

LEADER IN ADULT CARE APPRENTICESHIP STANDARD

Standard Code ST0008
Course Level 5
Work Based
Funding Level £7000
Duration 24mths including EPA

Course Description

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.

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

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. **Typical job titles** include registered, assistant, deputy, unit or service manager.

Off the Job Training

A key requirement of an Apprenticeship is Off-the-job training. This must make up at least 20% of the apprentice's contracted hours, over the total duration of the apprentice's planned training period. Off-the-job training must be directly relevant to the apprenticeship standard and must take place within the apprentice's normal working hours. The new learning must be documented and reflected on through the Learner Journal on their e-portfolio (OneFile).

Entry Requirements

The Apprentice will need to be in a relevant role and show a willingness to undertake the knowledge, skills and behaviours required. They will also need to have Level 2 Maths and English (GCSE at Grade 4/C or above or equivalent) or be prepared to attend a block study period for Maths and English if this is required.

Undertake the Enhanced Disclosure and Barring Service process and provide the result prior to starting.

Apprentices may be required to attend an interview and undertake relevant skills assessments. Once they have been accepted on to the programme all apprentices will be required to attend a Lincoln College Induction. Apprentices will require access to a tablet/computer to access their e-portfolio (OneFile).

Knowledge, Skills and Behaviours

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.
- Legal and ethical frameworks in relation to confidentiality and sharing information.

Communication

- 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 system.

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.

BEHAVIOURS

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.

Assessment

Assessment is done through a combination of practical tasks, written assignments, oral discussions and online tests throughout the programme. To ensure that we can support you to meet these, we will complete an in-depth initial skills analysis to ensure that we can tailor our delivery to meet these unique requirements. We will then use the most relevant delivery methods to support your learners which include:

- Individual visits from their assessor, who will be allocated at the beginning of the course.
- Work based assignments and case studies.
- Shadowing and Mentoring E-Portfolios and e-learning.
- Employer led in house training for mandatory subjects Independent learning and research as directed by the assessor.
- Review of progress every 4-10 weeks, depending on individual need.

End Point Assessment

There will be an End Point Assessment (EPA) as the final stage of an Apprenticeship. The Apprentice must demonstrate their learning to an independent end point assessor and the overall grade available is distinction, pass or fail.

Apprentices must complete the Level 5 Diploma in Leadership and Management for Adult Care prior to taking their EPA.

The EPA consists of two distinct assessment methods:

- Observation of Leadership
- Professional discussion

Observation 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.

Professional discussion

The professional discussion is an in-depth, two-way discussion 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 as set out in Annex A. The professional discussion should take 60 minutes (+10% at the discretion of the independent assessor to allow the apprentice to finish their last answer).

Qualifications

Level 5 Diploma in Leadership and Management for Adult Care

Fees

As an Apprentice, you will pay no course fees. However, your employer may have to pay towards your training as well as providing you with a wage. All Apprentices must receive a minimum wage of £4.15 per hour within their first year of training from their employer, although they can, and often do, pay more. In the second and subsequent years of an Apprenticeship programme, the national minimum wage for your age would apply.

If you are an employer and want to find out more information regarding employer contributions and any further costs related to the Apprenticeship programme, please contact our dedicated Apprenticeship team at employers@lincolncollege.ac.uk

Business Benefits

Employers have designed the Apprenticeship Standards to meet the needs of the sector and industry. Ensuring they include:

- Relevant Knowledge, skills and behaviours ensure that the Standard is relevant to the occupation.
- Widening participation Apprenticeship standards provide opportunities to employees that may not previously have been available.
- Development tools A cost effective way to train your employees to undertake specific roles in your business.
- Return on Investment On average, an apprentice who has completed their course will increase business productivity by £214 per week (CEBR, 2015).