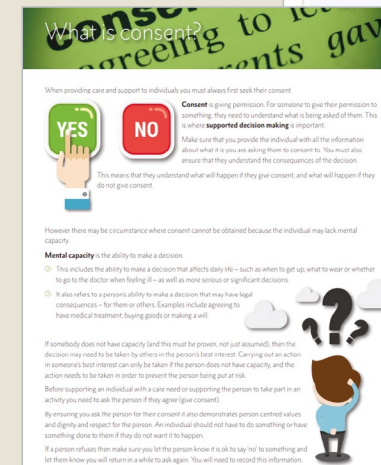
ILM - Video - Undertaking a SWOT analysis 



# Person centred approaches, equality, diversity & inclusion

## Covered:

- Equality Act 2010
- Person Centred Values and Approach
- Person Centred Planning
- Consent and Choice
- Individual Needs and Preferences
- Respecting different cultures and beliefs
- Legislation
- Preventing discrimination
- Challenging discrimination
- Values and behaviours



# End-point Assessment (EPA)



# End-point Assessment Journey







**Thanks for  
your time.**



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