

## Leader in Adult Care Level 5 Sequencing

Sequence order	Leader in Adult Care	What will they be able to know, understand, do, or make? (including personal and character development aspects)	Activity *contributes to 20% off the job training	Key words	Key word/ theme carry over	Learner schema – building on prior knowledge <i>Schemas are categories of information stored in long-term memory. A schema contains groups of linking memories, concepts, or words. This grouping of things acts as a cognitive shortcut, making storing new things in your long-term memory and retrieval of them much quicker and more effective</i>	Learning consolidation check <i>If any gaps in knowledge are visible, then this is a good opportunity to clarify and address any doubts</i>
<b>Tasks and Responsibilities</b>							
1	<p><b>Unit 2 – Governance and Regulatory Processes in Adult Care</b></p> <p>S1: Develop and apply systems and processes needed to ensure compliance with regulations and Organisational policies and procedures</p> <p>K1: Statutory frameworks, standards, guidance and Codes of Practice which underpin practice in relation to the safe delivery of services</p> <p>K5: Legislative and regulatory frameworks which inform quality standards</p>	<p>The Apprentice must <b>show</b> how they Formulate fit for purpose systems and processes, efficiently ensuring that compliance with regulations and organisational policies and procedures are met</p> <p>The apprentice <b>must know and understand</b> how to use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to the safe delivery of services</p> <p><b>Challenge</b> To achieve a <b>distinction</b> the apprentice show they <i>understand</i> how to Critically evaluate statutory standards guidance and codes of practice which underpin practice in relation to the safe delivery of services</p> <p>The apprentice must <b>explain how</b> they use and prioritise statutory standards, guidance and codes of practice which underpin practice in relation to quality standards</p> <p><b>Challenge</b> To achieve a <b>distinction</b> the apprentice must show how they critically evaluate statutory standards guidance and codes of practice which underpin practice in relation to quality standards</p>	<p>Teaching Session Topic – Tasks and Responsibilities</p> <p>*Review apprentice’s diagnostics and set appropriate resources</p> <p>Professional Discussion on how the apprentice leads preparation for the inspection process (Unit 2 LO4)</p> <p><b>H/WK</b> Apprentice to complete research and write an assignment to show their understanding of statutory standards, guidance, regulations and codes of practice for their service. (Unit 2 LO 1, 2 &amp; 3)</p> <p><b>H/WK Challenge</b> Apprentice to research into their recent CQC report and compile a development plan to ensure compliance to CQC regulations</p> <p><b>H/WK</b> Product Evidence to gather Operational plans, CQC Inspection Report, Environmental Health Inspection, Fire Inspection, Health &amp; Safety Inspection Report, Local Authority Inspection Report. H/WK Suggested Optional Unit Unit 24</p> <p><b>H/WK Challenge</b> Look at the audits completed within your workplace and the action plans set, how well do your processes and systems comply to regulatory requirements. What improvements can you recommend as a result of your findings</p>	<ul style="list-style-type: none"> <li>• Processes</li> <li>• Compliance</li> <li>• Regulations</li> <li>• Policies</li> <li>• Procedures</li> <li>• Statutory</li> <li>• Safe</li> <li>• Codes of Practice</li> <li>• Outcomes</li> <li>• Governance</li> </ul>	<ul style="list-style-type: none"> <li>• Developing quality standards</li> <li>• Reviewing quality</li> <li>• Monitoring quality</li> <li>• Leading inspection</li> <li>• Statutory Standards</li> <li>• Promoting continuous improvement</li> <li>• Complying to the adult care code of conduct</li> <li>• Promoting the 6C’s</li> </ul>	<p>What standards do you comply with in your everyday life? Why is this important to you?</p> <p>How does it feel to receive a poor service?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p><i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</i></p> <p>How they reflect on their job role and the care they provide to ensure they are meeting the required standards</p>

















