



LEADER IN ADULT CARE

Level 5

The Leader in Adult Care 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.

A Leader in Adult Care has responsibility for managing community or residential based services. This role has a large element 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.

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. Personal Assistants who operate in a management role who work directly for one individual who needs support and/or care services are also eligible for this Apprenticeship.

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LEADERS IN ADULT CARE DEMONSTRATE THE FOLLOWING, WITHIN THE CONTEXT OF YOUR ORGANISATION..

KNOWLEDGE

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.

Dignity and human rights

- Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead.

Communication

- Legal and ethical frameworks in relation to confidentiality and sharing information.
- Range of tools and strategies to enhance communication including technology.

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 in the organisation.

Health and wellbeing

- Models of monitoring, reporting and responding to changes in health and wellbeing.

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

Leadership

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

SKILLS

Tasks and responsibilities

- 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.

Dignity and human rights

- 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.

Communication

- 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.

Safeguarding

- 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.

Health and wellbeing

- 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.

Professional development

- 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.

Leadership

- 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 required

DETAILS OF THE STANDARD

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.

DURATION

Typical duration 18 months for new entrants.

ENTRY REQUIREMENTS

Employers will set their own criteria, but typically an entrant to this apprenticeship will already have achieved a minimum of Level 2 in English and Maths.

ENGLISH AND MATHS

During each session with their tutor, Apprentices without level 2 English and Maths will work towards achieving this. Level 2 English and Maths is required prior to taking the End-Point Assessment for this Apprenticeship.

FUNCTIONAL SKILLS

These will be completed by taking in to account prior attainment and in conjunction with the initial assessments and diagnostics achieved through SkillsBuilder software. Tutors will identify suitable opportunities to embed Functional Skills throughout the duration of the programme. Additional support should be arranged where a need or requirement is identified.

GATEWAY

Prior to undertaking the End-Point Assessment (EPA):

- the Apprentice must have completed training ensuring they can consistently demonstrate competence against all elements of the Apprenticeship Standard.
- Apprentices without English and Maths at level 2 must achieve this level.
- an appropriate workplace project for the EPA must be agreed for the Apprentice, based on their current job role.
- Apprentices must have examples of work that they can use for reference in the professional dialogue and interview covering the knowledge, skills and behaviours being assessed.
- The employer will judge whether the Apprentice is ready for the EPA; they may wish to take advice from the training provider.

END-POINT ASSESSMENT

The End-Point Assessment (EPA) will assess the Apprentices full range of knowledge, skills and behaviours.

MILESTONE MEETINGS

Gube will ensure quarterly milestone meetings are held with the employer and Apprentice to check progress against the standard and for everyone to give feedback.

The milestone meetings could take the form of an interview or professional conversation to help develop the Apprentice's communication and employability skills.

EXPECTATIONS

Student

- Preparation and planning
- Mandatory attendance for sessions
- Completion of tasks in an agreed timeframe
- 20% off-the-job learning
- Functional Skills (where needed)
- Taking responsibility for own development
- Communicating support needs
- Coordinating development checks
- Creating a learning record

Manager

- Facilitate time for learning
- Monthly 1-2-1 reviews with students to discuss progress, provide feedback and guide development
- Create and provide opportunities for student to participate in relevant workplace tasks
- Keep open communication lines with the student and employer
- Provide learning opportunities
- Provide 20% off-the-job learning opportunities

Tutor

- Teaching
- Monitoring progress
- Coaching
- Feedback
- Online support
- Marking and assessment
- Preparation for final assessment
- Communicating with student and employer

20% OFF-THE-JOB TRAINING

Each Apprenticeship Standard requires the Apprentice to undertake a minimum of 20% of learning off-the-job.

This can include training that is delivered at the normal place of work, within normal working hours, but must not be delivered as part of normal working duties.

There are numerous activities which count towards this training, for example, listening to podcasts, self-study, completing assignments and observing senior colleagues.

APPRENTICESHIP SESSIONS



Introduction to Programme:
Meet the team and explain your learning journey. Eligibility checks and initial assessments will be undertaken. You will be introduced to learning methods of the programme.



Leadership and Management in Adult Care



Governance and Regulatory Processes



Person centred practice for positive outcomes



Relationships and partnership working



Communication and information management in adult care



Professional development, supervision and performance management



Resource management in adult care



Safeguarding, protection and risk



Service improvement, entrepreneurship and innovation



Decision making in adult care



Managing self



Optional Units*



Gateway Review: Review of learning and development of knowledge, skills and behaviours within the standards and preparation for End-Point Assessment.



End-Point Assessment (EPA):
Completed by an End-Point Assessment Organisation (EPAO) selected by Employer. Please see EPAO Assessment Plan Guidance and EPA Assessment Plan for detailed guidance on assessment activities.

***Optional Units:** Managing end of life care and support, Independent advocacy and adult care, Managing support for sexuality and sexual health, Clinical skills, Effectively managing and developing a business in adult care, Managing recruitment and selection, Leading and managing dementia care services, Supporting individuals with physical disabilities or impairments, Leading and managing services for people with learning disabilities, Mental health and wellbeing, Managing service for people with profound and complex needs, Managing remote services/managing satellite services, Managing transitions, Managing groups in Health and Care, Managing services to promote independence.