

Lead Adult Care Worker - Skills Scan / Off the Job Training Planning

Scoring:

- 1 – No evidence of competence or ability to perform this skill
- 2 – Able to demonstrate certain parts of the skill but not confident or consistent.
- 3 – Inconsistent skills demonstrated (Room for improvement)
- 4 – Able to demonstrate most parts of the skill and can do this without supervision (Still has room for improvement)
- 5 – Able to show consistency in the delivery of this work-based skill. Performance level is good and is beneficial to the company (May still have areas to develop)
- 6 – Fully competent in the performance of this skill. Consistent levels of performance at a high level which demonstrates excellent delivery to both colleagues and customers

Apprentice:

Manager:

LDT:

Date:

Apprentice Knowledge:	Learner score 1-6	Manager score 1-6	Plans to improve – off the job training requirements
A. The job they must do, their main task and responsibilities	Low - High 1 - 6	Low - High 1 - 6	
1. Their job roles and other worker roles relevant to the context of the service in which they are working. This could include supporting 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			

<p>5. How to create and develop a care plan based on the person's preferences in the way they want to be supported</p> <p>6. How to monitor, plan, review a care plan in response to changing physical, social, and emotional needs of individuals</p> <p>7. How to lead and support others to ensure compliance with regulations and organisational policies and procedures</p>			
			Total estimated hours of OTJ training:
B. The importance of having the right values and behaviours	Learner score 1-6 Low - High 1 - 6	Manager score 1-6 Low - High 1 - 6	Plans to improve – off the job training requirements
<p>8. How to ensure that dignity is at the centre of all work with individuals and their support circles</p> <p>9. The importance of respecting diversity, the principles of inclusion, and treating everyone fairly</p>			
			Total estimated hours of OTJ training:

C. The importance of communication	Learner score 1-6	Manager score 1-6	Plans to improve – off the job training requirements
	Low - High 1 - 6	Low - High 1 - 6	
<p>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</p> <p>11. How to communicate clearly both verbally and non-verbally and able to influence others to maximise the quality of interaction</p> <p>12. The role of advocates and when they might be involved</p> <p>13. Their own and other workers' responsibilities for ensuring confidential information is kept safe</p>			
			Total estimated hours of OTJ training:
D. How to support individuals to remain safe from harm (Safeguarding)	Learner score 1-6	Manager score 1-6	Plans to improve – off the job training requirements
	Low - High 1 - 6	Low - High 1 - 6	
<p>14. What abuse is and what to do when they have concerns someone is being abused</p> <p>15. The national and local strategies for safeguarding and protection from abuse</p>			

<p>16. What to do when receiving comments and complaints ensuring appropriate and timely actions takes place</p> <p>17. How to recognise and prevent unsafe practices in the workplace</p> <p>18. The importance and process of whistleblowing, being able to facilitate timely intervention</p> <p>19. How to address and resolve any dilemmas they may face between a person's rights and their safety</p>			<p>Total estimated hours of OTJ training:</p>
<p>E. How to promote health and wellbeing for the individuals they support and work colleagues</p>	<p>Learner score 1-6</p> <p>Low - High 1 - 6</p>	<p>Manager score 1-6</p> <p>Low - High 1 - 6</p>	<p>Plans to improve – off the job training requirements</p>
<p>20. The health and safety responsibilities of self, employer, and workers</p> <p>21. How to keep safe in the work environment</p> <p>22. What to do when there is an accident or sudden illness and take appropriate action</p> <p>23. What to do with hazardous substances</p> <p>24. How to promote fire safety and how to support others to so</p> <p>25. How to reduce the spread of infection and support others in infection prevention and control</p>			