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8	<p><b>Unit 1 – Leadership and Management in Adult Care</b></p> <p><b>Unit 5 – Deliver Person-Centred Adult Care</b></p> <p>S7: 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</p> <p>S8: Develop and lead a culture that values courage in working in ways that may challenge workers' own cultural and belief systems</p> <p>K7: Legislation and policy initiatives on the promotion of diversity, equality and inclusion in services they lead</p>	<p>The apprentice must <b>show how</b> they develop and lead practices to create and sustain a culture that actively champions dignity and respects diversity, inclusion and fairness in the workplace</p> <p>The apprentice must <b>show how</b> they develop and lead a culture that values courage in working in ways that may challenge workers own cultural and belief systems</p> <p>The apprentice must <b>describe</b> legislative requirements and policy initiatives on diversity, equality and inclusion illustrating their relevance to their workplace</p> <p><b>Challenge</b> To achieve a distinction the apprentice must show how they have analysed legislative requirements and policy initiatives about diversity, equality and inclusion, evaluating their practices against such legislation and policy to ensure dignity and human rights are promoted in their workplace</p>	<p>Teaching Session Topic – Dignity and Human Rights *Functional Skills Session</p> <p>Professional Discussion on how the apprentice promotes a positive values based culture and leads a culture that values courage (Unit 1 LO 4 Unit 5 LO 3)</p> <p><b>H/WK</b> Apprentice to complete assignment on (Unit 5 LO 1 &amp; 5)</p> <p>Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> <li>• Dignity</li> <li>• Respect</li> <li>• Diversity</li> <li>• Inclusion</li> <li>• Fairness</li> <li>• Courage</li> <li>• Challenge</li> <li>• Beliefs</li> <li>• Equality</li> <li>• Legislation</li> <li>• Compliant</li> <li>• Policy</li> <li>• Human Right</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating positive outcomes</li> <li>• Leading Inclusion</li> <li>• Working in partnership</li> <li>• Promoting the 6C's</li> <li>• Complying to the adult care code of conduct.</li> <li>• Applying Statutory Standards</li> <li>• Applying the MCS 2005</li> </ul>	<p>What values are important to you?</p> <p>How do you apply these to your working role?</p> <p><i>Have you ever challenged unfair treatment?</i></p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</p> <p>What are the values and objectives of your service?</p> <p>How have you worked in a person-centred way, respecting the dignity of one individual, or interacting with their families, carers, or advocates?</p> <p>How do you show empathy and courage in your workplace?</p>
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**Functional skills/ transferable/ crossover aspect**

**BEHAVIOUR/WORK/KNOWLEDGE/VALUES**

- 1 - Identify relevant information from extended explanations or presentations
- 8 - Make relevant and constructive contributions to move discussion forward
- 9 - Adapt contributions to discussions to suit audience, purpose and medium
- 10 - Interject and redirect discussion using appropriate language and register
- Unit 2 - English Level 2 Functional Skills Reading
- 12 - Compare information, ideas and opinions in different texts, including how they are conveyed
- 17 - Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
- 18 - Follow an argument, identifying different points of view and distinguishing fact from opinion
- 19 - Identify different styles of writing and writer's voice
- Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space
- 18 - Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements
- 19 - Use coordinates in 2-D, positive and negative, to specify the positions of points
- Unit 3 - Maths Level 2 Functional skills Handling information and data
- 26 - Work out the probability of combined events including the use of diagrams and tables, including two-way tables
- 27 - Express probabilities as fractions, decimals and percentages
- 28 - Draw and interpret scatter diagrams and recognise positive and negative correlation

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<b>Functional Skills Exams Direct Observation</b>							
9							
<b>Functional Skills Exams</b>							
10							

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<b>Communication</b>							
11	<p><b>Unit 3 – Lead Communication in Adult Care</b></p> <p><b>Unit 4 – Manage a Partnership Approach in Adult Care</b></p> <p>S9: Develop and implement organisational processes to ensure that records and reports are written clearly and concisely and to keep information safe and preserve confidentiality</p> <p>S10: Translate policy and guidance into understandable information for a range of audiences including people who access the service</p> <p>K8: Legal and ethical frameworks in relation to confidentiality and sharing information</p> <p>K9: Range of tools and strategies to enhance communication including technology</p>	<p>The apprentice must <b>explain how</b> organisational processes have been developed and implemented in relation to recording, reporting and confidentiality</p> <p><b>Challenge</b> To achieve a distinction the apprentice must show how they have analysed how processes to record and communicate have been applied and how they have further evaluated their effectiveness in communicating concisely, keeping information safe and preserving confidentiality</p> <p>The apprentice must show how they develop communications that break down policy and guidance to communicate key messages with a range of audiences for example: people who access care and support, carer and families and other colleagues</p> <p>The apprentice must explain legal and ethical frameworks relating to confidentiality and information sharing to devise and how they have Implemented processes to record information effectively and safely</p> <p><b>Challenge</b> To achieve a distinction the apprentice must show how they have analysed how legal and ethical frameworks have been applied and further evaluated their effectiveness</p> <p>The apprentice must explain a range of communication enhancing tools and strategies, including technologies</p> <p><b>Challenge</b> To achieve a distinction the apprentice must explain how they appraise how effective communication strategies are throughout the organisation</p>	<p>Teaching Session Topic – Communication</p> <p>Professional Discussion on how the apprentice leads and supports communication practice's including how they promote partnership working with external and internal stakeholders (unit 3 LO 3 &amp; 4 , Unit 4 LO 2, 3 &amp; 4)</p> <p><b>H/WK</b> Research and complete an assignment on legislation, statutory standards and ethical codes for information management and confidentiality (Unit 3 LO 1 &amp; 2)</p> <p><b>H/WK</b> Research theories and legislation that influences working relationships with others (unit 4 LO1)</p> <p>*Trainer Observation - how they lead communication in their setting. Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> <li>• Legislation</li> <li>• Statutory Standards</li> <li>• Ethical</li> <li>• Confidentiality</li> <li>• Communication</li> <li>• Policy</li> <li>• Guidance</li> <li>• Accessible</li> <li>• Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Applying legislation</li> <li>• Complying with statutory standards</li> <li>• Confidentiality principles</li> <li>• Supporting the use of information management systems</li> <li>• Meeting ethical requirements</li> <li>• Promote positive outcomes</li> <li>• Developing strategies</li> <li>• Working in partnership</li> <li>• Applying a person centred approach</li> <li>• Applying the MCS 2005</li> <li>• Promoting the 6C's</li> <li>• Complying to the adult care code of conduct</li> </ul>	<p>Have you experienced environmental barriers to communication or any technological or language barriers to communication, what were they? How did you overcome them?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p><i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</i></p> <p>What are your procedures for information handling? How does this apply to stakeholders?</p> <p>What are the lines of reporting in your service? What other stakeholders do you report to?</p>

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11	<b>Functional skills/ transferable/ crossover aspect</b>						
<b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b>							
<ul style="list-style-type: none"> <li>1 - Identify relevant information from extended explanations or presentations</li> <li>2 - Follow narratives and lines of argument</li> <li>3 - Respond effectively to detailed or extended questions and feedback</li> <li>4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</li> <li>5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</li> <li>6 - Express opinions and arguments and support them with relevant and persuasive evidence</li> <li>7 - Use language that is effective, accurate and appropriate to context and situation</li> <li>8 - Make relevant and constructive contributions to move discussion forward</li> <li>9 - Adapt contributions to discussions to suit audience, purpose and medium</li> <li>10 - Interject and redirect discussion using appropriate language and register</li> </ul>							
<b>Unit 3 - English Level 2 Functional Skills Writing</b>							
<ul style="list-style-type: none"> <li>23 - Communicate information, ideas and opinions clearly, coherently and effectively</li> <li>24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</li> <li>25 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</li> <li>26 - Convey clear meaning and establish cohesion using organisational markers effectively</li> <li>27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose</li> </ul>							
<b>Unit 3 - Maths Level 2 Functional skills Handling information and data</b>							
<ul style="list-style-type: none"> <li>23 - Calculate the median and mode of a set of quantities</li> <li>24 - Estimate the mean of a grouped frequency distribution from discrete data</li> <li>25 - Use the mean, median, mode and range to compare two sets of data</li> </ul>							
<b>Unit 2 - Maths Level 2 Functional skills Using common measures, shape and space</b>							
<ul style="list-style-type: none"> <li>20 - Understand and use common 2-D representations of 3-D objects</li> <li>21 - Draw 3-D shapes to include plans and elevations</li> <li>22 - Calculate values of angles and/or coordinates with 2-D and 3-D shapes</li> </ul>							

