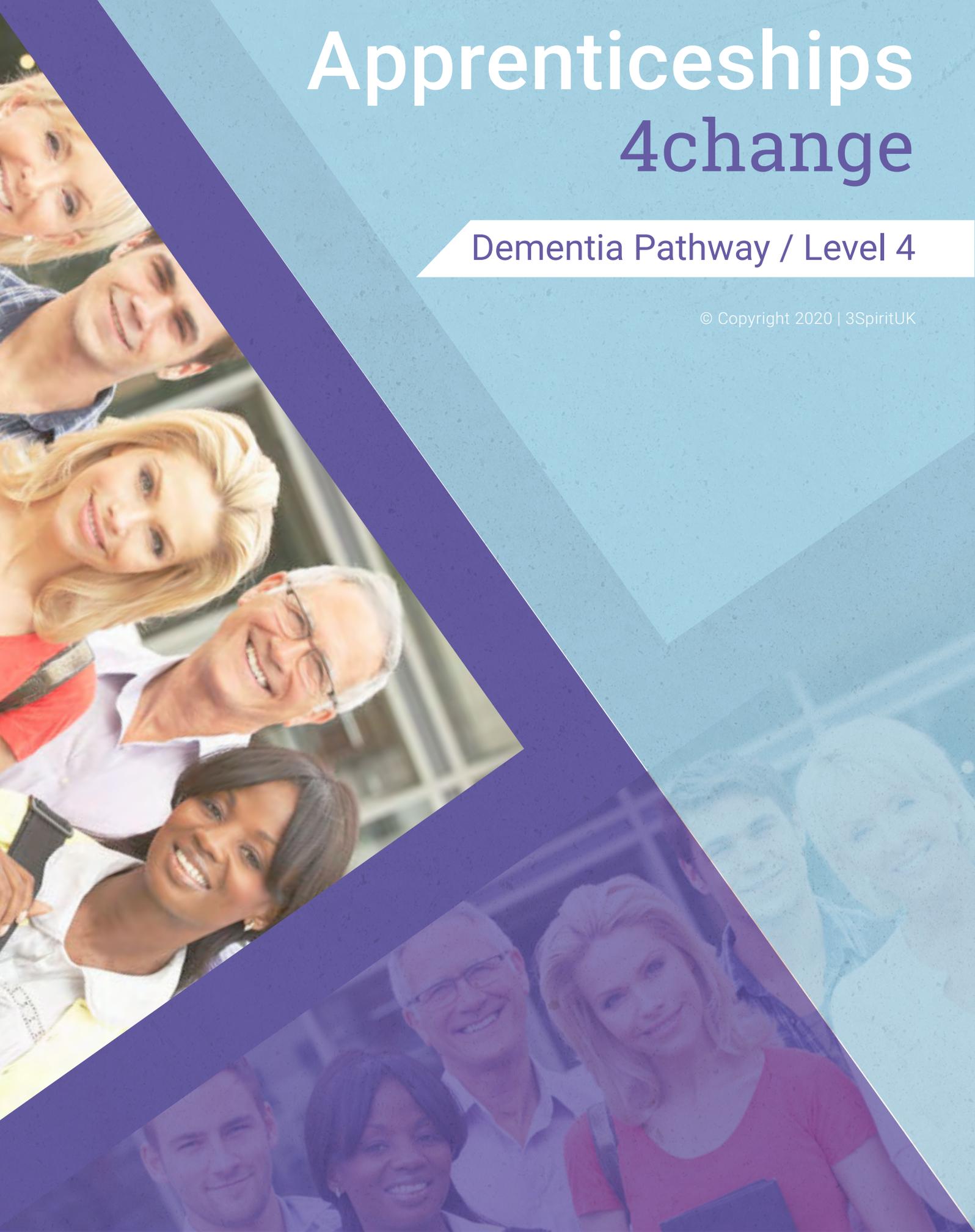


3SpiritUK 

Apprenticeships 4change

Dementia Pathway / Level 4

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LEAD PRACTITIONER IN ADULT CARE

Dementia Pathway (Level 4)

Who is the programme for?

Individuals that are either searching to develop their skills once they've completed their Level 3 diploma or have taken on new responsibility in their organisation for **project development**. This programme encourages learners to support the person to lead a life that makes sense to them, and provides a platform to champion innovative practices. This course is delivered in partnership with Life Story Network CIC.