26. How to use and promote with others where relevant, risk assessments to enable a person centred approach to deliver care			Total estimated hours of OTJ training:
F. How to work professionally, including their professional development	Learner score 1-6	Manager score 1-6	Plans to improve – off the job training requirements
	Low - High 1 - 6	Low - High 1 - 6	
<p>27. What a professional relationship is with the person being supported and colleagues</p> <p>28. How to work with other people and organisations in the interest of the person being supported</p> <p>29. How to be actively involved in their development plan and, where appropriate, other worker's development plans</p> <p>30. How to demonstrate the importance of excellent core skills in writing, numbers, and information technology</p> <p>31. How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues</p> <p>32. How to carry out research relevant to individuals' support needs and share with others</p> <p>33. How to access and apply good practice relating to their role</p>			
34. How to access and apply specialist knowledge when needed to support performance in the job role			Total estimated hours of OTJ training:

Apprentice Skills: A. The main tasks and responsibilities according to their job role	Learner score 1-6 Low - High 1 - 6	Manager score 1-6 Low - High 1 - 6	Plans to improve – off the job training requirements
<ol style="list-style-type: none"> 1. Support individuals, they are working with according to their 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 the 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 how 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			Total estimated hours of OTJ training:
B. Treating people with respect and dignity and honouring their human rights	Learner score 1-6 Low - High 1 - 6	Manager score 1-6 Low - High 1 - 6	Plans to improve – off the job training requirements
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 culture and belief systems			
			Total estimated hours of OTJ training:

C. Communicating clearly and responsibly	Learner score 1-6	Manager score 1-6	Plans to improve – off the job training requirements
	Low - High 1 - 6	Low - High 1 - 6	
<p>15. Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers, and professionals</p> <p>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</p> <p>17. Take the initiative and reduce environmental barriers to communication</p> <p>18. Demonstrate and ensure that records and reports are written clearly and concisely</p> <p>19. Lead and support others to keep information safe, preserve confidentiality following agreed ways of working</p>			
			Total estimated hours of OTJ training:
D. Supporting individuals to remain safe from harm (Safeguarding)	Learner score 1-6	Manager score 1-6	Plans to improve – off the job training requirements
	Low - High 1 - 6	Low - High 1 - 6	
<p>20. Support others, to recognise and respond to potential signs of abuse according to agreed ways of working</p> <p>21. Work in partnership with external agencies to respond to concerns of abuse</p>			

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			Total estimated hours of OTJ training:
E. Championing health and wellbeing for the individuals they support and for work colleagues	Learner score 1-6 Low - High 1 - 6	Manager score 1-6 Low - High 1 - 6	Plans to improve – off the job training requirements
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 the use of the 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			
			Total estimated hours of OTJ training:

F. Working professionally and seeking to develop their professional development	Learner score 1-6	Manager score 1-6	Plans to improve – off the job training requirements
	Low - High 1 - 6	Low - High 1 - 6	
<p>30. Take the initiative to identify and form professional relationships with other people and organisations</p> <p>31. Demonstrate, manage and support self and others to work within safe, clear professional boundaries</p> <p>32. Take the initiative to evaluate and improve own skills and knowledge through reflective practice, supervision, feedback, and learning opportunities</p> <p>33. Demonstrate continuous professional development</p> <p>34. Carry out research relevant to individuals' support needs and share with others</p> <p>35. Demonstrate where necessary mentoring and supervision to others in the workplace</p> <p>36. Demonstrate good team/partnership working skills</p> <p>37. Demonstrate their contribution to robust recruitment and induction processes</p>			
			Total estimated hours of OTJ training:

Apprentice Behaviours: These are the personal attributes and behaviours expected of all Adult Care Workers carrying out their roles	Learner score 1-6 Low - High 1 - 6	Manager score 1-6 Low - High 1 - 6	Plans to improve – off the job training requirements
1.1 Care – is caring consistently and enough about individuals to make a positive difference to their lives 1.2 Compassion – is delivering care and support with kindness, consideration, dignity, and respect 1.3 Courage – is doing the right thing for people and speaking up if the individual they support is at risk 1.4 Communication – good communication is central to successful caring relationships and effective team working 1.5 Competence – is applying knowledge and skills to provide high-quality care and support 1.6 Commitment – to improving the experience of people who need care and support ensuring it is person centred			
			Total estimated hours of OTJ training:

Signatures

Apprentice:

Manager:

LDT:

Date: