apprenticeship
FRAMEWORK

Health (Healthcare Support Services) (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04274

Issue date: 10 April 2018

Issued by
Skills for Health

apprenticeship
FRAMEWORKS ONLINE
www.afo.sscalliance.org

Document status:
Issued

Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 21 SEPTEMBER 2018.

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies both to new Apprenticeship starts from 21 September 2018 and all Apprenticeships commenced before this date and not completed by 21 September 2018.

The SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements. This now allows for the acceptance of a wider range of UK-wide qualifications and also certain international qualifications, where these are supported by a suitable NARIC Statement of Comparability.

Full details relating to the exceptions eligibility criteria are contained in:

Section 5 of SASE for Intermediate Level Apprenticeships
Section 31 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements.

Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

Please note that the Transferable Skills tables within this document have not been updated to reflect the recent SASE changes and do not include the expanded range of acceptable qualifications. Refer to SASE for a full list of acceptable qualifications.

The updated version of SASE can be accessed here:
https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england

Health (Healthcare Support Services) (England)

Contents

Framework summary 4
Framework information 5
Contact information 6
Revising a framework 8
Purpose of the framework 9
Entry conditions 12
Level 2: Intermediate Apprenticeship in Health (Healthcare Support Services) 13
Pathway 1: Intermediate Apprenticeship in Health (Healthcare Support Services) 14
Level 3: Advanced Apprenticeship in Health (Healthcare Support Services) 27
Pathway 1: Advanced Apprenticeship in Health (Healthcare Support Services) 28
Equality and diversity 41
On and off the job guided learning 43
Personal learning and thinking skills 47
Additional employer requirements 52

Framework summary

Health (Healthcare Support Services)

Intermediate Apprenticeship in Health (Healthcare Support Services)

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Intermediate Apprenticeship in Health (Healthcare Support Services)

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Certificate in Healthcare Support Services

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Health (Healthcare Support Services)

Advanced Apprenticeship in Health (Healthcare Support Services)

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Advanced Apprenticeship in Health (Healthcare Support Services)

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 Diploma in Healthcare Support Services

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills for Health

The Apprenticeship sector for occupations in health care.

Issue number: 22	**This framework includes:**
Framework ID: FR04274	Level 2 Level 3
Date this framework is to be reviewed by: 31/12/2018	This framework is for use in: **England**

Short description

This Apprenticeship Framework provides the skills and knowledge required to become competent in supporting the wider healthcare team.

Apprentices are employed in various support roles eg porter, housekeeper, switchboard operator, catering, gardener, records management, HSDU Technician etc. These roles are central to the smooth running of healthcare services. Apprentices gain the new skills and learning they need to carry out these job roles as well as preparing them for future employment and career progression within the health sector.

This work-based programme was designed and developed with employers.

Contact information

Proposer of this framework

The proposer of this framework is Skills for Health. Where the proposal for the Apprenticeship framework comes from a third party/ies they are provided with information on the requirements for SASE compliance and additional guidance on the development of Apprenticeship frameworks in the Health sector. This guidance is also available by contacting qualifications@skillsforhealth.org.uk

Skills for Health worked with stakeholders to develop qualifications and apprenticeship framework to ensure that these met both employer and SASE requirements. Employers and other stakeholders involved came from the NHS, Independent sector, Qualifications Regulators, Awarding Organisations and training providers.

Awarding Organisation/s included in the framework have completed the Skills for Health Qualifications Dialogue form and Skills for Health has supported these qualifications for inclusion in the Framework. The Qualifications Dialogue form requires the Awarding Organisation to provide a summary of their overall approach to employer engagement, names of employers, sector representatives, professional bodies or statutory regulators consulted in the development. All of this information is then considered by Skills for Health to ascertain whether the qualifications are suitable for inclusion before they are entered into the framework.

Developer of this framework

Name:	Chrissie Cole
Organisation:	Skills for Health
Organisation type:	Sector Skills Council
Job title:	Assistant Manager
Phone:	0117 9221155
Email:	qualifications@skillsforhealth.org.uk
Postal address:	Skills for Health 4th Floor 1 Temple Way Bristol BS2 0BY
Website:	www.skillsforhealth.org.uk

Issuing Authority's contact details

Issued by:	Skills for Health
Issuer contact name:	Anne Clarke
Issuer phone:	0117 9221155
Issuer email:	qualifications@skillsforhealth.org.uk

Revising a framework

Contact details

Who is making this revision:	Nadine Singh
Your organisation:	Skills for Health
Your email address:	qualifications@skillsforhealth.org.uk

Why this framework is being revised

To add new qualifications to the framework offered by an existing Awarding Organisation.

