

Health and Social Care Programmes

by the health and social care training experts

t2 | **group**

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About us

t2 group is the leading specialist provider of Apprenticeships in the Health and Social Care Sector in the UK, employing the best team of expert tutors, trainers and assessors in the industry.

Our unique LARA delivery methodology has been refined by us over the last 25 years specifically for the sector, utilising experiential learning combined with one to one coaching. This methodology enables your learners to develop new skills quickly and effectively and then apply and reflect on them in their everyday practice. This advanced approach to learning leads to sustained changes in behaviour, building your organisational capability and driving measurable improvements in performance.



LEARN anywhere, anytime through online blended learning resources and activities

APPLY new knowledge and skills in work supported by our expert tutors, trainers and assessors

REFLECT on what has worked, what hasn't and how to improve this in the future

ADAPT your internal thought processes and workplace application leading to sustained changes in your behaviour



Learners make rapid progress in developing their care skills, with many showing significant improvements from their starting point in a very short space of time

Understanding your needs

Our programmes begin with a project scoping session with an Account Director or Senior Relationship Manager to ensure the 'right fit'. Establishing and maintaining good, strong working relationships with our clients is at the very heart of what we do.

We will meet with your nominated organisational lead or manager responsible for training to gain an understanding of your business needs and exactly what you require from your learning programmes. We will work with you to set realistic expectations of exactly what the programme can and can't do.

All our Apprenticeship programmes **can be fully funded through your Apprenticeship Levy** or the government will contribute 95% of the cost if you are a non-levy payer



Appointing the right team

We will then appoint a team of specialists based on your needs and requirements. We have over 200 expert Health and Social Care tutors, trainers and assessors based throughout England and Wales.

All of our team are fully employed by t2 group; to ensure the quality of our delivery, we never use freelance or subcontracted staff to deliver our programmes. Your team will include the following:

Delivery Team

Responsible for providing one to one expert training, coaching and assessment support



Quality Team

Responsible for ensuring that the high-quality of our delivery meets your precise needs



Customer Experience

Responsible for enrolling learners and gaining impartial feedback on your experience



Bespoke learning programmes

Your learners will be seamlessly enrolled onto their programmes through our digital enrolment process by your Account Manager; if required, we can arrange learner briefing sessions to answer any questions they may have in advance.

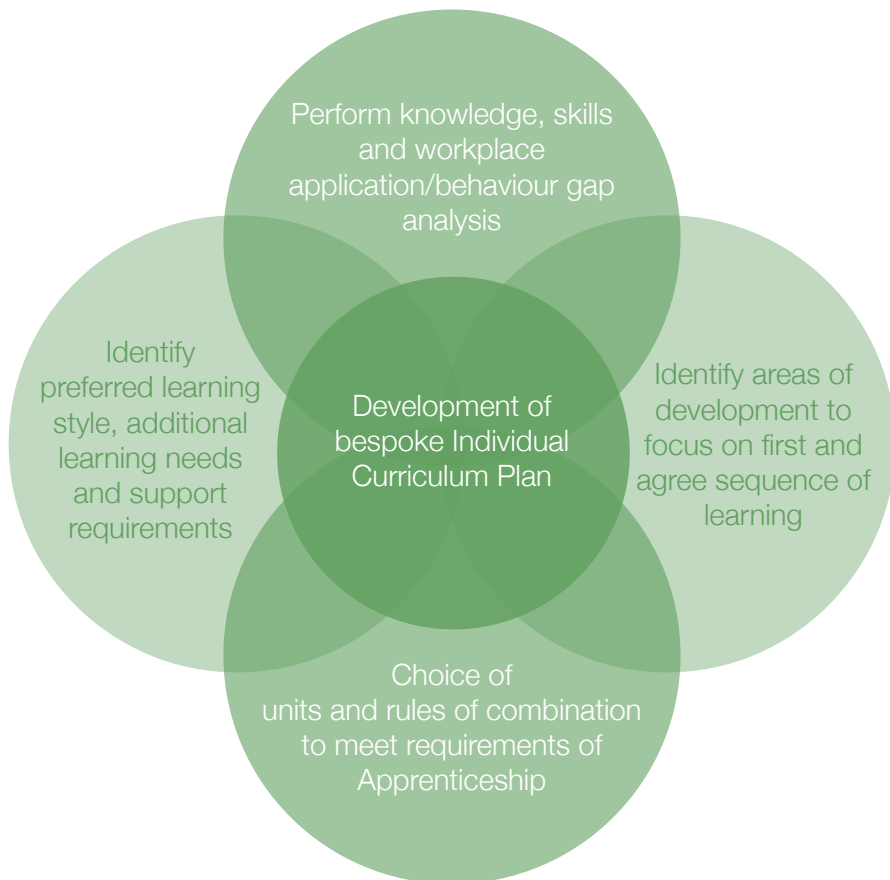
Their dedicated tutor will then arrange a one to one meeting to offer impartial information, advice and guidance. They will also deliver an induction to the programme and develop the bespoke learning plan.



