

# L4



QUEST

## LEAD PRACTITIONER IN ADULT CARE LEVEL 4 STANDARDS

### 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.

### What the Lead Practitioner on completion must know and understand:

#### 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

## What the Lead Practitioner on completion must be able to do:

### 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

## END POINT ASSESSMENT:

### Assessment method 1 - Observation of Practice

- Observation of Practice must include the ability to demonstrate their skills, behaviour and leadership to external/internal stakeholders. The Apprentice must lead the observed activity and will have prepared for this after the gateway in agreement with the employer and EPAO. The Apprentice should be given 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 mapped against the required KSBs and should be shared with the EPAO seven days before the observation. Examples of observed activities could include:
  - Preparing for a best interest meeting through consultation with the care staff team. This should include the rationale around the need to trigger the meeting, the roles and responsibilities of who should be involved and the potential implications for the service.
  - Leading a meeting where they guide and support colleagues around how to implement the required care delivery within the service to support people that use the services regarding their identified care needs, goals and required outcomes.
- A response to regulatory and legislative requirements that specifically impact upon how the needs of people that use the services are being met. For example, this could be communicating the outcomes of working with external partners and stakeholders so as to deliver positive change to the people being supported by the service.

- Development of service provision so that it can improve service delivery to more effectively meet the needs and aspirations of the people that use the services. For example, this may be in the form of presenting some information or analysing data in relation to evidence based practice to develop or improve the service provision. The suitable workplace activity and its content should be agreed in advance at the gateway by the EPAO and with the appropriate notice by the employer, Apprentice and EPAO as it is recognised that these activities may not occur on a daily or weekly basis. The EPAO needs to ensure that the proposed activity will provide scope for appropriate coverage of the KSBs mapped to this method. The selected activity must be based on real-life improvement to the Apprentice's employer and the people who use their services. Where the EPAO believes that the planned activity will not demonstrate appropriate coverage of the KSBs, then this must be communicated to the employer and Apprentice in a prompt manner at the gateway. The EPAO must then guide the employer and Apprentice so that a further activity can be proposed that should demonstrate appropriate coverage of the planned activity.

## Assessment method 2 – Professional Discussion underpinned by a portfolio

### **The professional discussion is an in-depth, two-way discussion between the Apprentice and the independent Apprenticeship Trainer.**

- The professional discussion is for the independent Apprenticeship Trainer to ask the Apprentice questions in relation to knowledge, skills and behaviours as set out above.
- The professional discussion must take 90 minutes + 10% at the discretion of the independent Apprenticeship Trainer to allow the Apprentice to finish their last point. The room should be quiet and free from distraction.
- The independent Assessor will ask questions to ensure all the relevant knowledge, skills and behaviours are covered as set out above.
- The independent Apprenticeship-Trainer must ensure that a minimum of one question is asked for each of the knowledge, skills and behaviour groups that are mapped to this assessment method, as defined in the Occupational Standard (e.g. tasks and responsibilities, dignity and human rights, communication, safeguarding, health and wellbeing, and professional development).



QUEST

# What are the new Apprenticeship Standards, Gateway and End Point Assessment?



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## Lead Practitioner in Adult Care – Level 4

### What are the New Standards?

- The Standards describes the skills, knowledge and behaviours an individual needs and must demonstrate in order to effectively and consistently work to national standards and to be fully competent in an occupation.
- The learning for the Apprentice must last at least 18 continuous months, specific details are set out in the assessment plan for the standard. The Apprentice must demonstrate 20% off-the-job training, which must take place during the Apprentice's working hours.
- The Apprenticeship consists of: Lead Practitioner in Adult Care Standard, L4 Diploma in Adult Care, Functional Skills – maths & English Level 2 and an End Point Assessment which consists of an Observation of Practice and professional Discussion.

### How will they be delivered and assessed?

- The on-programme part of the Apprenticeship standard is delivered by Quest Vocational Training who have been approved on the Register of Apprenticeship Training Providers (RoTAP). This **will** be achieved by monthly on-site visits, using a variety of teaching, learning and assessment methods.
- A minimum of 20% of the training must be off-the-job (not assessment), relevant to the Apprenticeship standard, which must take place during their **paid contracted employment hours** outside of the normal work environment. It can take place at their place of work but cannot be part of their normal working duties.
- Quest will work with the Employer to ensure that a mutual agreement is made on how the learning will take place.
- Reviews will take place every 10-12 weeks and will require employer, Apprentice and Apprenticeship-trainer involvement. For those Apprentices on learning support, funding monthly reviews will take place.

### What is Gateway?

- The Gateways the point at which the employer and Quest determine that the Apprentice is ready to undertake the End Point Assessment.
- This will normally be agreed at the 15 month stage of delivery and will show that the Apprentice is making sufficient progress to take the End Point Assessment after the 18th month.
- The last 3 months of the 18 month programme is to revise, prepare for a professional discussion and Q/A to ensure the Apprentice is End Point Assessment ready.
- Once the Apprentice goes through the Gateway, they have 12 weeks in which to achieve their EPA, or it is automatically a fail. It is advised that the Apprentice does the EPA in the first month so that all the learning and knowledge they have acquired is fresh in their minds.

### What is End Point Assessment & how does the Apprentice know they are ready?

- The End Point Assessment (EPA) is the final test of an Apprenticeship programme designed to measure the competence of the Apprentice against the Apprenticeship Standard.
- The **employer and Quest will have completed the training for the Apprentice** according to the requirements in the standards and there will be regular reviews along the way.
- Provided that the Apprentice has achieved a minimum of 367 days on programme and has completed the standards and Functional Skills and has been deemed to have sufficient knowledge against the standards, the employer (line manager of the Apprentice) and Quest agree that the Apprentice is ready and they can move through the 'Gateway'.
- Once this has been agreed the EPA request can be sent to the End Point Assessment Organisation (EPAO) for the Apprentice.
- The Apprentice must pass the EPA to achieve their Apprenticeship.
- The EPA will be assessed by an independent assessor from an End Point Assessment Organisation. The manager of the Apprentice will be present at the assessment to support the Apprentice if necessary.

### How does the Apprentice achieve their Apprenticeship & get their certificate?

- The Apprentice will have successfully completed their on-programme training and their EPA according to the requirements of the Apprenticeship standard and the assessment plan.
- When the Apprentice has successfully completed their EPA, the End-Point Assessment Organisation (EPAO) will apply to the Education and Skills Funding Agency (ESFA) for the Apprenticeship certificate according to the grade achieved (pass, merit or distinction) on behalf of the Apprentice.
- The ESFA will send the certificate to the address of the Apprentice's employer for them to distribute to their Apprentice.

### If an Apprentice fails End Point Assessment who will fund the resit?

- If money in the employers levy pot or funding allocated remains available to finance the retake it could be used from this.
- For non-levy employers the employer would need to finance the retakes.

