

Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS



Adult Care Worker

Leading Partner:



Strategic Partners:



Provider Readiness Report – Adult Care Worker (Level 2)

Introduction:

Provider Readiness Reports are delivery guidance documents for an apprenticeship standard. They are created by training providers (including colleges, independent training providers, higher education institutions and others). The reports provide practical insights and guidance to help with planning for delivery and in negotiations with employers. They will help providers make decisions about the commitment of time and other resources required to train apprentices to meet the requirements of the new standards.

Standard	Links to Standard
Assessment Plan (end-point)	Link to assessment plan
Employers involved with development of standard for Adult Care Worker	Led by organisations including: Barchester Healthcare; Caretech Community Services; Creative Support; Hand in Hands; Hendra Health Care (Ludlow); Hertfordshire County Council; Housing and Care 21; Oxfordshire County Council; Progressive Care; Surrey County Council; West England Centre for Inclusive Living; and Woodford Homecare.
SASE Overlap	L2 Diploma - included in the new Adult Care Worker (Level 2) apprenticeship standard
Mandatory Qualification(s) on standard	Level 2 Diploma in Health and Social Care (Adults) for England Care Certificate
Recommended Qualification(s) suggested by trailblazer group in assessment plan	None
Maximum Core Government Contribution (CGC), subject to employer contribution (15/16 & 16/17)	£2,000 maximum CGC, subject to employer £1,000 contribution. The price of on-programme training and end-point assessment is subject to employer/provider negotiation and may be higher or lower than combined values above; where higher the maximum CGC remains the same and the employer would need to pay the difference in full. The employer may be eligible for incentive payments, which they can use as they wish. See current funding rules for further guidance.
Anticipated Volume	High
Level	2

<p>English and Maths Requirements</p>	<p>For Level 2 apprenticeships, apprentices must achieve Level 1 English and maths and take the test for Level 2 prior to taking their end-point assessment.</p> <p>SFA provides a flat rate for English and maths up to Level 2 as part of an approved apprenticeship standard. Employers will not need to make an employer contribution.</p> <p>See current funding rules for further guidance.</p>
<p>End-point Assessment Methods</p>	<p>Situation Judgement Test Professional Dialogue</p>

Supporting information and Glossary of Terms

Assessment Role	Notes
Employer	<p>Supports the apprentice in the workplace, may provide training, coaching or mentoring.</p> <p>Employer role will be to agree a candidate's preparedness for the interview and to participate in the professional dialogue. They will not have a role in final grading of the apprenticeship.</p>
Training Provider	<p>Employers wishing to access funding must appoint an SFA approved lead provider via the Register of Training Organisations (ROTO) https://www.gov.uk/government/publications/register-of-training-organisations</p> <p>Employers may choose to engage with one or more providers to deliver the on programme training.</p> <p>Providers wishing to deliver on-programme delivery must registered and be approved on the, Register of Apprenticeship Training Providers (RoATP). Also providers who wish to deliver to employers without a digital account, must register and be approved on the Invitation to Tender (ITT). Please follow the link for further information. https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers</p>
End-point Assessment Organisation	<p>Employers must select an end-point assessment organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations</p> <p>It will be the role of the end-point assessment organisation to devise and administer the end-point situational judgement test and run assessment centres for such tests and professional dialogues.</p>

Term	General Definition within Trailblazers
On-Programme	<p>This is the period from start until the end-point assessment gateway is met. Apprentices require a minimum period of 12months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase. This is the area of significant interest for apprenticeship training providers.</p>
Gateway	<p>Any requirements that must be completed/achieved as a pre-requisite to undertaking the end-point assessment are termed the gateway.</p> <p>The Care Certificate, Level 2 Diploma and functional skills Level 1 (English and maths) must be completed and achieved before any end-point assessment component can be attempted. The gateway components are therefore the key outputs of the on-programme training period.</p>

Trainer	The term 'trainer' is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training providers to deliver some or all parts of the on-programme phase of training. An employer may work with more than one training organisation/trainer. This includes delivering any mandated qualifications, preparation for the end-point assessment and all gateway components. The trainer has no status within the
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	<p>end-point assessment, unless specifically referenced and approved within the assessment plan (for example being a signatory to a portfolio or a panel interview).</p>
<p>Independent Assessor</p>	<p>Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved end-point assessment organisation.</p> <p>The assessor manages and is accountable for all aspects of the end-point assessment, including verification that the gateway is satisfactorily met and planning for all assessment components to be made.</p> <p>In the care sector the assessor will verify that the care certificate, diploma and self-assessment are complete, achieved and of a satisfactory standard (where appropriate). This is done at the gateway stage and should be checked prior to entering for the end-point assessment. They will then oversee the situational judgement test, interview and make the final grading decision.</p> <p>They will also complete all quality assurance documents as needed.</p>