Individual Curriculum Plans

The tutor will work with your learner and their line manager to identify their precise needs and requirements for the programme, skilfully guiding them through the wide range of optional units available to develop an Individual Curriculum Plan.

The Individual Curriculum Plan will include key milestones and monthly reviews of progress throughout. Learners will be introduced to their bespoke coaching wheel; a visual representation of their knowledge and skills at their starting point. This will be updated throughout the programme as knowledge and skills develop.



Learners and apprentices develop their skills to meet exacting sector standards. In many cases, the level of skills gained exceeds the requirements of their qualifications; this is particularly the case with Health and Social Care programmes

One to one expert support

One to one expert support is provided when and how you need it, face to face, through video calls and telephone, supported by email and SMS.

Your tutor will arrange a one to one training and coaching session with each individual learner every month.

Our tutors also conduct a LARA (learn, apply, reflect, adapt) session with each learner every month, consolidating their learning and practice. This results in a detailed action plan of learning for the forthcoming month.

All of our delivery staff are fully qualified, occupationally competent tutors, trainers and assessors approved by City and Guilds to deliver the full requirements of the Apprenticeship Standard.



Assessors engage with apprentices well. They develop a good mutual rapport which supports apprentices' learning. Apprentices value their training programmes; they are motivated to complete their planned actions and make progress in their careers. They enjoy their learning, and most exceed their own initial expectations of what they can achieve



Flexible, high-quality delivery

Your dedicated tutor will provide a range of high-quality industry leading on-line resources to further develop each learner's knowledge and skills. These resources are easily accessible at a time and place convenient to them on any mobile phone, tablet or desktop computer.

Resources are easy to use and navigate with 24/7 accessibility. They include e-learning courses, learning communities (peer to peer and ask the expert) and preparation for assessments mapped directly to the qualifications written by subject experts to ensure success.



Preparation for End Point Assessment (EPA)

Once your tutor has completed all aspects of the on-programme training, coaching and assessment, a Gateway meeting will be arranged. This is a meeting to agree that the learner is ready to be put forward for EPA.

Thorough EPA preparation will be provided by your tutor including mock professional discussions and situational judgement tests to ensure your learner is fully prepared and ready for EPA.



Feedback on progress throughout

Every month, a learning review will be completed with each learner by their tutor to measure the intent, implementation and impact of the Individual Curriculum Plan.

This is a triangulated review to ensure that the learning is meeting your needs and requirements. All progress for each learner is stored in our i-learn platform, an on-line portal which enables our learners and employers to easily view a range of learning and development targets in relation to their programme. Your dedicated Account Manager will contact you every month to gain impartial feedback on your experience and provide any additional support you may require.



Level 2 Adult Care Worker

DURATION
14
MONTHS

To work in care is to make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges. Adult Care Workers need to have the right values and behaviours developing competences and skills to provide high-quality compassionate care and support.

They are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives which is at the heart of person-centred care. Job roles are varied and determined by and relevant to the type of the service being provided and the person supported. Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres, a person's own home or some clinical healthcare settings.



This Apprenticeship covers both Adult Care Workers and Personal Assistants. Personal Assistants do the same job as an Adult Care Worker and work directly for one individual usually within their own home. Working with people, feeling passionate about supporting and enabling them to live a more independent and fulfilling life is a rewarding and worthwhile job which provides excellent career opportunities.