Summary of changes made to this framework

To add:

- TQUK Level 2 Certificate in Healthcare Support Services
- TQUK Level 3 Diploma in Healthcare Support Services
- TQUK Level 2 Award in Employment and Personal Learning Skills in Health
- TQUK Level 3 Award in Employment and Personal Learning Skills in Health

Qualifications removed

N/A

Qualifications added

- TQUK Level 2 Certificate in Healthcare Support Services (603/3142/2)
- TQUK Level 3 Diploma in Healthcare Support Services (603/3082/X)
- TQUK Level 2 Award in Employment and Personal Learning Skills in Health (603/3052/1)
- TQUK Level 3 Award in Employment and Personal Learning Skills in Health (603/3045/4)

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Definition:
An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. On completion of the Apprenticeship, an apprentice will be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the health sector.

About the health sector:
The health sector comprises those working in the NHS (public sector) as well as voluntary and private healthcare providers and employs over 2 million people. The range of roles within the sector is very varied and the NHS careers site lists in the region of 300 different jobs. Individuals are likely to stay within the health sector for the majority of their working lives although they are also likely to change between different job roles and different employers as their career progresses.

Whilst all roles in the health sector are open to both male and female applicants, a large proportion of the health sector workforce is female. This is due in part to the flexible terms and conditions many employers offer but also varies from role to role. As a whole the workforce within the health sector tends to reflect the population within the local community it serves. As the UK population as a whole becomes older and lives longer so does the healthcare workforce. Widening participation policies apply and health sector employers recruit accordingly and may use their apprenticeship schemes as a means to address some of these issues.

There is a range of challenges for the health sector as a whole: an ageing population creates higher demand for services and ongoing care; patients have a greater choice of which services and treatments they access; and the current economic climate means that budgets are tight. Apprenticeships are one of the many ways in which employers within the health sector are seeking to address some of these increasing pressures. A qualified and competent support workforce is vital to the patient experience and to the smooth running of services.

About this framework:
This framework supports the broad vision of the sector to develop an increasingly skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients and addresses specific outcomes of the Skills for Health Sector Skills Assessment 2011.

www.skillsforhealth.org.uk/about-us/resource-library/doc_download/328-sfh-summary_-sector-skills-assessment-2011.html

Skills for Health is committed to engaging with employers, professional bodies and other stakeholders in the development of Apprenticeship frameworks. Engagement and consultation is through meetings including face to face and teleconferences and e-consultation. Consultation ensured that employer views are reflected in this framework on the minimum duration, the on and off the job Guided Learning Hours, the inclusion of ICT functional Skills and the use of a qualification to meet the requirements for ERR and PLTS. Apprentices will learn new skills and knowledge whilst carrying out real work as part of the healthcare team. Each apprentice is employed under terms and conditions laid out in an Apprenticeship Agreement between the employer and apprentice (applicable to all apprenticeships that commence after 6 April 2012) and are paid at least the applicable rate under the Apprenticeship National Minimum Wage.

About the role:

Support workers tend to have delegated responsibility for a range of tasks which enables the Health Professionals (eg nurses, doctors, allied health professionals) and the wider healthcare team to fulfil their own roles more effectively.

Healthcare Support Services play a vital part in the smooth running of healthcare services. Individuals undertaking this framework may have a wide range of job roles eg porter, housekeeper/housekeeping assistant, catering manager /assistant, medical records supervisor/clerk, estate manager/worker, etc (this list is not exhaustive). The combined qualification within the framework has been designed in consultation with representatives from the sector so that it is flexible enough to cater for such a broad range of roles.

These are rewarding support roles with a direct impact on patient experience. They also offer an ideal entry route to a wide range of NHS careers.

Aims and objectives of this framework (England)

The apprenticeship framework will contribute towards developing a health sector with a skilled, flexible and effective workforce whilst maintaining high quality and safe care for patients.

Through completion of this apprenticeship learners will gain:

- Broad base training in the chosen occupational area
- Work experience that leads to competency in the work place
- Transferable Skills

Employers have endorsed the apprenticeship programme as it gives the broad base training in

the skills for the occupational area through the completion of qualifications which are based on National Occupational Standards. This programme leads to better productivity, retention and a qualified workforce which aids the employer. Job role and outline can be viewed later in this document (see section 'Jobs').

The framework contributes toward addressing the skills gaps identified in the Skills for Health Sector Skills Assessment 2011.

http://www.skillsforhealth.org.uk/about-us/resource-library/doc_download/328-sfh-summary-sector-skills-assessment-2011.html

The apprenticeship programme ensures that learners are supported in the application of their learning directly into the workplace. Learners receive a minimum guaranteed amount of on and off the job training and will acquire transferable skills to support further progression.

The framework specifically supports the need to develop the skills and knowledge of workers at Career Framework levels 1 – 3 and provides career progression routes.

Entry conditions for this framework

There are no specific qualifications required for entry to this apprenticeship framework.