Suggested themes	Considerations / Implications for delivery	Resources
<p>On programme components: <i>to develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for end-point assessment</i></p>	<p>It will include training to develop the skills, knowledge and behaviours (SKB) detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase.</p> <p><u>Care Certificate</u> – This must be completed and certificated and would normally be part of a high quality induction programme agreed with the employer. Providers will want to see the certificate, and also the evidence collected by the apprentice (e.g. workbook) to map across to the diploma to ensure quality and level of knowledge and understanding. To be used as part of internal quality assurance evidence.</p> <p><u>Level 2 Diploma in Health and Social Care</u> – the diploma is a qualification that has been valued by employers across the sector. The diploma is the main vehicle for the underpinning learning and on-programme assessment. The achievement of the qualification is a mandatory gateway and so it must be completed and certificated prior to commencement of the end-point assessment.</p> <p><u>English and Maths Functional Skills Level 1</u> (as a minimum) – for apprentices who have not achieved a Level 1 in both areas. Skills development and achievement of the qualifications will be needed to complete the gateway. Providers will want to embed the development of these skills to support apprentices in their preparation for end-point assessment e.g. communication skills for the professional dialogue.</p> <p>NB: Level 1 is the minimum requirement - learners assessed as capable of Level 2 must be enrolled on Level 2. Learners should not take Level 1 and then Level 2 if they are capable of Level 2. In addition the test for Level 2 needs to be completed - see funding guidance rules.</p> <p><u>Self-assessment</u> – apprentices are required to undertake self-assessment against the competences in the standard to check that they are confident in all aspects of the occupation. Judgement on whether the apprentice is ready for assessment should be made by the employer who may take advice from the provider.</p> <p><u>People who use services testimony</u> – the apprentice with the support of the employer will be required to gather some service user testimony which evidences competence to offer higher level of expertise.</p> <p><u>Questions:</u> Will there be an emphasis on preparing apprentices for end-point assessment i.e. core areas of the diploma, to the detriment of the specialist pathways? Will there be any tension between completion of the diploma and apprentices continuing through to</p>	<p>The Standard</p> <p>The Assessment Plan</p> <p>SFA funding guidance:</p> <p>Embedded functional skills materials</p> <p>Future Apprenticeship Toolkit</p>

Suggested themes	Considerations / Implications for delivery	Resources
	end-point assessment to achieve their full apprenticeship certificate? How will you address both in your work with employers and apprentices?	
<p>Delivery models/ Infrastructure: <i>the drive towards effective competence-based and situational training</i></p>	<p>Delivery for some providers has followed a 1-1 model with an emphasis on assessment. It will now be important for providers to consider how best their apprentices learn the skills, knowledge and behaviours required and to stretch apprentices to excel in their occupational role and prepare them for end-point assessment grading opportunities.</p> <p>It is intended to deliver workplace contexts for assessment. Training included should be within the workplace, or in certain circumstances, in isolated and simulated settings. The context for care is key to the standard in that it is reliant upon apprentices practicing skills in work and not through off the job learning.</p> <p>Where learners do not have English and maths exemptions, learning providers will need to embed functional skills into individual learning plans to ensure relevance and on-going development in preparation for end-point assessment. Communication skills will need to be developed and apprentices supported so that they feel confident to present themselves at end-point assessment interview.</p> <p>The assess-train-assess model can only be successful if the trainer can identify the development themes during the training phase. Regular opportunities for self-assessment against the elements of the standard will be required to support professional development.</p> <p>Practice for assessment will need to be built into the training programme. Apprentices will be asked to undertake a multiple-choice situational test and provide support resources.</p> <p>Behaviours are assessed in context and will form part of the end-point assessment in the interview. The trainer will need to ensure that assessment opportunities include a focus on the core behaviours.</p> <p><u>Questions:</u> Training is intended to be workplace led. Do you have sufficient and effective relationships with the sector to maintain credibility with employers in the areas that you currently, or intend to deliver in?</p> <p>What impact will a change in delivery model have on your business? How can you start to prepare for this?</p>	<p>The Standard</p> <p>Assessment Plan</p> <p>The employer brief (under development) to accompany the plan will provide description of high Level learning outcomes to support employers and providers to prepare apprentices for assessment</p> <p>Specific applicable skills:</p> <ul style="list-style-type: none"> • Undertake 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 • Champion health and wellbeing for the individuals they support and for work colleagues • Work professionally and seek to develop their own professional development