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<b>Safeguarding</b>							
12	<p><b>Unit 8 - Manage Safeguarding, Protection and Risk in Adult Care</b></p> <p>S11: 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</p> <p>S12: Monitor and evaluate the effectiveness of organisational policies, systems and processes for safeguarding</p> <p>K10: Legislation, national and local solutions for the safeguarding of adults and children including reporting requirements</p> <p>K11: The elements needed to create a culture that supports whistleblowing in the organisation</p>	<p>The apprentice must explain safeguarding principles across all organisational policies and procedures</p> <p>The apprentice must evaluate the effectiveness of safeguarding which is firmly embedded across all organisational policies, systems and processes</p> <p>The apprentice must explain safeguarding principles across all legislative and local and national requirements</p> <p>The apprentice must <b>explain how</b> they ensure that staff are trained and supported on how to recognise and respond to potential signs of abuse and or unsafe practices including the culture of whistleblowing. This should include reporting requirements relating to both adults and children</p> <p><b>Challenge</b> To achieve a <b>distinction</b> the apprentice must show they have <b>evaluated</b> safeguarding planning processes which incorporates effective staff training. Modelling recognising and responding to potential signs of abuse and/ or unsafe practices, including the culture of whistleblowing. This should include reporting requirements relating to both adults and children</p>	<p>Teaching Session Topic – Safeguarding</p> <p>Professional Discussion on how the apprentice promotes safeguarding to ensure they are compliant with national and local requirements, how they respond to potential abuse and/ or unsafe practice and how they monitor the effectiveness of their policies and how they role model this in their team to promote a culture of whistleblowing (Unit 8 LO 1 &amp; 4)</p> <p><u>*Review Optional Unit Progress</u></p> <p><b>H/WK</b> Product Evidence – Reports of safeguarding alerts, incident forms, investigation reports, meeting minutes, training records, behavioural support- proactive strategies (Unit 8 LO 1,3 &amp; 4)</p> <p><b>H/WK</b> Research local and national safeguarding legislative requirements, Local government Ombudsman and own organisational policy for safeguarding and whistleblowing and write assignment on safeguarding adults and children (unit 8 LO 2,5,&amp; 7)</p> <p>Trainer Observation - Carrying out Team Meeting discussing how to respond and report signs of abuse. Testing the apprentice's knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> <li>Local</li> <li>National</li> <li>Legislation</li> <li>Policy</li> <li>Safeguarding</li> <li>Whistleblowing</li> <li>Compliant</li> <li>Respond</li> <li>Abuse</li> <li>Unsafe</li> <li>Role Model</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding responsibilities</li> <li>Working in partnership</li> <li>Managing risks</li> <li>Complying with statutory standards</li> <li>Promoting the 6C's</li> <li>Complying to the adult care code of conduct</li> <li>Applying the MCS 2005</li> <li>Completing accurate records</li> <li>Addressing concerns</li> <li>Duty of Candour</li> </ul>	<p>What do you do to keep yourself safe? Why is your safety important? Have you ever been in a vulnerable situation? How did it make you feel?</p> <p>Have you ever felt unsafe during any experience in your life?</p> <p>How do you keep yourself safe with online shopping and social media?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p><i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</i></p> <p>Identify two types of abuse; how would you identify these types of abuse and how would you respond to in line with your workplace policies and procedures?</p>

