

apprenticeship FRAMEWORK

Health and Social Care (Wales)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

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=FR04086

Issue date: 08 June 2017

Published by
Skills for Care & Development

apprenticeship
FRAMEWORKS ONLINE
www.afo.sscalliance.org

CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH OCTOBER 2016

These changes relate to the Essential Skills and Employer Rights and Responsibilities requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 14th October 2016. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

Alternatives for Essential Skill qualifications

Foundation apprenticeships (Level 2): Where Essential Skills qualifications are specified in a foundation apprenticeship framework (Level 2), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade G (Level 1 equivalent); or
- b. O Level qualification in English language or literature to at least grade E; or
- c. A/AS Level qualification in English language or literature to at least grade E; or
- d. SCQF Level 4 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 4 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained are at Level 1 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade G (Level 1 equivalent); or
- b. O Level qualification in Mathematics to at least grade E; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 4 – Numeracy Core Skill (Graphical Information and using number); or
- e. SQA National 4 Mathematics ; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 1 or above.

Apprenticeships (Level 3): Where Essential Skills qualifications are specified in an apprenticeship framework (Level 3), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in English language or literature to at least grade C; or
- c. A/AS Level qualification in English or literature to at least grade E; or
- d. SCQF Level 5 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 5 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained is at Level 2 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in Mathematics to at least grade C; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 5 – Numeracy Core Skill (Graphical information and using number); or
- e. SQA National 5 Mathematics; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 2 or above.

Higher Apprenticeships (Levels 4-7): Essential Skills requirements are as for an apprenticeship frameworks at Level 3.

CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH OCTOBER 2016

Employer Rights and Responsibilities (ERR)

The final modification to SASW is to Employer Rights and Responsibilities (ERR) which is no longer compulsory in frameworks. Please refer to the Employer Rights and Responsibilities section within the framework document to confirm specific requirements.

Additional Information

It should be noted that SASW has also been modified to reflect existing improvements to Essential Skills Wales Qualifications. These improvements to ESW qualifications were signalled by the revised names:

- Essential Skills Wales Communication is now Essential Communication Skills (still 6 credits in size)
- Essential Skills Wales Application of Number Skills is now Essential Application of Number Skills (still 6 credits in size)
- Essential Skills Wales Information Communication Technology Skills is now Essential Digital Literacy Skills (still 6 credits in size)

Whilst there have been some amendments to the content of ESW qualifications, the most significant change has been to the assessment methodology for these qualifications.

From 1 January 2016, all new starts have had to follow the revised Essential Skill qualifications.

The updated version of SASW, and guidance documents, can be accessed here:

<http://gov.wales/topics/educationandskills/skillsandtraining/apprenticeships/providers/?lang=en&dgd>

Over the coming months, the Essential Skills section within AFO will be amended to reflect the SASW modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

Health and Social Care (Wales)

Contents

Framework summary	5
Framework information	7
Contact information	8
Revising a framework	9
Purpose of the framework	11
Entry conditions	15
Level 2: Foundation Apprenticeship in Health and Social Care (Wales)	18
Pathway 1: Health Sector	19
Pathway 2: Social Care (Adults)	28
Level 3: Apprenticeship in Health and Social Care (Wales)	38
Pathway 1: Health Sector	39
Pathway 2: Social Care (Adults)	49
Pathway 3: Social Care (Children and Young People)	60
Equality and diversity	71
On and off the job training	73
Wider key skills	78
Additional employer requirements	80

Framework summary

Health and Social Care

Foundation Apprenticeship in Health and Social Care (Wales)

Pathways for this framework at level 2 include:

Pathway 1: Health Sector

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 Health and Social Care (Adults) in Wales and Northern Ireland

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Pathway 2: Social Care (Adults)

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 Health and Social Care (Adults) in Wales and Northern Ireland

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Health and Social Care

Apprenticeship in Health and Social Care (Wales)

Pathways for this framework at level 3 include:

Pathway 1: Health Sector

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 Health and Social Care (Adults) for Wales and Northern Ireland (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Pathway 2: Social Care (Adults)

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 Health and Social Care (Adults) for Wales and Northern Ireland (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Pathway 3: Social Care (Children and Young People)

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 Health & Social Care (Children and Young People) for Wales and Northern Ireland (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Framework information

Information on the Publishing Authority for this framework:

Skills for Care & Development

The Apprenticeship sector for occupations in social care and the care of children and young people.

Issue number: 7	This framework includes:
Framework ID: FR04086	Level 2 Level 3
Date this framework is to be reviewed by: 01/09/2018	This framework is for use in: Wales

Short description

This framework provides the only apprenticeship for people employed in delivering adult social care and social care to children and their families in Wales. It may also be suitable for some workers in the health sector who are not working in highly specialist or clinical areas. It provides opportunities for staff to qualify within the health and social care sectors to undertake e.g. care assistant, social care worker, residential care worker, health care assistant and health care support worker jobs.

Staff working in health or social care sectors can move between the sectors, by using appropriate continuing professional development and by obtaining additional professional development units relevant to the new role.