Additionally, individuals in the following job roles would fit well with this programme:

- Assistive Technology Co-ordinator/Officer
- Brokerage Worker
- Care Assessment Officer
- Community Care/Support Officer
- Dementia Lead
- Independence Support Assistant
- Keeping in Contact Worker
- Occupational Therapy Assistant
- Physiotherapy Assistant
- Public Health Associate Worker
- Reablement Support Workers/Officer
- Reablement Worker
- Rehabilitation and Reablement Assistant

CARING
Teach people to value the importance of human connection in their work. Show how to empower and safeguard. Demonstrate through practical examples what good care and support looks like

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- Social Care Assessor
- Social Services Officer
- Telecare Assistant

This programme is suitable for care and support staff working with individuals of all ages, including younger people with dementia

Embedded within the programme are development projects which introduce new practices into the service. Examples might include:

- Developing processes to enable 'supported decision making'
- Tackling social isolation in creative ways
- Developing a programme to teach carers/families specific skills
- Implementing and reviewing 'strength based' practices
- Implementing a strategy to improve wellbeing / mental health
- Developing innovative approaches to family/carer support
- Introducing a new technology into the service and monitoring and reporting on outcomes
- Devising a new strategy to measure outcomes of reablement programme
- Completing an audit of the dementia environment and implementing an improvement plan
- Implementing new systems to support co-production
- Developing information and resources which assist with risk reduction
- Implementing a case study review of one client demonstrating positive outcomes for the individual
- Creating age appropriate services
- Providing support for individuals to contribute to their communities
- Implementing a plan of proactive strategies to minimise distress / challenge
- Introducing a new therapeutic intervention into the service
- Implementing a plan to improve the nutritional outcomes
- A programme to challenge poor practice to elevate care and support within a service

How long will the programme take and what is involved?

This programme is delivered over 18 months. It incorporates the **Apprenticeship Standard Lead Practice in Adult Care L4** but is extended to include a robust development programme for best practice in dementia care.

Apprentices are required to complete 20% off the job. Commitment is important, as the programme will be tightly structured. The following activities can be expected as part of the individual learning process:

- Attending virtual classrooms
- Contributing to forums
- Completing assignments
- Guided Reading
- Reflective diaries
- Shadowing other members of the team
- Participating in audits
- Meetings
- Feedback/learning sessions with some of the people the learner supports

CRITICAL THINKING

Encourage learners to reflect on their thoughts and actions. Encourage them to uncover their unconscious bias and explore how this might impact on their practice.

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Assessor support

Apprentices will meet with their assessors once a month to review progress and access support and guidance. Apprentices will also have access to communities of practice and will be required to contribute and learn from these communities as part of the assessment process. They will have the opportunity to collaborate and learn from peers undertaking similar pathways. Apprentices will be required to actively participate in virtual classrooms.

Access to resources

Resources will be accessed through two main platforms: the apprentice's ePortfolio (Onefile) and the 3SpiritUK Learning Management System. Evidence will be gathered electronically and will be subject to GDPR provisions.

Apprentices start the programme undertaking a mapping exercise to explore their skills and aspirations in relation to **Dementia Core Skills Education Framework**. They will review their work with support from an interactive virtual classroom. This tool provides the opportunity to develop reflective skills which will contribute to the evidence and outcomes of the programme.

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CHALLENGE

Give learners skills to recognise what services should look like, courage to challenge the status quo. Ensure human rights remain at the core

Apprentices are required to complete two units which are mandatory for this pathway:

Managing Quality in Adult Social Care

This unit requires the apprentice to work with team members and others to agree quality standards for the service, and to select indicators to measure agreed standards. This involves looking at outcomes broadly with a strong focus on **quality of life**.

Technology

This unit provides the apprentice with the opportunity to explore how new technologies (in the context of progressive dementia care) could be introduced to the service to build resilience and drive cost-effectiveness. This includes considering how technology may help social isolation, support cognitive stimulation and promote independence.

End point assessment

There will be an external assessment at the end of the programme once the apprentice has achieved the 'gateway' requirements. This includes achieving the Level 4 Diploma in Adult Care.