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12	<b>Functional skills/ transferable/ crossover aspect</b>						
<p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b>  3 - Respond effectively to detailed or extended questions and feedback  5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required  6 - Express opinions and arguments and support them with relevant and persuasive evidence  7 - Use language that is effective, accurate and appropriate to context and situation  8 - Make relevant and constructive contributions to move discussion forward  9 - Adapt contributions to discussions to suit audience, purpose and medium  10 - Interject and redirect discussion using appropriate language and register</p> <p><b>Unit 3 - English Level 2 Functional Skills Writing</b>  23 - Communicate information, ideas and opinions clearly, coherently and effectively  24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience  26 - Convey clear meaning and establish cohesion using organisational markers effectively  27 - Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose</p> <p><b>Unit 2 - English Level 2 Functional Skills Reading</b>  11 - Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p><b>Unit 3 - Maths Level 2 Functional skills Handling information and data</b>  26 - Work out the probability of combined events including the use of diagrams and tables, including two-way tables  27 - Express probabilities as fractions, decimals and percentages  28 - Draw and interpret scatter diagrams and recognise positive and negative correlation</p>							

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13a	<b>Unit 5 – Deliver Person-Centred Adult Care</b>  K12: Models of monitoring, reporting and responding to changes in health and wellbeing	The apprentice must be able to show how they identify and apply relevant models of monitoring, reporting and responding to changes in health and wellbeing	Teaching Session Topic – Health and Wellbeing  Professional Discussion on how the apprentice applies a person centred approach to managing healthcare outcomes (Unit 5 LO 2.3)  <u>*Review Optional Progression</u>  <b>H/WK</b> Product Evidence - Minutes of review meetings with multidisciplinary team, MAR Chart, Food and Fluid Charts, ABC Charts, Body Maps, Positioning Chart, Continence Chart (Unit 5 LO 2.3)	<ul style="list-style-type: none"> <li>Compliant</li> <li>Health</li> <li>Safety</li> <li>Risk</li> <li>Implement</li> <li>Monitor</li> <li>Standards</li> <li>Positive</li> <li>Impact</li> </ul>	<ul style="list-style-type: none"> <li>Promote positive outcomes</li> <li>Applying a person centred approach</li> <li>Complying with statutory standards</li> <li>Safeguarding responsibilities</li> <li>Duty of Candour</li> <li>Developing strategies</li> <li>Managing risks</li> <li>Working in partnership</li> <li>Applying the MCS 2005</li> <li>Promoting the 6C's</li> <li>Complying to the adult care code of conduct</li> </ul>	How do you keep yourself healthy? Why is this important and meaningful to you?  How do you apply this to the individuals you support?  <i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i>	<i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</i>  How do you promote health and wellbeing through good nutrition and hydration, and know how do you monitor and ensure changes to health and wellbeing are reported in line with organisational policies and procedures?
<b>Professional Development</b>							
13b	<b>Unit 6 – Professional Development, Supervision and Performance Management in Adult Care</b>  <b>Unit 9 - Manage Self in Adult Care</b>  S16: Apply evaluated research and evidence-based practice in own setting  S17: Take initiative to research and disseminate current drivers in the adult care landscape  S18: Embed systems to improve performance of self and/or work colleagues through supervision, reflective practice and learning and development opportunities	The apprentice must be able to show how they apply the evidence-based practice around current drivers in the Adult Care landscape to their own setting  The apprentice must <b>explain</b> the systems used to demonstrate improvement of performance of self and colleagues  <b>Challenge</b> To achieve a <b>distinction</b> the apprentice must be able to explain how they maximise systems and utilise learning and development opportunities to improve performance of self and others	Teaching Session Topic – Professional Development Professional Discussion how the apprentice identifies development needs of their team, how they set SMART targets to improve performance (unit 6 LO 4)  <u>*Review Optional Unit Progression</u>  <b>H/WK</b> Apprentice to research and complete assignment for unit 6 LO 1, 2 & 3  <b>H/WK</b> Apprentice to complete the Vark questionnaire to identify their learning style, Honey & Mumford Questionnaire, resilience Questionnaire, 360 PDP (unit 9 LO 4)	<ul style="list-style-type: none"> <li>Current Drivers</li> <li>Learning</li> </ul>	<ul style="list-style-type: none"> <li>Promoting development</li> <li>Training opportunities</li> <li>Working in partnership</li> <li>Promoting the 6C's</li> </ul>	How do you keep up to date with trends within adult care?  What drives change?  <i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i>	<i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme</i>  How do you maintain safe and clear professional boundaries when working with individuals with care/support needs?  How do you share new information with your team?
<b>Functional skills/ transferable/ crossover aspect</b>							
<b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b> 3 - Respond effectively to detailed or extended questions and feedback 4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts 5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required 6 - Express opinions and arguments and support them with relevant and persuasive evidence 7 - Use language that is effective, accurate and appropriate to context and situation 8 - Make relevant and constructive contributions to move discussion forward 9 - Adapt contributions to discussions to suit audience, purpose and medium 10 - Interject and redirect discussion using appropriate language and register  <b>Unit 3 - English Level 2 Functional Skills Writing</b> 23 – Communicate information, ideas and opinions clearly, coherently and effectively 24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience							