Programme content

Knowledge and understanding

The job they have to do, their main tasks and responsibilities

- The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care
- Professional boundaries and limits of their training and expertise
- Relevant statutory standards and Codes of Practice for their role
- What the 'duty of care' is in practice
- How to contribute towards the development and creation of a care plan underpinned by the individual's preferences in regard to the way they want to be supported
- How to identify, respond to and escalate changes to physical, social and emotional needs of individual's
- How to access, follow and be compliant with regulations and organisational policies and procedures

The importance of having the right values and behaviours

- How to support and enable individuals to achieve their personal aims and goals
- What dignity means in how to work with individual's and others
- The importance of respecting diversity and treating everyone equally

The importance of communication

- The barriers to communication
- The impact of non-verbal communication
- The importance of active listening
- How the way they communicate can affect others
- About different forms of communication e.g. signing, communication boards

- How to find out the best way to communicate with the individual they are supporting
- How to make sure confidential information is kept safe

How to support individuals to remain safe from harm (Safeguarding)

- What abuse is and what to do when they have concerns someone is being abused
- The national and local strategies for Safeguarding and protection from abuse
- What to do when receiving comments and complaints
- How to recognise unsafe practices in the workplace
- The importance of whistleblowing
- How to address any dilemmas they may face between a person's rights and their safety

How to promote health and wellbeing for the individuals they support and work colleagues

- The health and safety responsibilities of self, employer and workers
- How to keep safe in the work environment
- What to do when there is an accident or sudden illness
- What to do with hazardous substances
- How to promote fire safety
- How to reduce the spread of infection
- What a risk assessment is and how it can be used to promote person-centred care safely

How to work professionally, including their own professional development

- What a professional relationship is with the person being supported and colleagues
- How to work together with other people and organisations in the interest of the person being supported
- How to be actively involved in their Personal Development Plan
- The importance of excellent core skills in writing, numbers and information technology
- Where and how to access specialist knowledge when needed to support performance of the job role



All our Apprenticeship programmes can be fully funded through your Apprenticeship Levy or the government will contribute 95% of the cost if you are a non-levy payer

Skills

The main tasks and responsibilities according to their job role

- Support individuals they are working with according to their personal care/support plan
- Ask for help from an appropriate person when not confident or skilled in any aspect of their role
- Provide individuals with information to enable them to have choice about the way they are supported
- Encourage individuals to participate in the way their care and support is delivered
- Ensure the individual knows what they are agreeing to regarding the way in which they are supported
- Contribute to the on-going development of care/support plans for the individual they support
- Support individuals with cognitive, physical or sensory impairments

Treating people with respect and dignity and honouring their human rights

- Ensure dignity is at the centre of all work with the individuals they support, their families, carers and advocates
- Demonstrate all work is person-centred, accommodating the individual's needs wishes and preferences
- Demonstrate empathy (understanding and compassion) for individuals they support
- Demonstrate courage in supporting people in ways that may challenge their personal/cultural beliefs

Communicating clearly and responsibly

- Speak clearly and exhibit positive non-verbal communication to individuals, families, carers and advocates
- Use the preferred methods of communication of the individual they support according to their language, culture, sensory needs and their wishes
- Identify and take steps to reduce environmental barriers to communication
- Demonstrate they can check for understanding

- Write clearly and concisely in records and reports
- Keep information safe and confidential according to agreed ways of working

Supporting individuals to remain safe from harm (Safeguarding)

- Recognise potential signs of different forms of abuse
- Respond to concerns of abuse according to agreed ways of working
- Recognise, report and challenge unsafe practices

Championing health and wellbeing for the individuals they support and work colleagues

- Promote the health and wellbeing of the individual they support
- Move people and objects safely
- Demonstrate how to reduce the spread of infection, including use of best practice in hand hygiene
- Demonstrate the promotion of healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition
- Demonstrate how to keep people, buildings and themselves safe and secure
- Carry out fire safety procedures when required
- Use risk assessments to support individuals safely
- Recognise symptoms of cognitive impairment, e.g. dementia, learning disabilities and mental health
- Monitor and report changes in health and wellbeing for individuals they support

