

Health (Emergency Care Assistance) (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.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

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Issued By:
Skills for Health

Apprenticeship Certificates
England

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Health (Emergency Care Assistance)

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Framework information

Information on the Issuing Authority for this framework:

Skills for Health

The Apprenticeship sector for occupations in health care.

Issue number: 16	This framework includes:
Framework ID: FR04379	Level 2 <input checked="" type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/07/2020	This framework is for use in: England

Short description

This Apprenticeship Framework provides the skills and knowledge required to become a competent Emergency Care Assistant within the emergency care workforce.

Apprentices are employed as Emergency Care Assistants. The role involves responding to emergency calls to provide care to patients, driving ambulance vehicles, assisting paramedics, using medical/life support equipment, providing and collecting information at the scene, and completing documentation. 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, Professional Bodies and training providers.

Awarding Organisation/s included in the framework have completed the Skills for Health Qualifications Dialogue form and Skills for Health have 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

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Revising a framework

Why this framework is being revised

To extend the review date of the framework until 31st July 2020 and to remove a qualification at the request of the Awarding Organisation.

This framework is operational from 1st January 2019.

Summary of changes made to this framework

To remove:

- FAQ Level 2 Award in Employment and Personal Learning Skills in Health (601/0947/6)

To extend the framework review date to 31st July 2020.

Qualifications removed

- FAQ Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 601/0947/6)

Qualifications added

N/A

Qualifications that have been extended

- Level 2 Diploma in Emergency Care Assistance
- Level 2 Award in Employment and Personal Learning Skills in Health
- Level 3 Award in Employment and Personal Learning Skills in Health

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 for 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.

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 are 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.

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.

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www.skillsforhealth.org.uk/about-us/resource-library/doc_download/328-sfh-summary

[-sector-skills-assessment-2011.html](http://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:

The ambulance service has recently undergone a large number of changes. There has been a significant investment in the training and development of ambulance crews resulting in more effective patient care than ever before. Each year about one in twenty people in the United Kingdom will use the accident and emergency ambulance service.

The accident and emergency service deals with emergency and urgent cases as well as the more complex non-emergency admissions, discharges and transfers. Typically emergency ambulance crews comprise an Emergency Care Assistant and a Paramedic and the vehicles themselves are designed to provide a clinical workplace with the maximum mobility.

Ambulance crews are highly trained in all aspects of pre hospital emergency care ranging from crush injuries to cardiac arrest, whilst ambulances are equipped with a wide range of emergency care equipment such as heart defibrillators, oxygen, intravenous drips, spinal and traction splints and a variety of drugs for medical and traumatic emergencies. Crews have to be highly skilled and able to treat and stabilise patients before movement to hospitals without unnecessary delay, they need to be quick thinking and decisive, yet able to provide a calm and reassuring environment for patients and relatives.

Increasingly, ambulance staff will carry out and interpret more diagnostic tests and undertake basic procedures in the home. They will also be able to refer patients to social care services, directly admit patients to specialist units, and prescribe a wider range of medications.

The work of Emergency Care Assistants is varied and demanding. Crews rarely know in advance the severity of the emergency to which they are responding; they can range between minor injuries to a road accident involving seriously injured casualties. This framework aims to provide the skills and knowledge required to become a competent Emergency Care Assistant working at the heart of the emergency care workforce.

This framework is aimed at workers who may be employed in occupations with the title Emergency Care Assistant.

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 Apprentices'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 (Emergency Care Assistance)

Pathways for the framework at level 2:

Pathway 1: Intermediate Apprenticeship in Health (Emergency Care Assistance)

Level 2, Pathway 1: Intermediate Apprenticeship in Health (Emergency Care Assistance)

Description of this pathway

Health (Emergency Care Assistance). Total 62 credits.

- Combined qualification 45 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
- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- 14-19 Diploma
- GCSEs
- 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)
Emergency Care Assistant	Respond to emergency calls as part of an A&E crew; assist Paramedic; drive ambulance vehicle and ensure it is clean, appropriately stocked and has fuel; use, store, transport and care for medical and life support equipment; complete documentation; use communication equipment (eg radios/telephones).