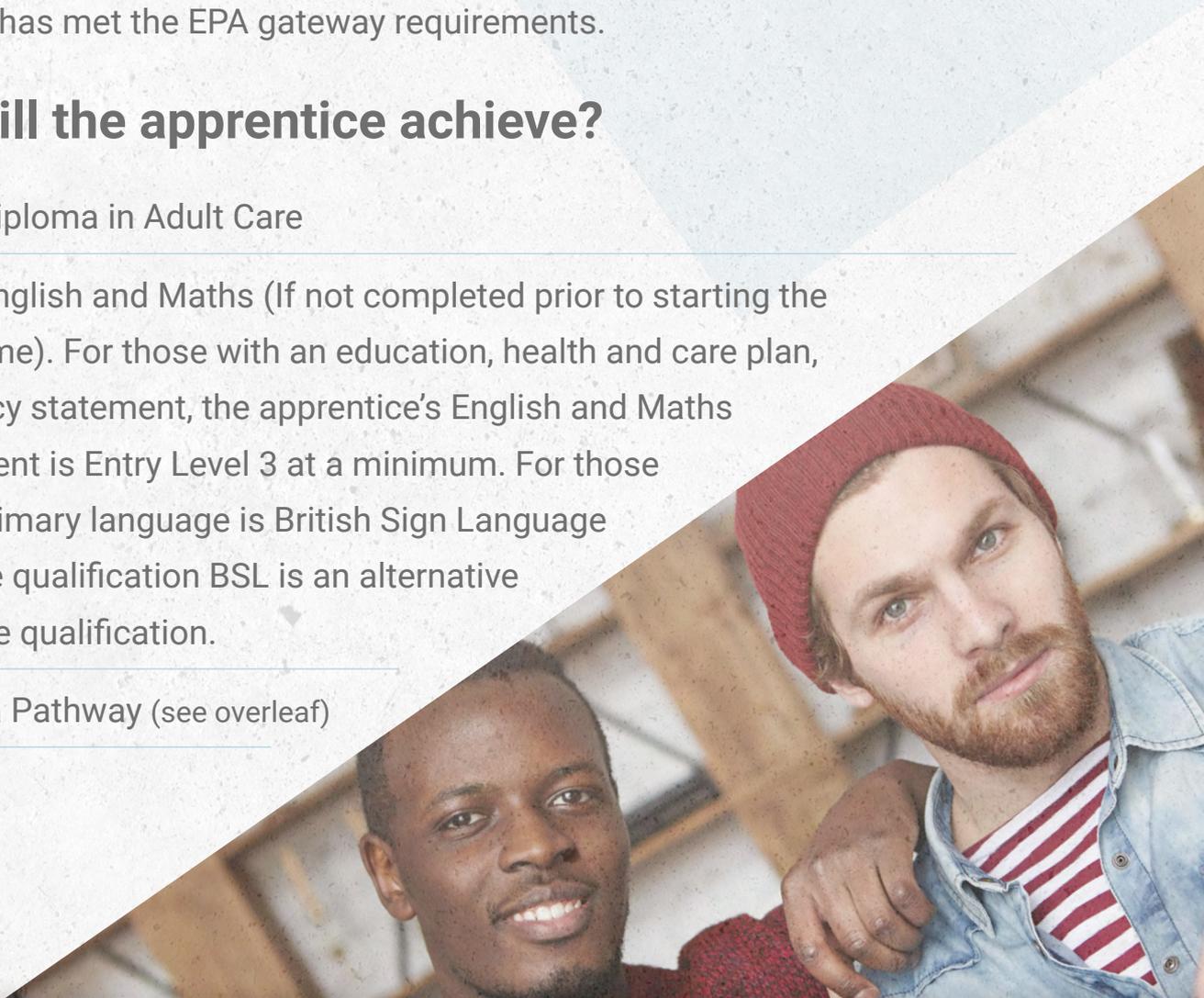
End-point assessment methods, timescales and location

- Observation of Practice
- Professional Discussion

The end-point assessment must be completed over a maximum total assessment time of two days, within an EPA period lasting typically for three months after the apprentice has met the EPA gateway requirements.

What will the apprentice achieve?

- Level 4 Diploma in Adult Care
- Level 2 English and Maths (If not completed prior to starting the programme). For those with an education, health and care plan, or a legacy statement, the apprentice's English and Maths requirement is Entry Level 3 at a minimum. For those whose primary language is British Sign Language (BSL), the qualification BSL is an alternative and viable qualification.
- Dementia Pathway (see overleaf)



Which virtual classrooms are included?