Working professionally and seeking to develop their own professional development

- Reflect on own work practices
- Demonstrate the development of their own skills and knowledge, including core skills in writing, numbers and information technology
- Demonstrate their contribution to their development plan
- Demonstrate their ability to work in partnership with others to support the individual
- Identify sources of support when conflicts arise with other people or organisations

- Demonstrate they can work within safe, clear professional boundaries
- Show they can access and apply additional skills required to perform the specific job role competently

End Point Assessment

To achieve this Apprenticeship, the tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met. (This will include completion of the Care Certificate, a self-assessment of their practice and collation of testimonies from people who use their services.)

The learner will then be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve a Situational Judgement Test and Professional Discussion.

Qualifications included in this Apprenticeship

- Level 2 Adult Care Worker Apprenticeship Standard
- City and Guilds Level 2 Diploma in Care
- Level 1 Functional Skills in English and maths (if required)

Progression

Level 3 Adult Care Worker Apprenticeship

Level 3 Lead Adult Care Worker

DURATION
16
MONTHS

As a Lead Adult Care Worker, you will make a positive difference to someone's life when they are faced with physical, practical, social, emotional or intellectual challenges.

You will be expected to exercise judgement and take appropriate action to support individuals to maintain their independence, dignity and control. By providing leadership, guidance and direction at the frontline of care delivery, you will be instrumental in improving the health and wellbeing of those receiving care and support. Lead Adult Care Workers will, in some circumstances, have delegated responsibility for the standard of care provided and may supervise the work of other care workers. This exercising of autonomy and accountability means leading and supporting others to comply with expected standards and behaviours.

Lead Adult Care Workers may work in residential or nursing homes, domiciliary care, day centres or some clinical healthcare settings. As well as covering Lead Adult Care Workers this



standard 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.

Programme content

Knowledge and understanding

The job they have to do, their main tasks and responsibilities

- The tasks and responsibilities of the job role relevant to the context of the service in which they are working. This could include supporting with social activities, monitoring health, assisting with eating, mobility and personal care
- Both their own and other workers' professional boundaries and limits of training and expertise
- Relevant statutory standards and codes of practice for their role
- What the 'duty of care' is in practice
- How to create and develop a care plan, based on the person's preferences in the way they want to be supported
- How to monitor, plan, review a care plan in response to the changing physical, social, and emotional needs of individuals
- How to lead others to ensure compliance with regulations and organisational policies and procedures

The importance of having the right values and behaviours

- How to ensure that dignity is at the centre of all work with individuals and their support circles
- The importance of respecting diversity, the principles of inclusion and treating everyone fairly

The importance of communication

- The barriers to communication and ability to both identify, and determine the best solutions to achieve success when communicating with the individual they are supporting
- How to communicate clearly both verbally and non-verbally and be able to influence others to maximise the quality of interaction
- The role of advocates and when they might be involved
- Their own and other workers' responsibilities for ensuring confidential information is kept safe

How to support individuals to remain safe from harm (Safeguarding)

- What abuse is and what to do when they have concerns someone is being abused
- The national and local strategies for Safeguarding and protection from abuse
- What to do when receiving comments and complaints, ensuring appropriate and timely actions take place
- How to recognise and prevent unsafe practices in the workplace
- The importance and process of whistleblowing, being able to facilitate timely intervention
- How to address and resolve any dilemmas they may face between a person's rights and their safety

How to champion health and wellbeing for the individuals they support and work colleagues

- The health and safety responsibilities of self, employer and workers
- How to keep safe in the work environment
- What to do when there is an accident or sudden illness and take appropriate action
- What to do with hazardous substances
- How to promote fire safety and how to support others to do so
- How to reduce the spread of infection and support others in infection prevention and control
- How to use and promote with others where relevant, risk assessments to enable a person-centred approach to delivering care

How to work professionally, including their own professional development, those they support and work colleagues