Apprentices should:
• Show enthusiasm for working in the health sector
• Have basic literacy, numeracy and communication skills on which the apprenticeship will build
• Have a suitable level of physical fitness to perform some aspects of the job roles (eg assisting in moving and handling of people)
• Be willing to undergo Disclosure and Barring Service checks (this is needed as apprentices are likely to work with children, young people or vulnerable adults)
• Be flexible as there may be a requirement to work shifts

Individual health sector employers may have additional employment entry requirements e.g. a current driving licence would also be an advantage (and may be necessary for some roles).

Initial Assessment
Training providers and employers will use initial assessment to identify prior learning and experience so that they can tailor the Apprentice's Individual Learning Plan only. This initial assessment will not be used to screen out applicants. Employers may use a separate interview or application process to assess an individual’s suitability for employment with the health sector.

(See individual pathways for entry conditions at each level)

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Health (Healthcare Support Services)

Pathways for this framework at level 2

Pathway 1:	Intermediate Apprenticeship in Health (Healthcare Support Services)

Level 2, Pathway 1: Intermediate Apprenticeship in Health (Healthcare Support Services)

Description of this pathway

Health (Healthcare Support Services). Total 43 credits.

- Combined qualification 26 credits
- Functional Skills in Maths and English 10 credits
- ERR/ PLTS qualification 7 credits

Entry requirements for this pathway in addition to the framework entry requirements

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience. As a guide, applicants may enter via a range of routes including from:

- work
- work experience
- school
- college
- training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:

- foundation learning at level 1
- Key Skills or Functional Skills
- Young Apprenticeship
- 14-19 Diploma
- GCSEs
- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- Other level 1 qualifications

Apprentices who wish to accredit any prior learning must select options within the framework which will equip them with new skills and learning.

Personal Attributes

Workers in the health sector must always treat people with dignity and respect. They must be honest, diligent and have empathy for those they work with. Because of this employers recruit for values as well as for the skills and knowledge that apprentices bring. They will check that personal values reflect the values of the sector as a whole. They employ apprentices who are:

- Adaptable
- Caring
- Compassionate
- Conscientious
- Discreet
- Respectful
- Personable
- Have the courage to do the right thing

They also expect them to be:

- able to work and communicate as part of a team
- committed to carry out their duties meticulously

Job title(s)	Job role(s)
Healthcare Support Service Worker	Healthcare support service workers cover a range of areas eg domestic, administration, corporate and estates. Duties may include cleaning, housekeeping, catering, porterage, security, parking, waste disposal, moving equipment and/or individuals, gardening, looking after buildings and machinery.
Ward Clerk	A Ward Clerk will be involved in receiving patients, visitors and other individuals onto the ward. They are likely to use patient administration systems to maintain records and make appointments. They will communicate with patients, members of the public and clinical staff using a variety of means.
Medical/Health Records Clerk	A Health Records Clerk will assist in retrieving and filing health records. This will include exchanging information with staff relating to records, appointments, and admissions. They will require knowledge of patient admissions systems and health records procedures.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Certificate in Healthcare Support Services					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	501/2124/8	City and Guilds	26	150-232	
B1b	501/1768/3	Pearson Edexcel	26	150-232	
B1c	600/6216/2	NCFE CACHE	26	150-232	
B1d	601/5974/1	IAO	26	150-232	
B1e	601/7931/4	iCQ	26	150-232	
B1f	603/3142/2	TQUK	26	150-232	

Relationship between competence and knowledge qualifications

On completing the above qualification, plus the required units for ERR, PLTS and functional skills, the total number of credits which an apprentice will attain equals 43 which exceeds the statutory required minimum of 37 credits.

Credit Assignment in Mandatory Units
Level 2 Certificate in Healthcare Support Services

The minimum requirement of 10 credits of assessed knowledge is met in this framework through the achievement of the mandatory and optional units required to meet the credit threshold. The learner may achieve in excess of the minimum requirement in undertaking the full qualification.

The list below sets out how the credit has been assigned across mandatory units and gives an example of the option **units that could be undertaken by an Apprentice in a Ward Housekeeper role**.

Introduction to personal development in health, social care or children's and young people's settings
Credit assigned to knowledge: 2

Credit assigned to skills: 1
Total unit credit: 3

Introduction to communication in health, social care or children's and young people's settings
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Introduction to equality and inclusion in health, social care or children's and young people's settings
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Contribute to health and safety in health and social care
Credit assigned to knowledge: 2
Credit assigned to skills: 2
Total unit credit: 4

The role of the health and social care worker
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Totals *(for mandatory units listed above not entire qualification)*
Total Credit Assigned to Knowledge: 7
Total Credit Assigned to Skills: 7
Total Unit Credit: 14

The TQUK Level 2 Certificate in Healthcare Support Services (603/3142/2) has different mandatory unit titles to those listed above and these are as follows:

Personal development in care settings
Credit assigned to knowledge: 2
Credit assigned to skills: 1
Total unit credit: 3

Communication in care settings
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Equality and inclusion in care settings

Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Health, safety and wellbeing in care settings
Credit assigned to knowledge: 2
Credit assigned to skills: 2
Total unit credit: 4

Responsibilities of a care worker
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Totals *(for mandatory units listed above not entire qualification)*
Total Credit Assigned to Knowledge: 7
Total Credit Assigned to Skills: 7
Total Unit Credit: 14

The minimum credit required to meet the SASE knowledge component cannot be achieved through completing the mandatory units in this qualification. Of the minimum additional 12 credits required from the option units to meet the credit threshold of the qualification it would be expected that the learner will be able to achieve the additional 3 credits of knowledge. **An example of the option units that may be undertaken by a Ward Housekeeper and the assignment of credit are given below.** This example is indicative of the various option units that may be undertaken in this qualification.

Contribute to the effectiveness of teams
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Collect linen and make beds in a healthcare environment
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Minimise the risk of infection during the removal of used linen
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Minimise the risks of spreading infection when storing and using clean linen

Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Clean and maintain internal surfaces and areas
Credit assigned to knowledge: 2
Credit assigned to skills: 2
Total unit credit: 4

Totals *(for optional units listed above not entire qualification)*
Total Credit Assigned to Knowledge: 6
Total Credit Assigned to Skills: 7
Total Unit Credit: 13

Totals *(for qualification as outlined in the example above)*
Total Credit Assigned to Knowledge: 13
Total Credit Assigned to Skills: 14
Total Unit Credit: 27

Apprentices who have already achieved combined and/or competence and/or knowledge qualifications and units prior to entry to the Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Basic ICT is a life skill that all apprentices should have to work in the modern world. However Functional Skills in ICT does not provide the job specific ICT skills that healthcare employers are seeking. Apprentices should be encouraged to use ICT skills as appropriate during their apprenticeship. Employers are already expected to deliver basic skills in line with their usual practice for other support staff. Apprentices will need to learn tasks such as opening and closing documents, using email and the internet, and inputting and retrieving data from electronic clinical records depending on their role. In the health sector apprentices will very often need to be taught how to use specific local systems in order to do their jobs rather than the more general ICT skills taught in a Functional Skills qualification. These skills will be vital to the apprentice as they continue in their career. Apprentices who are able and willing to achieve a Functional Skills qualification independently or who have the ability to achieve the next level should be encouraged to do so.

Progression routes into and from this pathway

PROGRESSION INTO THIS PATHWAY

See Entry Requirements.

PROGRESSION FROM THIS PATHWAY

Learners may progress from this pathway onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further apprenticeship frameworks (eg Advanced Apprenticeship in Health (Healthcare Support Services), qualifications or other work-related education and training to support Continuing Professional Development.

Progression should not just be seen as vertical. In some instances progressing into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge.

Many healthcare support apprentices complete their apprenticeships and continue to work as healthcare support workers in roles relating to the units they have selected within their competence qualification (eg Domestic Assistant, Porter, Catering Assistant, etc).

Others may wish to move into a clinical role and may select to undertake a clinical qualification or apprenticeship (eg Advanced Apprenticeship in Health (Clinical Healthcare Support).

A Higher Apprenticeship in Health (Assistant Practitioner) is available which an apprentice may proceed onto as they progress in their career if they are able to meet the employment and academic requirements. This will enable them to practice as an Assistant Practitioner.

Further detailed information and advice on careers within the health sector can be found at http://www.nhscareers.nhs.uk/index.sh tml

Employee rights and responsibilities

Intermediate Apprentices must complete one of the following qualifications :

- NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/7215/5)
- City & Guilds Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/1812/4)
- FAQ Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/0947/6)
- Skillsfirst Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/6219/8)
- Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/0117/9)
- IAO Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/5970/4)
- iCQ Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/4255/8)
- TQUK Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 603/3052/1)

Where the learner is able to achieve a higher level, and it is appropriate to their role, apprentices may complete one of the following qualifications instead:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/0957/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- IAO Level 3 Award in Employment and Personal Learning Skills in Health (qualification number
  601/5971/6)
- iCQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/4256/X)
- TQUK Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 603/3045/4)

These qualifications are nationally recognised and were developed specifically to deliver the ERR and PLTS requirements of apprenticeships. Other Awarding Organisations may offer

suitable alternative qualifications in future and the framework document will be when these become available.

To meet the ERR requirements of this apprenticeship framework, learners must select and complete the unit 'Understand employment responsibilities and rights in health, social care or children and young people's settings' from the range of units included within the qualification,

This qualification may form part of the induction programme offered by employers.

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Health (Healthcare Support Services)

Pathways for this framework at level 3

Pathway 1:	Advanced Apprenticeship in Health (Healthcare Support Services)

Level 3, Pathway 1: Advanced Apprenticeship in Health (Healthcare Support Services)

Description of this pathway

Health (Healthcare Support Services). Total 54 credits.

