



LEAD PRACTITIONER IN ADULT CARE

Level 4

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

They will have achieved a level of self-development to be recognised as a lead practitioner within the care team, contributing to, promoting and sustaining a values-based culture at an operational level. A Lead Practitioner has a greater depth of knowledge and expertise of particular conditions being experienced by the user of services. 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.

The Lead Practitioner in Adult Care will be a coach and mentor to others and will have a role in assessing performance and quality of care delivery. They may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings. As well as covering Lead Practitioners in Adult Care this Apprenticeship also covers Lead Personal Assistants who can work at this senior level but they may only work directly for one individual who needs support and/or care services, usually within their own home.

www.qube-learning.co.uk

01235 83 38 38

tellmemore@qube-learning.co.uk

LEAD PRACTITIONERS 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.
- Theories underpinning own practice and competence relevant to the job role.
- Principles of assessment and outcome based practice.
- Principles of risk management.

Dignity and human rights

- How to contribute to, promote and maintain a culture which ensures dignity is at the centre of practice.

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.

Safeguarding

- Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements.

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.

Professional development

- Goals and aspirations that support own professional development and how to access available opportunities.

SKILLS

Tasks and responsibilities

- 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.

Dignity and human rights

- Implement a culture that actively promotes dignity and respects diversity and inclusion.
- Model high levels of empathy, understanding and compassion.

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

- Apply and support others to adhere to safeguarding procedures.
- Work in partnership with external agencies to respond to safeguarding concerns.

Health and wellbeing

- Apply person centred approaches to promote health and wellbeing.
- Collaborate with external partners to achieve best outcomes in health and wellbeing.

Professional development

- 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.

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

Examples of job roles include Dementia Lead, Reablement Worker, Physiotherapy Assistant, Occupational Therapy Assistant, Public Health Associate Worker, Keeping in Contact Worker, Community Care/Support Officer, Social Care Assessor, Care Assessment Officer, Social Services Officer, Brokerage Worker, Rehabilitation and Reablement Assistant, Independence Support Assistant, Reablement Support Workers/Officer, Telecare Assistant and Assistive Technology Co-ordinator/Officer.

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.

LEVEL 4 DIPLOMA IN ADULT CARE

Throughout the course of this Apprenticeship, Students will work with their Tutor towards the completion of a 'Level 4 Diploma in Adult Care'. The qualification will be assessed using a range of methods - This could include direct observation in the workplace, a portfolio of evidence, written assignments or a task, and is to be achieved prior to the End-Point Assessment commencing.

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

Qube 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.