- What a professional relationship is with the person being supported and colleagues
- How to work together with other people and organisations in the interest of the person being supported
- How to be actively involved in their Personal Development Plan and, where appropriate, other workers' Personal Development Plans
- How to demonstrate the importance of excellent core skills in writing, numbers and information technology



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- How to develop and sustain a positive attitude and address signs and symptoms of stress in self and other colleagues
- How to carry out research relevant to individuals' support needs and share with others
- How to access and apply good practice relating to their role
- How to access and apply specialist knowledge when needed to support performance in the job role

Skills

The main tasks and responsibilities according to their job role

- Support individuals they are working with according to their personal care/support plan
- Take the initiative when working outside normal duties and responsibilities
- Recognise and access help when not confident or skilled in any aspect of the role that they are undertaking
- Implement/facilitate the specialist assessment of social, physical, emotional and spiritual needs of individuals with cognitive, sensory and physical impairments
- Contribute to the development of ongoing review of care/support plans for the individuals they support
- Provide individuals with information to enable them to exercise choice on how they are supported
- Encourage individuals to participate in the way their care and support is delivered
- Ensure the individual knows what they are agreeing to regarding the way in which they are supported
- Lead and support colleagues to understand how to establish informed consent when providing care and support
- Guide, mentor and contribute to the development of colleagues in the execution of their duties and responsibilities

Treat people with respect and dignity and honour their human rights

- Demonstrate dignity in their working role with the individuals they support, their families, carers and advocates
- Support others to understand the importance of Equality, Diversity and Inclusion in social care
- Exhibit empathy for individuals they support, i.e. understanding compassion
- Exhibit courage in supporting individuals in ways that may challenge their own cultural and belief systems

Communicate clearly and responsibly

- Demonstrate and promote to other workers excellent communication skills including confirmation of understanding to individuals, their families, carers and professionals
- Use and facilitate methods of communication preferred by the individual they support according to the individual's language, cultural and sensory needs, wishes and preferences
- Take the initiative and reduce environmental barriers to communication
- Demonstrate and ensure that records and reports are written clearly and concisely
- Lead and support others to keep information safe, preserve confidentiality in according with agreed ways of working

Supporting individuals to remain safe from harm (Safeguarding)

- Support others to recognise and respond to potential signs of abuse according to agreed ways of working
- Work in partnership with external agencies to respond to concerns of abuse
- Lead and support others to address conflicts or dilemmas that may arise between an individual's rights and duty of care
- Recognise, report, respond to and record unsafe practices and encourage others to do so

Champion health and wellbeing for the individuals they support

- Lead and mentor others where appropriate to promote the wellbeing of the individuals they support
- Demonstrate the management of the reduction of infection, including use of best practice in hand hygiene
- Promote healthy eating and wellbeing by ensuring individuals have access to fluids, food and nutrition
- Carry out fire safety procedures and manage others to do so
- Develop risk assessments and use in a person-centred way to support individuals safely including moving and assisting people and objects
- Manage, monitor, report and respond to changes in health and wellbeing of the individuals they support

Work professionally and seek to develop their own professional development

- Take the initiative to identify and form professional relationships with other people and organisations
- Demonstrate, manage and support self and others to work within safe, clear professional boundaries
- Take the initiative to evaluate and improve own skills and knowledge through reflective practice. Supervision, feedback and learning opportunities
- Demonstrate continuous professional development
- Carry out research relevant to individuals support needs and share with others in the workplace
- Demonstrate good team/partnership working skills
- Demonstrate their contribution to robust recruitment and induction processes

End Point Assessment

To achieve this Apprenticeship, the tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met (This will include completion of the Care Certificate, a self-assessment of their practice and collation of testimonies from people who use their services).

The learner will then be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve a Situational Judgement Test and a Professional Discussion.

Qualifications included in this Apprenticeship

- Level 3 Lead Adult Care Worker Apprenticeship Standard
- City and Guilds Level 3 Diploma in Adult Care
- Level 2 Functional Skills English and maths (if required)

Progression

Level 4 Lead Practitioner in Adult Care Apprenticeship

Level 4 Lead Practitioner in Adult Care

DURATION
17
MONTHS

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 or intellectual 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. They will be a coach and mentor to others and will have a role in assessing performance and quality of care delivery.

