

Leader in Adult Care Apprenticeship Standard Level 5 Programme Outline

Overview of the Programme

This programme is designed for apprentices who want to develop their skills, knowledge and behaviours for a job role in adult care which will guide and inspire teams to make positive differences to someone's life when they are faced with physical, practical, social, emotional psychological or intellectual challenges. They will be a leader of the care team and will develop and implement a values-based culture at a service or unit level. They may be responsible for business development, financial control, organisational resilience and continuity as well as for managing risk and leading on organisational change. This Apprenticeship Standard includes the Level 5 Diploma in Leadership & Management for Adult Care.

What types of activities are covered as part of the Leader in Adult Care Apprenticeship Standard?

A Leader in Adult Care has responsibility for managing community or residential based services. This role has a large amount of leadership, whether with other care workers and networks or in leading the service itself. A successful apprentice will have met all the requirements. They have a responsibility to ensure the service is safe, effective, caring, responsive to people's needs and well-led. 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.

All Leaders in Adult Care need the following **personal attributes and behaviours** to carry 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

Leaders in Adult Care may work in residential or nursing homes, domiciliary care, community day centres, a person's own home or some clinical healthcare settings.

The role of Leader in Adult Care in this standard also covers Personal Assistants who operate in a management role, but they may only work directly for one individual who needs support and/or care services. You will be able to work effectively as part of a team. You will always act within the limits of your competence, knowing who to ask for help and support if you are not sure. You will work within agreed ways of working, following the relevant standards, policies and protocols used in your workplace including the Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England. During the first part of this apprenticeship you will be supported to achieve the Care Certificate which forms part of your induction and covers the fundamental skills needed to provide quality care.

Entry requirements:

Undertake the Disclosure and Barring Service Process and provide the results.

What does the Leader in Adult Care Apprenticeship Standard consist of?

Knows and understands:

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| Tasks and responsibilities | <ul style="list-style-type: none"> • 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 |
| Dignity and human rights | <ul style="list-style-type: none"> • Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead • Legal and ethical frameworks in relation to confidentiality and sharing information |
| Communication | <ul style="list-style-type: none"> • Range of tools and strategies to enhance communication including technology |
| Safeguarding | <ul style="list-style-type: none"> • 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 in the organisation |
| Health and wellbeing | <ul style="list-style-type: none"> • Models of monitoring, reporting and responding to changes in health and wellbeing |
| Professional development | <ul style="list-style-type: none"> • 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 |
| Leadership | <ul style="list-style-type: none"> • Theories of management and leadership and their application to adult care • Features of effective team performance working relationships and the importance of working well with other people, who or where to go for help and support about anything related to your work |

**Is able to:
(Skills)**

<p>Tasks and responsibilities</p>	<ul style="list-style-type: none"> • Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures • Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care • Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery • Lead and support others to work in a person centred way and to ensure active participation which enhances the well-being and quality of life of individuals • Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates • Manage all resources in delivering complex care and support efficiently and effectively
<p>Dignity and human rights</p>	<ul style="list-style-type: none"> • Develop and lead implementation of organisational practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace • Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems
<p>Communication</p>	<ul style="list-style-type: none"> • Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve 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
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Implement systems to train and support work colleagues to enable them to recognise and respond to potential signs of abuse and or unsafe practices, following organisational policies and procedures • Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding
<p>Health and wellbeing</p>	<ul style="list-style-type: none"> • Lead the implementation of policies, procedures and practices to manage health, safety and risk to individuals and others in health and social care to ensure compliance with legislation, standards and guidance • Implement health and safety and risk management policies, procedures and practices to create a culture that values health and well-being in the organisation • Monitor, evaluate and improve health, safety and risk management policies and practices in the service
<p>Professional development</p>	<ul style="list-style-type: none"> • Apply evaluated research and evidence-based practice in own setting • Take initiative to research and disseminate current drivers in the adult care landscape • Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities personal development and actively prepare for and participate in appraisal
<p>Leadership</p>	<ul style="list-style-type: none"> • Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture

- Create a supportive culture that values initiative and innovation and recognises the variety of skills of all within the service, both workers and individuals supported
- Adopt a team approach, recognising contributions of team members and able to lead a team where require

Functional Skills Units

To achieve: -

Functional Skills in English Level 2	credit value 5
Functional Skills in Maths Level 2	credit value 5

Qualifications

Level 5 Diploma in Leadership & Management for Adult Care

To achieve the Level 5 Diploma in Leadership & Management for Adult Care apprentice/learners **must** gain a **total of 82** credits.

This **must** consist of:

- Minimum total credit: 82
- Total Qualification Time: 820 hours
- Mandatory Group A minimum credit: 72
- Optional Group B minimum credit: 10
- Guided Learning Hours: 570 hours

Mandatory Group A Unit examples:

- Leadership and management in adult care
- Governance and regulatory processes for adult care
- Communication and information management in adult care
- Partnership working which promotes equality, diversity and inclusion in adult care

Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by apprentice as well as by the breadth of experience an employer can offer, but will typically be a minimum of 18 months, prior to the end-point assessment taking place.

Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 7 learning hours a week over the duration of the programme based on a 35 hour working week.

Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
Initial assessment <ul style="list-style-type: none"> • Target Skills • Learning Styles Questionnaire • Application/enrolment/ILR • Recognition of prior learning • ILP 	Via computer package Paper-based questionnaire Checking GCSE/other qualifications gained	Workplace	2 hours per apprentice
Induction <ul style="list-style-type: none"> • Quest Training Apprentice Handbook • Apprenticeship Programme • Skills Scan • Functional Skills • Health & Safety • Health & Wellbeing • Equality & Diversity • Safeguarding • British Values 	Tutor input using a range of methods including: <ul style="list-style-type: none"> • Theory input • Handouts • Workbooks • Presentations • Discussions • Question & answer sessions • Practical activities 	Workplace	Flexible arrangements e.g. 1 day 2 half days 3 x 2 hour sessions
Tutorials/teaching delivery <ul style="list-style-type: none"> • Skills, Knowledge & Behaviours • Functional Skills 	One-to-one and/or group learning sessions with Tutor <ul style="list-style-type: none"> • 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
Progress reviews	Every 8 – 10 weeks with the apprentice, tutor and employer to review progress towards “Gateway Readiness”	Workplace	30 minutes
Mock End-Point Assessment	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
Functional Skills Qualifications <ul style="list-style-type: none"> • Practice • Exams 	One-to-one with tutor English reading English writing English speaking, listening & communicating Maths	Workplace and/or agreed venue Quest Training or employer venue	 75 minutes 75 minutes 30 minutes 90 minutes

End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

Assessment Method	Duration	Grading
Observation of Leadership	75 minutes	Pass or Fail
Professional discussion	60 minutes	Pass, Fail or Distinction A pass is gained by achieving pass criteria for all behaviours, knowledge and skills. A distinction is gained by successfully achieving all pass criteria and through meeting at least 21 of the 26 distinction criteria within the professional discussion.
A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.		