- Combined qualification 37 credits
- Functional Skills in Maths and English 10 credits
- ERR/ PLTS qualification 7 credits

Entry requirements for this pathway in addition to the framework entry requirements

ENTRY CONDITIONS

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience. As a guide, applicants may enter via a range of routes including from:

- work
- work experience
- school
- college
- training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:

- Key Skills or Functional Skills
- Intermediate Apprenticeship
- 14-19 Diploma
- GCSEs
- GCEs
- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- Other level 2 qualifications

Apprentices who wish to accredit any prior learning must select options within their framework which will equip them with new skills and learning.

Personal Attributes

Workers in the health sector must always treat people with dignity and respect. They must be honest, diligent and have empathy for those they work with. Because of this employers recruit for values as well as for the skills and knowledge that apprentices bring. They will check that personal values reflect the values of the sector as a whole. They employ apprentices who are:

- Adaptable
- Caring
- Compassionate
- Conscientious
- Discreet
- Respectful
- Personable
- Have the courage to do the right thing

They also expect them to be:

- able to work and communicate as part of a team
- committed to carry out their duties meticulously

Job title(s)	Job role(s)
Healthcare Support Service Worker	These roles provide vital support in a range of services including cleaning, housekeeping, catering, porterage, security, parking, waste disposal, moving equipment and/or individuals, gardening, looking after buildings and machinery. Some may have supervisory responsibilities at this level.
Ward Housekeeper	Ward Housekeepers supervise staff whose duties may include washing, cleaning and changing bedding/linen used in wards; and keeping the ward and public areas clean and tidy. These are responsible roles that have an impact on hygiene and health & safety in the ward area.
Medical/Health Records Team Leader/Supervisor	These roles retrieve and file health records. This includes exchanging information with staff relating to records, appointments and admissions. They will require knowledge of patient admissions systems and health records procedures. Some may have supervisory responsibilities at this level.
Hospital, Sterilising and Disinfecting Unit Technician	These roles provide a vital service to the organisation, they decontaminate, inspect, pack and sterilize reusable medical devices. They work in a clean room environment, externally accredited by a notified body and provide a dedicated sterilisation service to the operating theatres.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Healthcare Support Services					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	501/1767/1	Pearson Edexcel	37	172-276	N/A
B1b	600/6218/6	NCFE CACHE	37	172-276	N/A
B1c	601/5975/3	IAO	37	172-276	N/A
B1d	601/7933/8	iCQ	37	172-276	N/A
B1e	603/3082/X	TQUK	37	172-276	N/A

Relationship between competence and knowledge qualifications

Additional Mandatory Units

To be eligible for certification for this apprenticeship, Apprentices must select and achieve the following optional units from the Diploma qualification:

- Level 3 Understand the process and experience of Dementia
- Level 3 Understand Mental Health Problems

Evidence of achievement of the above units e.g. Awarding Organisation certificate that lists units achieved, must be submitted when claiming the Apprenticeship Certificate. Failure to provide certification evidence of the learner completing these units will mean that the apprenticeship cannot be certificated.

Knowledge and Competence

On completing this qualification the total number of credits which an apprentice will attain is 37 which equals the statutory required minimum of 37 credits.

Credit Assignment in Mandatory Units
Level 3 Diploma in Healthcare Support Services

The minimum requirement of 10 credits of assessed knowledge is met in this framework through the achievement of the mandatory units. The learner will achieve in excess of the minimum requirement in undertaking the full qualification.

The minimum requirement of 10 credits of assessed skills is met in this framework through the achievement of the mandatory and optional units.

The list below sets out how the credit has been assigned across mandatory units of the qualification and the additional mandatory units of the framework.

Qualification Mandatory units:

Promote Communication in health, social care or children's and young people's settings
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Engage in personal development in health, social care or children's and young people's settings
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Promote equality and inclusion in health, social care or children's and young people's settings
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Promote and implement health and safety in health and social care
Credit assigned to knowledge: 3
Credit assigned to skills: 3
Total unit credit: 6

The role of the health and social care worker
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Framework additional mandatory units:

Understand the process and experience of Dementia
Credit assigned to knowledge: 3
Credit assigned to skills: 0
Total unit credit: 3

Understand Mental Health Problems
Credit assigned to knowledge: 3
Credit assigned to skills: 0
Total unit credit: 3

Totals *(for mandatory units listed above not entire qualification)*
Total Credit Assigned to Knowledge: 13
Total Credit Assigned to Skills: 9
Total Unit Credit: 22

The TQUK Level 3 Diploma in Healthcare Support Services (603/3082/X) has different mandatory unit titles to those listed above and these are as follows:

Promote communication in care settings
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Promote personal development in care settings
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Promote equality and inclusion in care settings
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Promote health, safety and wellbeing in care settings
Credit assigned to knowledge: 3
Credit assigned to skills: 3
Total unit credit: 6

Responsibilities of a care worker
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Framework additional mandatory units:

