

Lead Practitioner in Adult Care



The Lead Practitioner in Adult Care will guide and inspire team members to make positive differences to patients' life when they are faced with physical, practical, social, emotional, psychological or intellectual challenges.

Once they will have completed their apprenticeship, Lead Practitioner in Adult Care students will have achieved a level of self development allowing them to become a crucial member of a care team. They will have specialist skills and knowledge in their area of responsibilities which will allow them to lead in areas such as care needs assessment, occupational therapy, physiotherapy, rehabilitation and enablement, telecare and assistive technology. They will be a coach and mentor of others and will have a role in assessing performance and quality of care delivery.

Lead Practitioners in Adult Care may work in residential or nursing homes, domiciliary care, day centres, a person's own home or clinical health-care settings.

As well as covering Lead Practitioners in Adult Care this standard also covers Lead Personal Assistants (workers who work directly for one individual who needs support and/or care services).

Entry Requirements

Employers will set their own entry requirements.

Apprenticeship Duration

This apprenticeship takes 18 months.

Level

This apprenticeship standard is set at level 4.

Qualifications

Level 4 diploma in adult care (RQF). This is the qualification that is promoted and valued by employers.

Functional Skills

- 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 and competent to undertake the independent-end assessment in order to achieve this apprenticeship standard.

ART Providers Professional Trainers

ART Providers Professional Trainers will work alongside the apprentice to create and implement a personal learning and development plan, 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 on the next steps of learning.



For more information contact us at:
+44(0) 20 3884 0011 | sc.art-providers.com

These are the personal attributes and behaviours expected of all Lead Practitioners 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)	Skills (Show it)
<i>What the Leader in Adult Care on completion must know and understand:</i>	<i>What the Leader in Adult Care on completion must be able to do:</i>
Tasks and responsibilities	
● Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services ● Theories underpinning own practice and competence relevant to the job role ● Principles of assessment and outcome based practice ● Principles of risk management	● Apply professional judgement, standards and codes of practice relevant to the role ● Develop and sustain professional relationships with others ● Identify and access specialist help required to carry out role ● Lead the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments ● Mentor colleagues to encourage individuals to actively participate in the way their care and support is delivered ● Contribute to the implementation of processes to implement and review support plans ● Provide leadership and mentoring to others for whom they are responsible ● Apply risk management policies ● Contribute to the quality assurance of the service provided

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	
How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice	- Implement a culture that actively promotes dignity and respects diversity and inclusion - Model high levels of empathy, understanding and compassion
Communication	
- Effective communication and solutions to overcoming barriers - Legal and ethical frameworks in relation to confidentiality and sharing information - Range of technologies to enhance communication	- Model effective communication skills - Identify and address barriers to communication using appropriate resources - Apply organisational processes to record, maintain, store and share information - Provide meaningful information to support people to make informed choices
Safeguarding	
Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements	- Apply and support others to adhere to safeguarding procedures - Work in partnership with external agencies to respond to safeguarding concerns
Health and wellbeing	
- Models of monitoring, reporting and responding to changes in health and wellbeing - Range of holistic solutions to promote and maintain health and wellbeing using person centred approaches - Importance of effective partnerships, inter-agency, joint and integrated working	- Apply person centred approaches to promote health and wellbeing - Collaborate with external partners to achieve best outcomes in health and wellbeing
Professional development	
Goals and aspirations that support own professional development and how to access available opportunities	- Evaluate own practice and access identified development opportunities - Evaluate the effectiveness of own leadership, mentoring and supervision skills and take steps to enhance performance - Value individuals to develop effective teams in order to achieve best outcomes - Contribute to the development of an effective learning culture - Lead robust, values-based recruitment and selection processes - Contribute to the induction process by developing the knowledge of individuals within their role - Lead and support others in professional development through personal development plans, supervision, reflective practice, research, evidence based practice and access to learning and development opportunities

Independent End Point Assessment

The independent end point assessment ensures that all apprentices consistently achieve the industry set professional standard. The end point assessment will begin once the employer, apprentice and ART Providers trainer are confident that the apprentice has developed all the required knowledge, skills and behaviors defined by the Apprenticeship Standard.

They will also ensure that the skills obtained have been evidenced through the completion of all required elements: the Diploma, Standard and Functional Skills. Upon completion of the gateway meeting where the Apprentice is adjudged ready to undertake end point assessment, the completion of the Observation of Practice and Professional Discussion must be undertaken within a maximum time frame of 3 months.

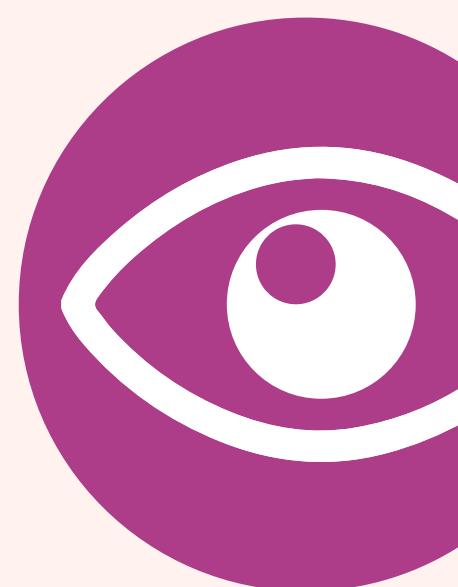
Summary of independent end point assessment process

The end point assessment consists of two distinct assessment methods: The observation of practice and a professional discussion underpinned by the submission of a portfolio (of typically 6 pieces) of evidence. It is a requirement for the learner to be able to demonstrate in both end point assessment methods that they have achieved the required knowledge but have also been able to put it 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 practice

Observation of Practice must include the ability to demonstrate their skills, behaviour and leadership to external/internal stakeholders. The apprentice must lead the observed activity and will have prepared for this after the gateway in agreement with the employer and ART Providers Trainer. The apprentice should be given 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. The observation method should last a total of 75 minutes. This should typically be comprised of 60 minutes direct observation of the agreed activity, followed by 15 minutes of post-observation questioning. The Observation of Practice can be undertaken either directly (face-to-face) or remotely but this should be agreed by the employer, apprentice and ART Trainer first. The ART Trainer must ensure appropriate security measures are in place to avoid misrepresentation.

The post-observation questioning session must take place on the same day and in a suitable and private location. The independent assessor should generate their own questions based on the leadership activity they observed to seek clarification on points which were not clear. The ART Trainer must ensure appropriate security measures are in place to avoid misrepresentation. The independent assessor must ask a minimum of 3 questions in the questioning session. The employer, apprentice and ART Trainer must comply with the requirements of the GDPR and all other safeguarding duties.



Professional discussion

The professional discussion is an in-depth, two-way discussion between the apprentice and the independent assessor which is underpinned by a portfolio of evidence:

- The professional discussion is for the independent assessor to ask the apprentice questions in relation to knowledge, skills and behaviours.
- The professional discussion must take 90 minutes + 10% at the discretion of the independent assessor to allow the apprentice to finish their last point.
- The room should be quiet and free from distraction.
- The independent assessor must ensure that a minimum of one question is asked for each of the knowledge, skills and behaviour groups that are mapped to this assessment method, as defined in the Occupational Standard (e.g. tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, and professional development).
- The independent assessor can ask follow up questions for clarity.
- The questions will be provided by the EPAO and the independent assessor will select from these based on their review of the apprentice's portfolio.