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14	<p><b>Unit 9 - Manage Self in Adult Care</b></p> <p>K13: Principles of professional development</p> <p>K15: Elements needed to create a culture that values learning, professional development, reflective practice and evidence based practice</p> <p>K16: Systems and processes necessary to ensure professional development opportunities are identified, planned, sourced, evaluated and recorded for workers</p> <p>K14: Goals and aspirations that support own professional development and how to access available opportunities</p>	<p>Explains principles of professional development</p> <p><b>Challenge</b> To achieve a <b>distinction</b> the apprentice must show how they have evaluated the impact of the principles of professional development</p> <p>The apprentice must be able to <b>explain</b> what is required to create a culture that values professional development and reflective practice</p> <p><b>Challenge</b> To achieve a distinction the apprentice must show how they appraise a culture that nurtures continuous professional development</p> <p>The apprentice must <b>describe</b> the systems and processes that are in place support professional development opportunities</p> <p><b>Challenge</b> To achieve a distinction the apprentice must show how they evaluate current systems implemented to support professional development</p> <p>The apprentice must <b>explain</b> their professional goals and aspirations and outlines the available opportunities to support their development</p> <p><b>Challenge</b> To achieve a <b>distinction</b> the apprentice must be able to assess appropriate professional development opportunities to meet professional goals and clearly articulates the rationale behind their decisions</p>	<p>Teaching Session Topic – Professional Development Professional Discussion on their findings from the questionnaires and 360 feedback, how they have used this to plan their own development, they must be able to compare strategies they have used to support their own learning (Unit 9 LO 1 &amp; 4)</p> <p><u>*Review Optional Unit Progression</u></p> <p><b>H/WK</b> Apprentice to research and write an assignment on the importance of personal and professional development (Unit 9 LO 4 &amp; 5)</p> <p>Trainer Observation (To be planned with apprentice) carrying out a supervision on a staff member or a Team Meeting.</p> <p>Testing the apprentice’s knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Professional</li> <li>• Development</li> <li>• Self</li> <li>• Colleagues</li> <li>• Opportunities</li> <li>• Professional</li> <li>• Development</li> <li>• Performance</li> <li>• Strategies</li> <li>• SMART Targets</li> <li>• Values</li> <li>• Professional</li> <li>• Development</li> <li>• Reflective Practice</li> <li>• Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting development of self</li> <li>• Promoting development of team</li> <li>• Training opportunities</li> <li>• Working in partnership</li> <li>• Promoting the 6C’s</li> <li>• Promoting continuous improvement</li> <li>• Developing strategies for performance management</li> <li>• SMART targets</li> </ul>	<p>Do you see yourself as a role model to your team?</p> <p>How do you cope under pressure?</p> <p>What are your goals and aspirations?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p>How do you role model to your team?</p> <p>What opportunities do you have for reflection? How did you evaluate this?</p> <p>How have you promoted professional development for yourself and others?</p>