Understand the process and experience of Dementia
Credit assigned to knowledge: 3
Credit assigned to skills: 0
Total unit credit: 3

Understand Mental Health Problems
Credit assigned to knowledge: 3
Credit assigned to skills: 0
Total unit credit: 3

Totals *(for mandatory units listed above not entire qualification)*
Total Credit Assigned to Knowledge: 13
Total Credit Assigned to Skills: 9
Total Unit Credit: 22

Apprentices who have already achieved combined and/or competence and/or knowledge qualifications and units prior to entry to the Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

Basic ICT is a life skill that all apprentices should have to work in the modern world. However Functional Skills in ICT does not provide the job specific ICT skills that healthcare employers are seeking. Apprentices should be encouraged to use ICT skills as appropriate during their apprenticeship. Employers are already expected to deliver basic skills in line with their usual practice for other support staff. Apprentices will need to learn tasks such as opening and closing documents, using email and the internet, and inputting and retrieving data from electronic clinical records depending on their role. In the health sector apprentices will very often need to be taught how to use specific local systems in order to do their jobs rather than the more general ICT skills taught in a Functional Skills qualification. These skills will be vital to the apprentice as they continue in their career. Apprentices who are able and willing to achieve a Functional Skills qualification independently or who have the ability to achieve the next level should be encouraged to do so.

Progression routes into and from this pathway

PROGRESSION INTO THIS PATHWAY

See Entry Requirements.

Some apprentices may have already undertaken an Intermediate Apprenticeship eg Intermediate Apprenticeship in Health (Healthcare Support Services).

PROGRESSION FROM THIS PATHWAY

On completion of this pathway, learners may progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further qualifications, a range of higher education qualifications or other work-related education and training to support Continuing Professional Development.

Progression should not just be seen as vertical. In some instances progressing into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge.

Many healthcare support services apprentices complete their apprenticeships and continue to work as healthcare support workers in roles relating to the units they have selected within their competence qualification (eg Housekeeper/Domestic Supervisor, Senior Porter, Catering Manager, HSDU Technician etc). Many of these roles supervise the work of other team members.

Others may select to undertake further training to move into a clinical role.

To become a Health Professional (eg Nurse, Allied Health Practitioner, Healthcare Scientist) apprentices would have to progress from their apprenticeship to undertake a specific qualification, often a 3-year university Degree, which, on completion, would enable them to register as a professional. To do this, individuals would have to meet the specific entry qualifications as outlined by their chosen Higher Education Provider.

A Higher Apprenticeship in Health (Assistant Practitioner) is available which an apprentice may proceed onto as they progress in their career if they are able to meet the employment and academic requirements. This will enable them to practice as an Assistant Practitioner.

Apprentices who wish to progress into Higher Education are encouraged to complete GCSEs in English and Maths instead of Functional Skills. GCSE qualifications are widely recognised across the Higher Education Sector and support progression into healthcare undergraduate

programmes.

Further detailed information and advice on careers within the health sector can be found at http://www.nhscareers.nhs.uk/index.sh tml

UCAS points for this pathway: N/A

Employee rights and responsibilities

Advanced Apprentices must complete one of the following qualifications:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/0957/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- IAO Level 3 Award in Employment and Personal Learning Skills in Health (qualification number
  601/5971/6)
- iCQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/4256/X)
- TQUK Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 603/3045/4)

These qualifications are nationally recognised and were developed specifically to deliver the ERR and PLTS requirements of apprenticeships.

To meet the ERR requirements of this apprenticeship framework, learners must select and complete the unit 'Understand employment responsibilities and rights in health, social care or children and young people's settings' from the range of units included within the qualification.

This qualification may form part of the induction programme offered by employers.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

There should be open recruitment to apprenticeship frameworks which is available to all who meet the stated selection criteria for the apprenticeship programme they are applying to. Skills for Health expects all partners involved in the delivery of the apprenticeship to comply with the Equality Act 2010 to ensure that applicants are not discriminated against, in terms of entry to and progression within the health sector, using the 9 protected characteristics of:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or Belief
8. Gender
9. Sexual orientation

See more at:
http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance

Skills for Health expect equality, diversity and inclusion to underpin recruitment and employment of all Apprentices in the NHS and through contractual relationships with non-NHS organisations - whether they are directly employed or employed by a third party and undertake placements in NHS setting.

This can be achieved through the use of the Equality Delivery System for the NHS for NHS organisations, or similar equality delivery systems in place with non NHS employers or education providers. The use of such systems ensure that processes for recruitment and uptake are compliant with legal requirements, are fair, inclusive and transparent; that levels of pay are fairly determined; learners are free from abuse, harassment, bullying and violence, and are supported to remain healthy. Above all, Skills for Health will strive to embed equality within its internal organisational processes.