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<p>Resources: <i>materials/ resources/ equipment</i></p>	<p>The Level 2 Diploma documentation and delivery resources from the awarding organisation.</p> <p><u>The Six-C framework of the Care Sector</u></p> <p>The apprenticeship standard as it contains a balance of elements not covered explicitly by the diploma.</p> <p>Embedded functional skills materials? E-portfolio? On-line/blended learning resources?</p> <p>Self-assessment activity - apprentices must complete a mandatory self-assessment activity (not formalised) that will take place immediately prior to attempting the end-point assessment. Providers will need to develop a sense check document to confirm that the apprentice meets the requirements of the standard.</p> <p>Practice end test materials.</p> <p>Learning providers will be supporting the apprentice to collect robust and impartial evidence from “people who use services” that endorses competence at the level of the apprenticeship. For example, witness statements from next of kin of a dementia patient would support professional discussion with end-point assessor.</p> <p>There is no specialist equipment prescribed as the employment setting dictates the specifics for assessment. However, providers should have access to a wide enough range of care delivery resources to enable sufficient coverage of the elements of the standard.</p> <p><u>Question:</u> How suited is your own setting in managing the delivery of the on programme learning and assessment in a wide variety of care settings, including one to one personal care and larger scale employers such as in the public sector.</p>	<p>The Six-C framework of the Care Sector:</p> <ul style="list-style-type: none"> • Care – is caring consistently and enough about individuals to make a positive difference to their lives • Compassion – is delivering care and support with kindness, consideration, dignity and respect • Courage – is doing the right thing for people and speaking up if the individual they support is at risk • Communication – good communication is central to successful caring relationships and effective team working • Competence – is applying knowledge and skills to provide high quality care and support • Commitment – to improving the experience of people who need care and support ensuring it is person centred <p>http://www.e-lfh.org.uk/programmes/compassion-in-practice/</p>

<p>Staffing: <i>Staff qualifications and skills needed</i></p>	<p>New and developed skills for on-programme trainers:</p> <ul style="list-style-type: none"> • Staff upskilling to prepare apprentices for the end-point testing components • Situational judgement test scenarios (for the online test) • Professional dialogue and interview preparation 	
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	<ul style="list-style-type: none"> • Undertaking an apprentice led self-assessment • Some trainers may prefer e-portfolios, alternative evidence recording or the use of a professional development plan • Monitoring and developing the key behavioural elements of the standard <p>On-programme trainers must be qualified and have the knowledge and occupational competence to deliver the Level 2 Diploma.</p> <p>End-point assessment will be via a situational judgement test, so trainers must be competent and confident in supporting the creation of a suite of preparatory situational tests to allow candidates to familiarise themselves with this form of assessment before entering the gateway.</p> <p>It is likely that one end-point assessor will be allocated to one apprentice, but the settings are complex and varied – including direct employment by individuals for personal care.</p> <p>Trainers should be skilled at judging apprentices using a range of evidence sources in the understanding that assessment may take place in a confidential and personal setting.</p> <p>User evidence will also be required for the purpose of self-assessment and the professional discussion with the independent assessor.</p> <p>Employers, through new co-funding arrangements, will be the client and therefore expectations for quality will be higher as they have an increased financial stake in training and development.</p> <p>Employer facing learning provider support staff will also need to feel confident in their role which will involve much more detailed work around negotiating price and contracting with employers.</p> <p><u>Question:</u> Provider staff will be competent at assessing the diploma, but may not have the skills to prepare apprentices for end-point assessment requirements. What training/qualifications will assessors need to make the transition?</p>	
<p>Costing: <i>costs associated with the resources</i></p>	<p>The standard has been developed specifically for delivery in the care setting. Resources should be based in the employer or employment setting – which can be highly variable.</p> <p>The diploma is accompanied by guidance for providers and this should be supplemented by a delivery plan for each apprentice to ensure that all elements of the standard are met.</p> <p>Providers will work with employers to develop and agree a robust, good quality training</p>	<p>SFA funding guidance</p>

