

Leader in Adult Care Apprenticeship

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CENTRE



The Leader in Adult Care will guide and inspire teams to make positive differences to a person's life when they are faced with physical, practical, social, emotional, psychological or intellectual challenges. They will lead a care team and be able to develop and implement a values-based culture in their service or unit level.

They may be responsible for business development, financial control, organisational resilience, organisational continuity as well as managing risk and leading on organisational change. Leaders in Adult Care may work in multiple settings such as residential homes, nursing homes, domiciliary care, community day centres, a person's own home or other clinical healthcare settings.

The role of Leader in Adult Care in this standard also covers Personal Assistants who operate in a management role over other PA's, but they may only work directly for one individual who needs support and/or care services. This role has a large element of leadership, whether with other care workers and networks or in leading the service itself. They will have a responsibility to ensure the service is safe, effective, caring and responsive to people's needs. They may be a registered manager of a service, unit, deputy or assistant manager. They will be responsible for ensuring regulatory compliance of the care given and the values and training of staff with established standards and regulations.

Entry Requirements

Entry requirements will be determined by the employer.

Apprenticeship Duration

This apprenticeship takes 18 months.

Level

This apprenticeship standard is set at level 5.

Qualifications

- Level 5 Diploma in Leadership and Management in Adult Care (RQF) following the appropriate adult care pathways.
- Apprentices without level 2 English and maths will need to achieve this level prior to completion of their Apprenticeship.
- For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

Industry Specific Requirements

Undertake the Disclosure and Barring Service process and provide the result.

End Assessment

The employer, training provider and apprentice will agree together about when the apprentice is ready to undertake the independent end assessment.

ART Providers Trainers

They will help the apprentice decide on a personal learning and development plan and help then setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The ART Providers Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching and agree the next steps of the learning process



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These are the personal attributes and behaviours expected of all Leaders in Adult Care carrying out their roles:

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, empathy 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

Knowledge and Understanding (Know it)

What the Leader in Adult Care on completion must know and understand:

Tasks and responsibilities

- Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services
- Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management
- Principles of risk management, assessment and outcome based practice
- Principles and underpinning theories of change management including approaches, tools and techniques that support the change process
- Legislative and regulatory frameworks which inform quality standards
- Theories and models that underpin performance and appraisal including disciplinary procedures

Skills (Show it)

What the Leader in Adult Care on completion must be able to do:

- Develop and apply the systems and processes needed to ensure compliance with current regulations, procedures and organisational policies
- Implement strategies to support others in managing the risks encountered when balancing individual rights and professional duty of care
- Develop and apply systems and processes that help monitor and sustain quality of the service, care plans and service delivery
- Lead and support others to work in a person-centred manner while always ensuring active participation in the enhancing of the well-being and quality of life of individuals
- Encourage and enable both staff and people who access care to be involved in how the service operates
- Manage all resources required in delivering high-quality complex care and support

Knowledge and Understanding (Know it)

Skills (Show it)

What the Leader in Adult Care on completion must know and understand:

What the Leader in Adult Care on completion must be able to do:

Dignity and human rights

- Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead
- Develop and lead the implementation of organisational practices to create and sustain a culture that actively champions dignity, diversity, inclusion and fairness in the workplace
- Develop and lead a culture that values challenging one's own cultural and social biases

Communication

- Legal and ethical frameworks in relation to confidentiality
- Range of tools and strategies to better communication (including technology)
- Develop and implement organisational processes to ensure good records keeping, clearly written reports and confidentiality
- Translate policy and guidance into understandable information for a range of audiences including people who access care and support, carers and families and other colleagues

Safeguarding

- Legislation, national and local solutions for the safeguarding of adults and children (including reporting requirements)
- The elements needed to create a culture that supports whistleblowing
- Implement systems following organisational policies and procedures to train and support colleagues in recognising and responding to potential signs of abuse and or unsafe practices
- Monitor and evaluate the effectiveness of safeguarding organisational policies, systems and processes

