

L5 APPRENTICESHIP

LEADER IN ADULT CARE

Overview

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.

Entry requirements*

Level 2 Functional Skills
Level 3 in Care/Health or equivalent

Who is the course for?

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.

Programme content

Knowledge

- 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.
- 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.
- Range of tools and strategies to enhance communication including technology.
- 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.
- Models of monitoring, reporting and responding to changes in health and wellbeing.

KEY INFORMATION

Typical Duration:
21 Months + 3 months EPA

Taught Days:
Once every three weeks

Delivery Location:
Truro

Funding value:
£7,000

(£350 employer contribution if required)

- Principles of professional development.
- Goals and aspirations that support own professional development and how to access available opportunities.
- Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers.
- Theories of management and leadership and their application to adult care.
- Features of effective team performance.

Skills

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Gateway

Employer confirms the apprentice is consistently working at or above the full level of the standard.

- Apprentice has passed Level 5 Diploma in Leadership and Management for Adult Care
- Apprentice has passed Level 2 in English and Maths

End point assessment

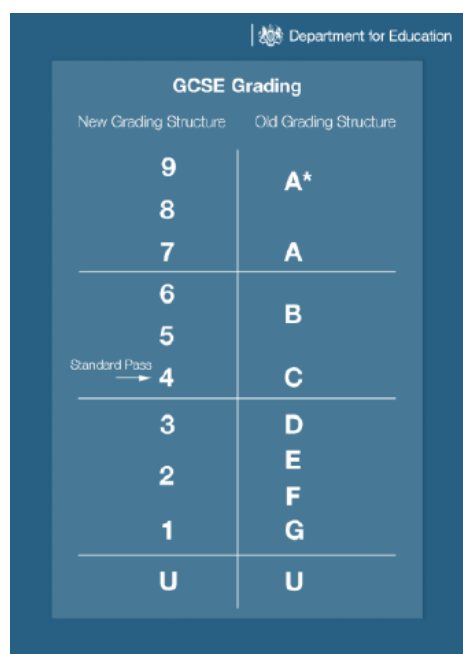
EPA methods

- Observation of Leadership
- Professional discussion
- Final decision and grade confirmed Fail, Pass or Distinction

Contact information

For further information, please call our Business Relations Team on 01872 242711 or email apprenticeships@truro-penwith.ac.uk

* A guide to GCSE grading and Functional Skills



Department for Education

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	
5	B
4	C
3	D
2	E
1	F
	G
U	U

Standard Pass → 4

Functional Skills are equivalent to GCSE's, the table below shows the comparison

Entry Level 1	GCSE below G or Level 1
Level 1	GCSE D-G or level 1-3
Level 2	GCSE A* - C or level 4-9