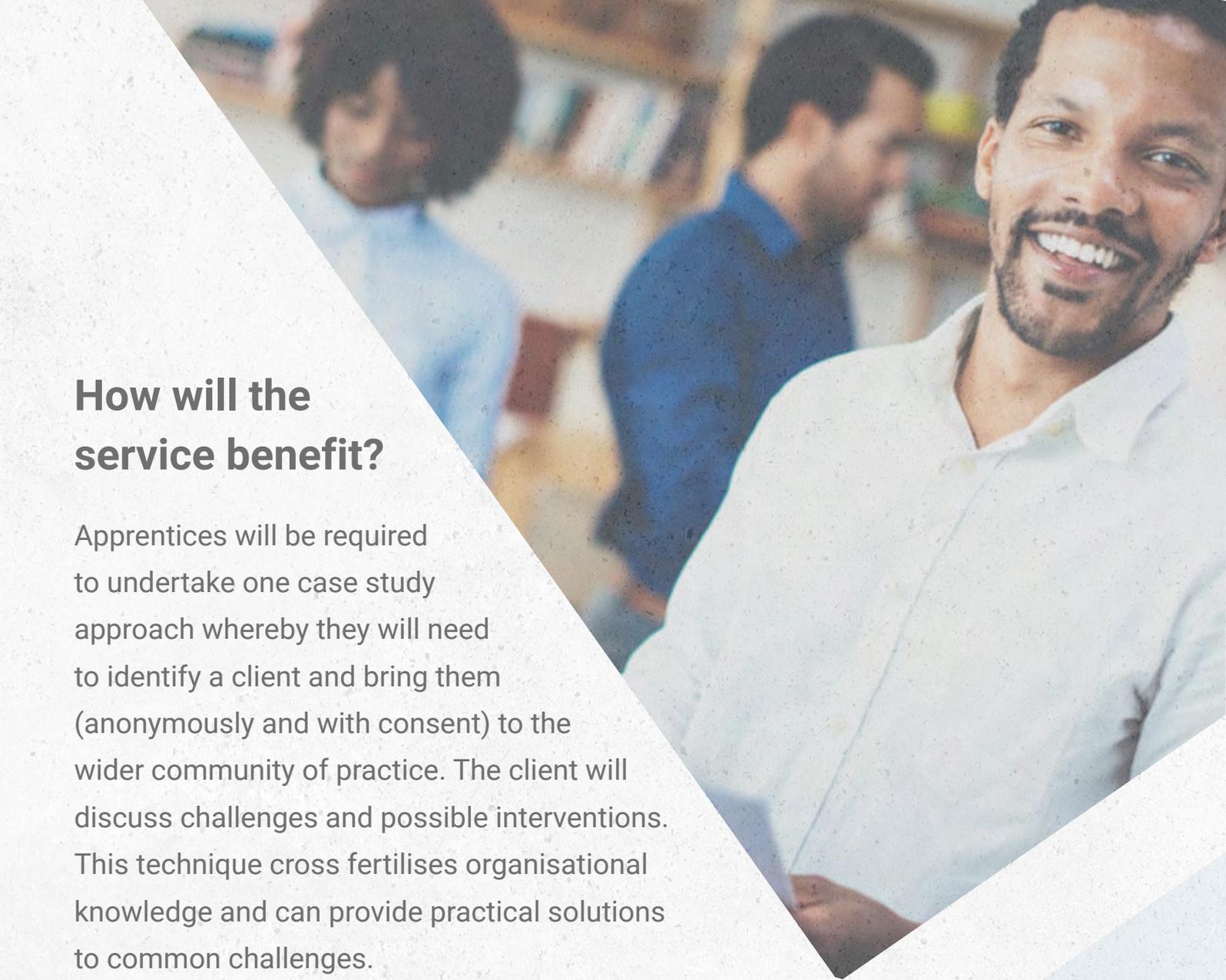
The apprentice will also have access to the following virtual classrooms:

- Professional development in adult social care
- Lead Communication in Adult Social Care
- Develop, maintain and use records and report
- Governance in adult care
- Facilitate person centred assessment to support wellbeing
- Lead health and safety in adult care settings
- Support the use of Assistive Technology
- Understand safeguarding and protection in adult care settings
- Lead inclusive practice in adult care settings
- Working in partnership with others
- Understand personalisation in care and support services
- Leadership in dementia care
- Risk reduction in dementia Care
- Medication and health in dementia care
- Dementia environment and technology
- Reablement

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COLLABORATION
Learn from each other, across boundaries, listen and respect other people's experience & perspectives. Embrace diversity. Say no to commercial sensitivity and **SHARE IDEAS**. Encourage partnership working





How will the service benefit?