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 Diploma in Emergency Care Assistance

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1804/3	Pearson Edexcel	45	388-405	

Relationship between competence and knowledge qualifications

On completing this qualification the total number of credits which an apprentice will attain equals 45 which exceeds the statutory required minimum of 37 credits.

Credit Assignment in Mandatory Units

Level 2 Diploma in Emergency Care Assistance

The minimum requirement of 10 credits of assessed knowledge is met in this framework through the achievement of the mandatory 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.

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 duty of care in health, social care or children's and young people's settings

Credit assigned to knowledge: 1

Credit assigned to skills: 0

Total unit credit: 1

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

Cleaning, Decontamination and Waste Management

Credit assigned to knowledge: 2

Credit assigned to skills: 0

Total unit credit: 2

The role of the health and social care worker

Credit assigned to knowledge: 1

Credit assigned to skills: 1

Total unit credit: 2

The Principles of Infection Prevention and Control

Credit assigned to knowledge: 3

Credit assigned to skills: 0

Total unit credit: 3

Move and position individuals in accordance with their plan of care

Credit assigned to knowledge: 1

Credit assigned to skills: 3

Total unit credit: 4

Patient monitoring and observation in emergency care situations

Credit assigned to knowledge: 1

Credit assigned to skills: 1

Total unit credit: 2

Principles of safeguarding and protection in health and social care

Credit assigned to knowledge: 3

Credit assigned to skills: 0

Total unit credit: 3

Anatomy and physiology of body systems

Credit assigned to knowledge: 1

Credit assigned to skills: 0

Total unit credit: 1

Basic adult life support and automated external defibrillation

Credit assigned to knowledge: 1

Credit assigned to skills: 1

Total unit credit: 2

Support the emergency care of babies and children

Credit assigned to knowledge: 1

Credit assigned to skills: 1

Total unit credit: 2

Support emergency care during pregnancy and childbirth

Credit assigned to knowledge: 2
Credit assigned to skills: 0
Total unit credit: 2

Assisting the clinician in the initial care of the trauma patient

Credit assigned to knowledge: 3
Credit assigned to skills: 1
Total unit credit: 4

Care for the elderly

Credit assigned to knowledge: 1
Credit assigned to skills: 0
Total unit credit: 1

Major incidents involving emergency carers

Credit assigned to knowledge: 1
Credit assigned to skills: 0
Total unit credit: 1

Extrication of patients from vehicles and light rescue

Credit assigned to knowledge: 1
Credit assigned to skills: 0
Total unit credit: 1

Special procedures for hazardous substances

Credit assigned to knowledge: 1
Credit assigned to skills: 0
Total unit credit: 1

Totals (for units listed above not entire qualification)

Total Credit Assigned to Knowledge: 28
Total Credit Assigned to Skills: 12
Total Unit Credit: 40

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)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

PROGRESSION INTO THIS PATHWAY

See Entry Requirements.

Employers may have additional employment entry requirements e.g. in order to drive an ambulance you will need a full, manual driving licence. Ambulance services use vehicles of different gross weights and staff will be required to hold a driving licence with the appropriate classifications to enable them to drive ambulance service vehicles in that particular service.

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 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.

Apprentices having completed this framework will have the skills and knowledge to become a competent Emergency Care Assistant. With further experience, they may then take further training and apply for positions as Student Paramedics. If successful, the training offered can enable them to progress to paramedic training on an approved paramedic science degree, leading to registration as a Paramedic.

Paramedics can undertake extended training to become Emergency Care Practitioners. This enables them to provide greater assessment and examination techniques and to treat minor injuries and illnesses. Emergency Care Practitioners are also trained in the management of long term conditions.

Learners may progress onto the Advanced Apprenticeship in Health (Clinical Healthcare Support).

Higher Apprenticeships are not currently available. Should they become available in the future this document will be updated.

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

Employee rights and responsibilities

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)
- 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)

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)

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.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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: 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.

To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 563 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.

Minimum off-the-job guided learning hours

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 100GLH or 30% of the total (whichever is the greater) delivered off-the-job.

How this requirement will be met

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
- 21GLH 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

For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 388 on-the-job GLH within 12 months.

On-the-job learning will comprise:

- 388GLH Level 2 Diploma in Emergency Care Assistance

How this requirement will be met

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>

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

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)
- 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)

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)

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.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant,

named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They 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.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library