There is a gender imbalance within the health sector, which is a predominantly female workforce. All jobs are open to both males and females and are advertised accordingly. Male role models are positively promoted through marketing materials, photos and case studies. However, a perception that certain job roles are for women remains and this may prevent some males from applying to work in these job roles. Local apprenticeship programmes may

be designed by employers to encourage a higher number of male applicants into these roles and into the workforce as a whole.

Skills for Health is not aware of any other imbalance in the take up of this particular framework eg by ethnic groups. For all health apprenticeships local recruitment is encouraged to reflect the local community.

It is recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion. During the learner's exit interview, it is recommended that information on learners leaving the programme before completion is identified and used to support the learner and develop the provision where necessary.

Skills for Health will monitor take up and achievement of all Apprenticeships and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

GLH are delivered during contracted working hours. The normal working week in the Health Sector is 37.5 hours. If an Apprentice is employed part-time, the Apprenticeship must be extended in order for the apprentice to complete the GLH.

Intermediate Apprenticeship: To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 325 Guided Learning Hours (GLH). This total includes both the on and off-the-job guided learning that is to be completed over 12 months.

From August 2012 the minimum expected duration for apprentices on the Intermediate Apprenticeship is 12 months.

Advanced Apprenticeship: To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 435 Guided Learning Hours (GLH). This total includes both the on and off-the-job guided learning that is to be completed over 18 months. A minimum of 280GLH must be delivered during the first 12 months. The remaining 15GLH should be delivered during the second year.

From August 2012 the minimum duration for apprentices on the Advanced Apprenticeship is 18 months.

Minimum off-the-job guided learning hours

Intermediate Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 175GLH off-the-job. This meets the requirement of a minimum of 100 GLH or 30% of the total (whichever is the greater) delivered off-the-job.

Advanced Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 263GLH off-the-job. This meets the requirement of a minimum of 100GLH or 30% of the total (whichever is the greater) delivered off-the-job.

How this requirement will be met

Intermediate Apprenticeship: Off-the-job learning will comprise:

- 45GLH Level 1 Functional Skill in Maths
- 45GLH Level 1 Functional Skill in English
- 64GLH Level 2 Award in Employment and Personal Learning Skills in Health / Level 2 Extended Award in Workskills for Effective Learning and Employment including the required ERR and PLTS units OR Level 3 Award in Employment and Personal Learning Skills in Health / Level 3 Extended Award in Workskills for Effective Learning and Employment including the required ERR and PLTS units
- 21 GLH off-the-job learning activities

Advanced Apprenticeship: Off-the-job learning will comprise:

- 45GLH Level 2 Functional Skill in Maths
- 45GLH Level 2 Functional Skill in English
- 64GLH Level 3 Award in Employment and Personal Learning Skills in Health / Level 3 Extended Award in Workskills for Effective Learning and Employment including the required ERR and PLTS units
- 109GLH off-the-job learning activities

Off-the-job learning may include activities such as:

- access to a computer during working hours
- day release
- block release
- web-based learning
- mentoring
- visits to other sites or work areas
- demonstrations & simulations
- shadowing
- group learning

The figures included in this framework document indicate how the learner will achieve the minimum on and off the job GLH required to complete the Apprenticeship. However, learners are offered a wide choice of optional units. Each unit has a different assignment of on and off the job GLH therefore it is not possible to give an exact GLH figure as this will vary depending on the choice and combination of optional units taken by each learner. The figures in this framework document are derived from the lowest possible GLH required whilst still achieving the qualification, but in most instances the learner will receive in excess of the minimum figure for on and off the job GLH.

It is expected that:

- GLH achieve clear and specific outcomes which contribute directly to the successful achievement of the framework;
- GLH are planned, reviewed and evaluated jointly between the apprentice and a tutor,

teacher, mentor or manager;
- GLH allows access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- GLH are delivered during contracted working hours;
- GLH are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice;
- GLH must be completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework;
- Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

GLH must be evidenced and recorded eg via a portfolio of evidence.

Minimum on-the-job guided learning hours

Intermediate Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 150 on-the-job GLH within 12 months.

On-the-job learning will comprise:

- 150GLH Level 2 Certificate in Healthcare Support Services

Advanced Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 172 on-the-job GLH within 18 months.

On-the-job learning will comprise:

- 172GLH Level 3 Diploma in Healthcare Support Services

How this requirement will be met

Intermediate and **Advanced** Apprentices will take part in on-the-job activities in order to demonstrate occupational competence and an understanding of the workplace. These can include embedding knowledge into workplace activities, coaching sessions, performance reviews, mentoring, assessment of competence, the building of portfolios, keeping diaries/logs

and peer review discussions;

As with off the job GLH it is expected that:

- GLH achieve clear and specific outcomes which contribute directly to the successful achievement of the framework;
- GLH are planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- GLH allows access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- GLH are delivered during contracted working hours;
- GLH are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice;
- GLH must be completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework;
- Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

GLH must be evidenced and recorded eg via a portfolio of evidence.