Apprentices will be required to undertake one case study approach whereby they will need to identify a client and bring them (anonymously and with consent) to the wider community of practice. The client will discuss challenges and possible interventions. This technique cross fertilises organisational knowledge and can provide practical solutions to common challenges.

All apprentices will participate in our **'Expert by Experience Month'**. This will involve engaging with projects like DEEP and individuals within own service and reporting and sharing those reflections with the wider peer community. It will involve engaging, admiring, and elevating the 'voice' of the lived experience, considering how this can be used to shape their service.

All apprentices are required to undertake one **Service Improvement Project**. This could be something that has been identified at inspection / local audit, something that is part of an organisation-wide improvement strategy, or from feedback from people who use the service. Apprentices are supported by the 3SpiritUK team to design and champion their project.

Apprentices will consider the equality, diversity, and inclusion from a micro and macro perspective to demonstrate how to **challenge stigma** and discrimination both at an individual and organisational level. They will explore practically how to make the organisation a better place to work and live, considering for example ageism, Black Lives Matter and LGBTQIA.

Apprentices will undertake a 'lessons learnt' from COVID -19 and will participate in the development / review of contingency planning. Apprentices will be required to share and learn from a wider community of practice. They will explore what worked, what didn't and how to improve preparedness.

Apprentices will actively explore risk reduction strategies which will apply to a broader group than those living with dementia, for example individuals living with high risk co-morbidities, including those experiencing social isolation and depression.

Apprentices will develop skills in reablement and strength-based approaches with the aim to mentor others and facilitate a whole team approach to promoting independence. Apprentices will learn how to take a **relationship-focused** approach, be present and connected to enable therapeutic intervention.

Apprentices will also undertake the dementia pathway which is embedded throughout. The pathway is tailored to develop the skills in **co-production** and in promoting quality of life.

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COMMUNICATION
Support learners to develop good communication skills, to foster connection where there are walls. Teach people to feel deeply and connect.



Leadership in Dementia Care

- Current policy and practice guidance underpinning service provision in dementia care
- Evidence-based research, innovations and developments in dementia interventions and care
- Quality audit tools for dementia care
- The exploration of strengths and weaknesses in key areas of provision in one's own service

Risk Reduction and Post Diagnostic Support

- Understand the three levels of risk reduction and where the service operates within that
- Tools available to identify lifestyle risk factors
- Practical strategies that can be put in place to minimise risks
- Benefits, and process, of diagnosis
- Best practice in post diagnostic support

Medication and Health

- Understand the most common medications used and their effect on a person living with dementia
- Understand the concept of multi-morbidity
- Explore disorders which may co-exist with dementia.
- Explore how managing these identified conditions may present additional challenges for people living with dementia
- Person-centred strategies to support a person with dementia and co-morbidity

Dementia Environment and Technology

- How changes to the brain affect the way an individual navigates an environment
- How emotional needs can be influenced positively and negatively by the physical and social environment
- How to adapt the environment to minimise difficulties related to sensory impairment
- How to adapt the environment to minimise distress
- How good design promotes self-identity and can aid communication
- How the environment can aid orientation and support enablement
- How to access tools to audit the dementia environment
- How to understand the range of assistive technologies available to individuals with dementia

Reablement

- Understand the different terms 'enablement', 'reablement' and 'rehabilitation'
- Explore what 'positive risk taking' is and how to enable this within own practice
- How to access tools and techniques to support strength-based assessment
- How to use different approaches to promote independence
 - a. Exercise
 - b. Relationships / community
 - c. Environment / technology
 - d. Control / self determination

Sample Pathway



COURSE STARTS

Induction and onboarding



WEEK 1

Access provided to forum and peer networks



MONTH 1

Mapping Dementia Core Capabilities



MONTH 2

Review of safeguarding strategy



MONTH 3

Review contingency plans. Lessons learnt from COVID-19



MONTH 4

Observational audits undertaken



MONTH 5

PATHWAY ONE
Leadership in Dementia

Project identified for service improvement



MONTH 7

PATHWAY TWO
Risk Reduction in Dementia



MONTH 8

PATHWAY THREE
Medication and Health



MONTH 10

Assess and implement new technologies



MONTH 11

CASE STUDY PRESENTATION



MONTH 12

PATHWAY FOUR
Dementia Environment and Technology



MONTH 14

Expert by experience month



MONTH 15

PATHWAY FIVE
Reablement and Dementia



MONTH 17

Preparation for Gateway



MONTH 18

End Point Assessment

This pathway does not show the core learning modules, only the sessions and impacts related to the Dementia Level 4 Pathway