Health and wellbeing

- Models of monitoring, reporting and responding to changes in health and wellbeing
- Lead the implementation of standards and legislation compliant policies, procedures and practices to manage the health and safety risks involved in care work
- Implement health, safety and risk management policies, procedures and practices to create a culture that values health and well-being
- Monitor, evaluate and improve health, safety and risk management policies and practices in the service

Knowledge and Understanding (Know it)

Skills (Show it)

What the Leader in Adult Care on completion must know and understand:

What the Leader in Adult Care on completion must be able to do:

Professional development

- Principles of professional development
- Goals and aspirations that support own professional development and how to access available opportunities
- Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice
- Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers

- Apply evaluated research and evidence-based practice in own setting
- Take initiative to stay informed on latest research and knowledge in adult care
- Embed systems to improve performance of self and/ or work colleagues through supervision, reflective practice and learning and development opportunities

Leadership

- Theories of management and leadership and their application to adult care
- Features of effective team performance

- Create a supportive culture that values initiative and innovation. Make sure to recognise the variety of skills of all within the service, including workers and individuals in care
- Adopt a team approach, recognising contributions of team members

Independent End Point Assessment

The independent end assessment ensures that all apprentices consistently achieve industry-set professional standards and can start working immediately once they have completed a minimum period of learning and development

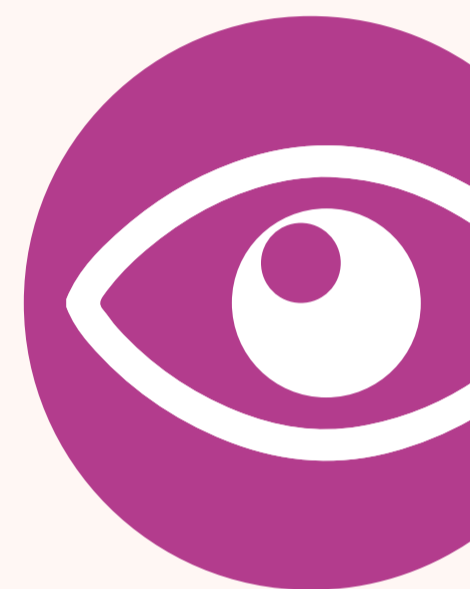
Summary of independent end point assessment process

The end point assessment consists of two distinct assessment methods, the observation of leadership and a professional discussion. It is a requirement for the learner to be able to demonstrate in both end point assessment methods, that throughout the course of the

Apprenticeship, they have achieved the required knowledge but have also been able to put this into practice through the evidence of the skills and behaviours. Apprentices should demonstrate this through giving authentic examples of how they have applied these skills.

Observation of leadership

The observation of leadership must include the ability to demonstrate leadership to an organisational audience. It is expected that the Apprentice will lead the activity and will have prepared for this in advance and have all necessary information and evidence prepared beforehand. The apprentice should be given a minimum of 2 weeks and a maximum of 4 weeks to prepare for this activity following the gateway. Apprentices must ensure that the appropriate organisational staff are present at the activity and are notified in advance of the activity. Any preparatory documentation/presentation should be shared with the EPAO prior to the observation. Preparation for the observation should commence, once the Gateway process has been confirmed as completed by the EPAO and should include preparation for 4 set open questions that are asked by EPAO to assess related underpinning knowledge and familiarity with the online platform where undertaken in this format.



Professional discussion

The professional discussion is an in-depth, two-way dialogue between the apprentice and the independent assessor:

- The independent assessor will undertake the professional discussion and, wherever possible must be the same independent assessor who conducts observation of leadership.
- The professional discussion is for the independent assessor to ask the apprentice questions in relation to knowledge, skills and behaviours.
- The professional discussion should take 60 minutes (+10% at the discretion of the independent assessor to allow the apprentice to finish their last answer).
- The independent assessor will ask questions to ensure all the relevant behaviours, knowledge and skills that are mapped to this assessment method are covered.

