Connect2care

Leader in Adult Care Apprenticeship

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. 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 over other PA's, but they may only work directly for one individual who needs support and/or care services. This role has a large element of leadership, whether with other care workers and networks or in leading the service itself. 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.

Entry
Employers will set their own entry requirements in order to start on this apprenticeship.

Duration
Typically this apprenticeship will take 18 months.

Level
This apprenticeship standard is set at level 5.

Qualifications
- Level 5 Diploma in Leadership and Management in Adult Care (RQF) following the appropriate adult care pathways. This is the qualification that is promoted and valued by employers.
- Apprentices without level 2 English and maths will need to achieve this level prior to completion of their Apprenticeship.

Functional Skills
If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

Industry Specific Requirements
Undertake the Disclosure and Barring Service process and provide the result.

End Assessment
To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end assessment.

C2C Professional Trainers
Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The C2C Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.

For more information contact us at:

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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

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:**
Tasks and responsibilities	
◗ Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services	◗ Develop and apply systems and processes needed to ensure compliance with regulations and organisational policies and procedures
◗ Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk management	◗ Implement strategies to support others to manage the risks presented when balancing individual rights and professional duty of care
◗ Principles of risk management, assessment and outcome based practice	◗ Develop and apply systems and processes that monitor and sustain quality of the service, including assessments, care plans and service delivery
◗ Principles and underpinning theories of change management including approaches, tools and techniques that support the change process	◗ 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
◗ Legislative and regulatory frameworks which inform quality standards	◗ Encourage and enable both staff and people who access care and support to be involved in the co-production of how the service operates
◗ Theories and models that underpin performance and appraisal including disciplinary procedures	◗ Manage all resources in delivering complex care and support efficiently and effectively
Dignity and human rights	
◗ Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead	◗ 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	
◗ Legal and ethical frameworks in relation to confidentiality and sharing information	◗ Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality
◗ Range of tools and strategies to enhance communication including technology	◗ 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

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:**
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	◗ 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	
◗ Models of monitoring, reporting and responding to changes in 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	
◗ 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	◗ 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	
◗ Theories of management and leadership and their application to adult care ◗ Features of effective team performance	◗ 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

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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 only commence once the Employer, Apprentice and C2C Trainer are confident that the Apprentice has developed all the required knowledge, skills and behaviours defined by the Apprenticeship Standard and these have been evidenced through the completion of all required elements: the Diploma, Standard and Functional Skills (where required). Upon completion of the gateway meeting where the Apprentice is adjudged ready to undertake end point assessment, the completion of the Observation of Leadership 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 leadership and a professional discussion. It is a requirement for the learner to be able to demonstrate in both end point assessment methods, that throughout the course of the Apprenticeship, they have achieved the required knowledge but have also been able to put this 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 leadership

The observation of 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. Any preparatory documentation/presentation should be shared with the EPAO prior to the observation. Preparation for the observation should commence, once the Gateway process has been confirmed as completed by the EPAO and should include preparation for 4 set open questions that are asked by EPAO to assess related underpinning knowledge and familiarity with the online platform where undertaken in this format.

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.
- The professional discussion should take 60 minutes (+10% at the discretion of the independent assessor to allow the apprentice to finish their last answer).
- The independent assessor will ask questions to ensure all the relevant behaviours, knowledge and skills that are mapped to this assessment method are covered.

Independent end point assessment organisations
Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations. **The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.**

Divisions of HIT Training Ltd.