All apprentices must complete the Apprentice Consent Form as part of the Certification process. This can be downloaded directly from ACE: http://acecerts.co.uk

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Intermediate Apprentices must complete one of the following qualifications:

- NCFE CACHE Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/7215/5)
- City & Guilds Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/1812/4)
- FAQ Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/0947/6)
- Skillsfirst Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/6219/8)
- Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/0117/9)
- iCQ Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/4255/8)
- IAO Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/5970/4)
- TQUK Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 603/3052/1)

Where the learner is able to achieve a higher level, and it is appropriate to their role, apprentices may complete one of the following qualifications instead:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/0957/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- iCQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/4256/X)
- IAO Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/5971/6)

- TQUK Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 603/3045/4)

Advanced Apprentices must complete one of the following qualifications:

- NCFE CACHE Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/7216/7)
- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/0957/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/9666/4)
- IAO Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 601/5971/6)
- TQUK Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 603/3045/4)

These qualifications are nationally recognised and were developed specifically to deliver the ERR and PLTS requirements of apprenticeships.

Other Awarding Organisations may offer suitable alternative qualifications in future and the framework document will be updated when these are available.

Creative thinking

Intermediate Apprentices: If the learner is completing the Level 2 qualification they must select and complete the unit 'Using enquiry and investigative techniques to solve problems' which will demonstrate their Creative Thinking skills.

If the learner is completing the Level 3 qualification they must select and complete the unit 'Using research skills to solve problems'.

Advanced Apprentices: from the range of units included within the qualification, learners must select and complete the unit 'Using research skills to solve problems' which will demonstrate their Creative Thinking skills.

The outcomes of the Creative Thinking PLTS are that the apprentice will:
• think creatively by generating and exploring ideas, making original connections
• try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value

Independent enquiry

Intermediate Apprentices: If the learner is completing the Level 2 qualification they must select and complete the unit 'Using enquiry and investigative techniques to solve problems' which will demonstrate their Independent Enquiry skills.

If the learner is completing the Level 3 qualification they must select and complete the unit 'Using research skills to solve problems'.

Advanced Apprentices: from the range of units included within the qualification, learners must select and complete the unit 'Using research skills to solve problems' which will demonstrate their Independent Enquiry skills.

The outcomes of the Independent Enquiry PLTS are that the apprentice will:
• think creatively by generating and exploring ideas, making original connections
• try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value

Reflective learning

Intermediate Apprentices: If the learner is completing the Level 2 qualification they must select and complete the unit 'Manage own learning' which will demonstrate their Reflective Learning skills.

If the learner is completing the Level 3 qualification they must select and complete the unit 'Manage own learning'.

Advanced Apprentices: from the range of units included within the qualification, learners must select and complete the unit 'Manage own learning' which will demonstrate their Reflective Learning skills.

The outcomes of the Reflective Learning PLTS are that the apprentice will:
• evaluate their strengths and limitations, setting themselves realistic goals with criteria for success
• monitor their own performance and progress, inviting feedback from others and making changes to further their learning

Team working

Intermediate Apprentices: If the learner is completing the Level 2 qualification they must select and complete the unit 'Participating in teamwork' which will demonstrate their Team Working skills.

If the learner is completing the Level 3 qualification they must select and complete the unit

'Participating through team leading'.

Advanced Apprentices: from the range of units included within the qualification, learners must select and complete the unit 'Participating through team leading' which will demonstrate their Team Working skills.

The outcomes of the Team Working PLTS are that the apprentice will:
• work confidently with others, adapting to different contexts and taking responsibility for their own part
• listen to and take account of different views
• form collaborative relationships, resolving issues to reach agreed outcomes

Self management

Intermediate Apprentices: If the learner is completing the Level 2 qualification they must select and complete the unit 'Manage own learning' which will demonstrate their Self Management skills.

If the learner is completing the Level 3 qualification they must select and complete the unit 'Manage own Learning'.

Advanced Apprentices: from the range of units included within the qualification, learners must select and complete the unit 'Manage own Learning' which will demonstrate their Self Management skills.

The outcomes of the Self Management PLTS are that the apprentice will:
• organise themself, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement
• actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities

Effective participation

Intermediate Apprentices: If the learner is completing the Level 2 qualification they must select and complete the unit 'Participating in teamwork' which will demonstrate their Effective Participation skills.

If the learner is completing the Level 3 qualification they must select and complete the unit 'Participating through Team Leading'.

Advanced Apprentices: from the range of units included within the qualification, learners must select and complete the unit 'Participating through Team Leading' which will demonstrate their Effective Participation skills.

The outcomes of the Effective Participation PLTS are that the apprentice will:
• actively engage with issues that affect them and those around them
• play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves

Additional employer requirements

There are no additional employer requirements for this apprenticeship framework.

Further information about working in the health sector can be found at http://www.nhscareers.nhs.uk/a-to-z/

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org