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	<p>and assessment programme. A contract specifying payment terms, costs, roles and responsibilities for delivery of different aspects of the training and assessment will be required.</p> <p><u>Questions:</u> Delivery costs will vary significantly between settings. Are you in a position to be able to effectively predict the average cost of an apprenticeship and absorb the fluctuations of costs within the overall programme?</p> <p>How might off the job requirements, preparation for self- assessment and any additional learning for retakes be costed in?</p> <p>How will you prepare for negotiating price within the cap?</p>	
<p>Marketing / Communication: <i>promoting the offer to employers/ apprentices</i></p>	<p>The trailblazer employer group is keen to improve the quality of care training and part of the key messaging is the improvement of the apprenticeship over the existing frameworks and qualification delivery structures.</p> <p>The image of the sector is also a concern to the employer group. Attracting younger care workers and providing a defined career path to senior leadership is an important improvement in the training architecture. This will require support and drive from providers to motivate an uncertain potential workforce.</p> <p>The standard offers learning providers the opportunity to celebrate key messages:</p> <ul style="list-style-type: none"> • It is more rigorous and focused on what most employers need • The assessment process is considered to assess true competence in the workplace setting • Apprentices will no longer be able to ‘qualify’ and lack the core skills required to be successful on the job from the outset • Recruitment strategy. <p>Care workers will have a greater degree of structure to their training and the result will be an improved perception of professionalism with employers. The achievement of this apprenticeship standard is the first step in a career as a professional care worker.</p> <p><u>Questions:</u> How will your organisation act as promoters of the new standard and ensuring the quality of training and delivery? How might a review of existing delivery, level of effectiveness support this?</p>	<p>BIS/NAS materials</p> <p>Skills for care marketing materials (in development) for employers and apprentices</p> <p>Skills for care retention and recruitment</p> <p>http://www.skillsforcare.org.uk/Careers-in-care/Careers-in-care.aspx</p>

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<p>End-point Assessment:</p>	<p>Assessment is a central theme of the drive for quality improvement in the care sector.</p> <p>The trainer is intended to have a productive relationship with the apprentice, employer and independent assessor.</p> <p>The trainer acts for the learning provider alongside the employer to prepare the apprentice to meet the gateway requirements and ensure that mandatory components of the on-programme period are met. They act for the apprentice on behalf of the apprentice's employer.</p> <p>The assessor is independently appointed from any of the independent assessment organisations approved by the SFA to administer end-point assessments for the standard.</p> <p>Learning providers will discuss end-point assessment with employers at the contracting stage and employers will decide who they would like to appoint to be their independent assessment organisation</p> <p>The learning provider will need to contact the independent assessment organisations in order to support apprentice readiness for end-point assessment upon completion of the gateway.</p> <p><u>Questions:</u> There will need to be an expanded network of practitioners able to act as an independent assessor as well as an on-programme trainer. The assessment plan specifies a minimum qualification and experience profile within the end-point assessment.</p> <p>How could your organisation fulfil these minima and then work successfully with an independent assessment organisation?</p> <p>What will be the role of lead learning provider if the apprentice does not pass their end-point assessment?</p>	<p>Assessment Plan (RoAAO)</p>

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<p>Managing relationships with employer and apprentices: <i>employer/provider/apprentice contracts</i></p>	<p>The employer relationship is critical and the single most important relationship in this standard. The employer will be making a considerable investment in time and resource (with an expectation of also receiving the incentives when due). The investment in skills can form a very significant outlay in terms of resource and trust – this places a considerable responsibility on the quality of relationships and the passage of quality assurance information as well as performance success data.</p> <p>A contractual relationship will take place between the employer and lead provider which will outline the process by which the apprentice will reach apprenticeship certification. This relationship may tend to be more process or commercial than has previously taken place, to some extent changing the current dynamic in the care sector.</p> <p>Customer service and service delivery offered by training providers could be challenged and in working with employers it will be important for providers to be clear and agree the roles and responsibilities of each within the process.</p> <p>A contract, including delivery and payment schedules will need to be drawn up. Included in that contract would be the level of commitment required of employers to supporting apprentices.</p> <p>The apprentice ILP will need to cover all aspects of the programme up to apprentice certification.</p> <p><u>Questions:</u> Lead providers with a strong track record in customer service are more likely to be successful in delivering and managing the standard. What must the next steps be in developing employer relationships in the short and medium term?</p>	<p>SFA funding guidance</p>
<p>Sub-Contracting relationships: <i>Lead provider role and potential for collaboration on apprenticeship delivery</i></p>	<p>The lead learning provider and the independent end-point assessor must have a deep and critical stake in assessment and the success of the apprentice in a high quality experience.</p> <p>Lead providers may give employers the choice as to whether they receive the services of a trainer employed by the lead provider or that of a sub-contractor – thus raising the quality of openness and trust in their relationship.</p> <p>Lead providers will ensure that they have service level agreements in place with sub-contractors to ensure the same quality checks and measures to successfully deliver the apprentice to end-point assessment.</p> <p>Sub-contractors will need to work seamlessly with the lead provider to ensure they fully understand the funding guidance and requirements of delivering and managing to the standard.</p>	<p>SFA funding guidance</p>

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	<p>Assessment resources during the on-programme (qualification) phase may not differ too much from the present time – although numbers of apprentices are predicted to be high. Efficiencies in assessing within larger settings could still be possible and the rigour of assessment may result in an increased burden of assessment.</p> <p>There is a conscious move to increasing the quality of delivery, quality assurance and accountability. It will be important to look to your current contracting relationships and consider these in light of a more commercial environment and the need for stronger employer relationships.</p>	