Lead Practitioners in Adult Care 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 standard 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.

Programme content

Knowledge and understanding

Tasks and responsibilities

- Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to 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

The main tasks and responsibilities according to their job role

- 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 for 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



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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 a robust, values-based recruitment and selection process
- 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

To achieve this Apprenticeship, the tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met.

The learner will then be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve an Observation of Practice and a Professional Discussion.

Qualifications included in this Apprenticeship

- Level 4 Lead Practitioner in Adult Care Apprenticeship Standard
- City and Guilds Level 4 Diploma in Adult Care
- Level 2 Functional Skills English and maths (if required)

Progression

Level 5 Leader in Adult Care Apprenticeship

Careers guidance is helpful in allowing all learners to make informed choices about their next steps in employment and education. As a result, progression rates to the next levels of training or apprenticeship are high, with significant numbers moving into management positions

Level 5 Leader in Adult Care

DURATION
18
MONTHS

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. 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 and understanding

Tasks and responsibilities

- Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to safe delivery of services
- Systems and processes needed to ensure compliance with regulations and organisational policies and procedures including health and safety and risk assessment
- 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 promotion of Equality, Diversity and Inclusion in services they lead

Communication

- 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
- 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 for their application to adult care
- Features of effective team performance

Skills

The main tasks and responsibilities according to their job role

- 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 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



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Dignity and human rights

- Develop and lead implementation of organisational policies to create and sustain a culture that actively champions dignity and respects Equality, Diversity and 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

- 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 wellbeing 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

End Point Assessment

To achieve this Apprenticeship, the tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met.

The learner will be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve an Observation of Leadership and a Professional Discussion.

Qualifications included in this Apprenticeship

- Level 5 Leader in Adult Care Apprenticeship Standard
- City and Guilds Level 5 Diploma in Leadership and Management for Adult Care
- Level 2 Functional Skills English and maths (if required)

Alternative funding options

Although most of our customers choose to use the government flagship funding model of Apprenticeships, there are two other ways that you can fund training with us. Firstly, you might wish to pay for the programmes rather than use government funding. In this instance, your Account Manager can discuss costs with you. Alternatively, for some programmes, it may be possible to use the Advanced Learning Loans scheme.

Advanced Learning Loans

Why are loans good for an employer?

Unlike Apprenticeships, candidates will work towards a Diploma only, which means that they are not required to be working for a specific, minimum number of hours per week; learners can be on a zero-hours contract or even be volunteers as long as they can produce the evidence necessary to gain the qualification. Since this Diploma is not an Apprenticeship, there are no maths or English requirements so for learners who have found Functional Skills to be a barrier in the past, this may be an attractive option. Studying for a Diploma only will also shorten the length of the programme.

How does the financing work?

Once the candidate has completed their programme and reaches a salary threshold of £25,000, they will make repayments to the Student Loan Company. For every £1,000 earned over the threshold, candidates will repay £7.50 per month. For example, a candidate earning £26,000 will repay £7.50 per month; a candidate earning £27,000 will repay £15.00 per month. Candidates who earn less than £25,000 will make no repayments until such time as they earn over £25,000.

How does the application process work?

Your staff simply complete an application form, available from us, and forward it to the Advanced Learner Loans Company (Student Loans Company), who will process the application. The individual will then be contacted by us if any additional evidence is needed to approve the funding. Once the government receive this evidence and the funding is approved the individual will be enrolled onto the programme of their choice and their learning will begin.

Programmes and costs



Level 3 Diploma in Adult Care – £2,225

This is a suitable programme for a care assistant aiming to further their skills in the sector. They will need to be involved in duties such as personal and general care. No senior duties will be required. **The duration of this programme is 6 months.**

Level 4 Diploma in Adult Care - £2,882

A perfect qualification for someone who is in a senior or supervisory position. They will need to demonstrate skills including supervision, creating and reviewing care plans, running a team and administering medication. This is a great programme for someone who has completed Level 3 but is not in a position to complete the Level 5.

The duration of this programme is 10 months.