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14	<b>Functional skills/ transferable/ crossover aspect</b>						
<p><b>Unit 1 - English Level 2 Functional Skills Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>1 - Identify relevant information from extended explanations or presentations</li> <li>2 - Follow narratives and lines of argument</li> <li>3 - Respond effectively to detailed or extended questions and feedback</li> <li>4 - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</li> <li>5 - Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</li> <li>6 - Express opinions and arguments and support them with relevant and persuasive evidence</li> <li>7 - Use language that is effective, accurate and appropriate to context and situation</li> <li>8 - Make relevant and constructive contributions to move discussion forward</li> <li>9 - Adapt contributions to discussions to suit audience, purpose and medium</li> <li>10 - Interject and redirect discussion using appropriate language and register</li> </ul> <p><b>Unit 3 - English Level 2 Functional Skills Writing</b></p> <ul style="list-style-type: none"> <li>23 – Communicate information, ideas and opinions clearly, coherently and effectively</li> <li>24 - Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</li> </ul> <p><b>Unit 3 - Maths Level 2 Functional skills Handling information and data</b></p> <ul style="list-style-type: none"> <li>27 - Express probabilities as fractions, decimals and percentages</li> <li>28 - Draw and interpret scatter diagrams and recognise positive and negative correlation</li> </ul>							

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15	<p><b>Unit 1 – Leadership and Management in Adult Care</b></p> <p>S19: Show a well-developed sense of their own behaviour and impact on others modelling a values-based culture</p> <p>S20: 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</p> <p>S21: Adopt a team approach, recognising contributions of team members and able to lead a team where required</p> <p>K17: Theories of management and leadership and their application to adult care</p> <p>K18: Features of effective team performance</p>	<p>The apprentice must exhibit values-based behaviours and identifies how they impact upon others within the work settings</p> <p>The apprentice must show how they establish a culture that values initiatives and innovation through identification and recognition of the variety of skills within the service</p> <p>The apprentice must show how they support and lead a team through valuing the contributions and skills of workers</p> <p>The apprentice must show they identify and explain theories of management and leadership and they apply them to adult care</p> <p><b>Challenge</b> To achieve a <i>distinction</i> the apprentice must show they understand how to critique theories of management and leadership and how they apply to adult care</p> <p>The apprentice must show they have an understanding of key elements of effective team performance</p> <p><b>Challenge</b> To achieve a <i>distinction</i> the apprentice analyse and evaluate individual team member performance and show how they use this to implement improvements in effectiveness</p>	<p>Teaching Session Topic – Leadership Professional Discussion on how they establish a positive values based culture, the strategies they have in place and how they encourage the development of team members and individuals that are supporting, how do they recognise their skills and talents that could be used to meet the goals of the service (Unit 1 LO 4,5 &amp; 6)</p> <p>Trainer Observation- carrying out a supervision on a staff member and a Team Meeting (Unit 1 LO 4,5 &amp; 6)</p> <p>Product Evidence – operational plans, change management plan with SMART targets, audits, minutes of team meetings, training, person centred planning, feedback from stakeholders</p> <p><b>H/WK</b> Assignment on leadership and management in adult care to be completed (Unit 1 LO1, 2 &amp; 3).</p> <p>Testing the apprentice’s knowledge by completion of Consolidation Discussion, Mock EPA Discussion and Professional Discussion</p>	<ul style="list-style-type: none"> <li>• Positive</li> <li>• Values</li> <li>• Strategies</li> <li>• Development</li> <li>• Initiative</li> <li>• Innovation</li> <li>• Skills</li> <li>• Lead</li> <li>• Leadership</li> <li>• Management</li> <li>• Adult Care</li> <li>• Delivery</li> <li>• Individual</li> <li>• Effective</li> <li>• Team</li> <li>• Performance</li> <li>• Improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting positive values</li> <li>• Promoting the 6C’s</li> <li>• Developing strategies for performance management</li> <li>• Working in partnership</li> <li>• Applying performance management principles</li> </ul>	<p>What values do you have that impact on your delivery of care?</p> <p>Have you thought about your leadership and management style?</p> <p>How do you motivate your team? What is the impact of this?</p> <p>How do you empower your team?</p> <p>Do you give your team opportunities to share their ideas?</p> <p><i>How can you relate the above to how you deliver meaningful and purposeful care? Can you take anything away from your own personal experiences and apply them to the new knowledge and skills you are learning?</i></p>	<p><i>Consolidate learning for theme by the learner being able to answer the mock question relating to this theme.</i></p> <p>How do you promote the values of your service?</p> <p>What systems are there to recognise your teams contribution?</p> <p>What is your leadership and management style? Do you ever have to adapt your style? In which situations?</p>