Level 5 Diploma in Leadership for Health and Social Care and Children and Young Peoples Services - £2,882

This qualification is designed for existing managers working within a social care setting, or for those who may hold an assistant or deputy role with significant responsibilities for the setting. This programme is recommended by CQC for someone who is a registered manager or working towards the position.

The duration of this programme is 12 months.

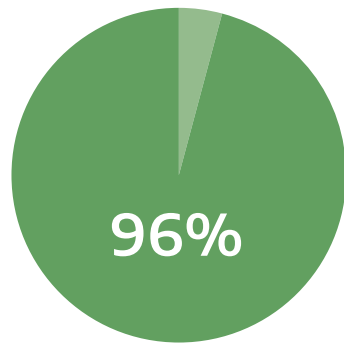
Level 3 Certificate in Working in End of Life - £1,417

The Level 3 Certificate in End of Life Care is relevant to people working in Health and Social Care settings where the individuals who are being supported are approaching the end of their lives. **The duration of this programme is 5 months.**

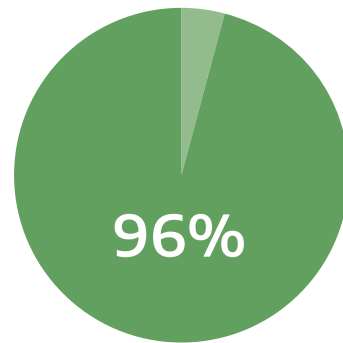
What our clients say

Every year as an approved government training provider, impartial nationally collected and published performance indicator data measuring employer satisfaction is published by Ipsos MORI – Social Research Institute.

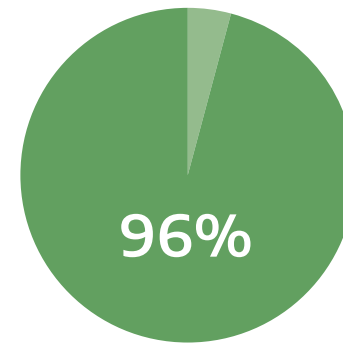
Our latest published feedback demonstrates why so many employers choose to partner with us. Percentage of employers who graded us as 'Excellent' in the following areas:



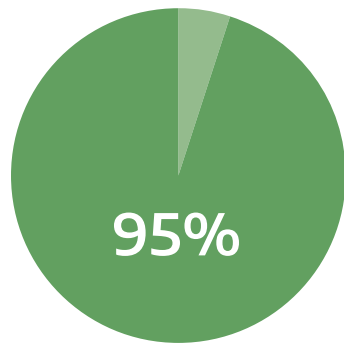
Training Provider Overall



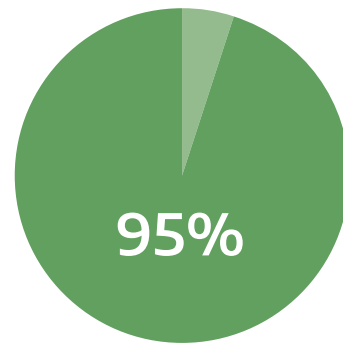
Quality of Training



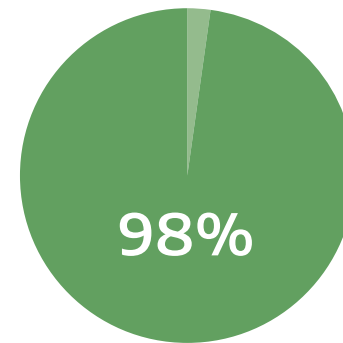
Delivering Up-to-Date Training



Professionalism of Staff



Sustainability of Training in Preparing for Job Role



Convenience of Training

CARE it's what we do...

The leading UK provider for Care Apprenticeships

Level 2 Adult Care worker
Level 3 Lead Adult Care Worker
Level 4 Lead Practitioner in Adult Care
Level 5 Leader in Adult Care

Level 2 Healthcare Support Worker
Level 3 Senior Healthcare Support Worker
Level 5 Healthcare Assistant Practitioner

Level 3 Team Leader
Level 5 Operations Manager

All our Apprenticeship programmes **can be fully funded through your Apprenticeship Levy** or the government will contribute 95% of the cost if you are a non-levy payer



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