Contact information

Proposer of this framework

(no information)

Developer of this framework

Name: Jacky Drysdale
Organisation: Skills for Care and Development (Social Care Wales and Skills for Health)
Organisation type: Sector Skills Council
Job title: Sector Lead
Phone: 01745 586855
Email: jacky.drysdale@socialcare.wales
Postal address: Unit 19
Parc Busnes Llanelwy
Llanelwy
Sir Ddinbych
LL17 0LJ
Website: www.ccwales.org.uk

Issuing Authority's contact details

Issued by: Skills for Care & Development
Issuer contact name: Linda Curran
Issuer phone: 0113 241 1240
Issuer email: sscinfo@skillsforcare.org.uk

Revising a framework

Contact details

Who is making this revision: Jacky Drysdale
Your organisation: Skills for Care and Development (Social Care Wales)
Your email address: jacky.drysdale@socialcare.wales

Why this framework is being revised

The framework is being revised to remove the ICT/Digital Literacy requirements following feedback from learning providers and employers that the new ESDL qualifications are delaying or preventing completions.

We are also removing the ERR requirements permitted under changes to SASW in October 2016.

Summary of changes made to this framework

The framework is being revised to remove the ICT/Digital Literacy requirements following feedback from learning providers and employers that the new ESDL qualifications are delaying or preventing completions

We are also removing the ERR requirements permitted under changes to SASW in October 2016.

Qualifications removed

See above

Qualifications added

See above

Qualifications that have been extended

None

Purpose of this framework

Summary of the purpose of the framework

Rationale.

This framework provides the 'gold standard' of initial training. A broad based entry qualification to a wide variety of workers with a range of job titles, all undertaking similar generic tasks and some more specialised skills. Job titles vary by employer and include (health) care workers, social care workers, support workers, domiciliary care workers and senior care officers. The framework seeks to attract younger workers into the sector through the apprenticeship scheme since the sector has an ageing workforce and needs young recruits. There remains a need to increase the numbers of Welsh speaking staff to improve access to services for service users whose, first or preferred language is Welsh. It is also suitable for existing staff, offering opportunities for training and development in new or different roles or across the health and social care sectors.

Most staff in social care are employed at level 2 and level 3 providing operational support to individuals and families across the range of needs outlined above and in the settings also indicated above. The roles and tasks of these workers are complex but are defined within the functional analysis that underpins the National Occupational Standards for Health and Social Care workers as follows:

- Work directly with people who have a range of needs to encourage and promote their well being and potential by contributing to assessment, care provision, supporting carers, families and groups, building relationships etc.
 - Identify and work with potential and actual risks and protect people as far as possible from danger, harm and abuse
 - Work collaboratively with people inside and outside their own organisation to plan and implement an integrated and effective service
 - Carry out organisational activities that support, deliver and manage health and social care services
 - Review and develop their own competence and take responsibility for promoting best practice
- Level 3 workers will undertake many or all of the above, but may also include for example:
- Carry out a range of delegated clinical/specialist tasks
 - Undertake more complex roles in relation to e.g. changing behaviours, encouraging insight and independence
 - Supervise other team members.

The Health Sector.

In the Health Care Sector this framework is suitable for healthcare assistants and health care support workers. People undertaking more specialist or clinical roles such as Pharmacy,

Pathology, Decontamination, Operating Theatre Practice should complete the relevant specialist health care apprenticeship and not this one.

The health care sector is very large, employing some 2.2 million people across the UK with 120,000 of them in Wales. It includes the NHS and a significant number of independent and voluntary sector providers. The health sector's primary purpose is to bring about the highest level of physical and mental health for all citizens. It does this by:

- Promoting health and preventing ill health
- Diagnosing and treating injury and disease
- Caring for those with a long term illness or disability who require the services of the NHS.

The NHS is made up of a large number of separate organisations. It includes: hospitals, community health services, and ambulance services; GP practices; NHS walk-in centres; dental services; pharmacies; and opticians. Many local services are managed and provided by Local Health Boards in Wales. These organisations are also responsible for planning and commissioning services for their local populations.

Health care support workers and health care assistants undertake the same range of tasks outlined above. Health care support workers tend to have some delegated responsibility for a range of tasks which enables the professionally qualified staff (doctors, nurses, allied professions) to fulfil their own roles more effectively.

Support from employers

The sectors welcome the contribution to training and development represented by the apprentices who make up a significant section of the workforce (more than 2000 at any one time in the year in Wales). We consider that the providers are working towards the optimum achievement levels within the sector. To improve the completions rates the current QCF diplomas offer an integrated qualification where knowledge is closely related to the development of skills and competence.

At Level 2 & 3 there are no alternative qualifications that meet the regulatory requirements in social care and that are therefore suitable for the Health and Social Care workforce. In the past there has been a reliance on the national vocational qualifications programme (NVQ). Both the Health and Social Care Sectors now recognise that in order to meet the needs of the sectors and to meet the aspirations of those who work in them, the use of accredited QCF qualifications that meet the regulatory needs of the workforce, the needs of employers and staff remains important.

For more detailed information.

Please see our Sector Qualification and Learning Strategies:

http://www.skillsforhealth.co.uk/nations-andregions/~media/ResourceLibrary/PDF/SQS_health_sector_summary_wales.ashx

<http://www.ccwales.org.uk/qualifications-and-careers/sector-skills-council>

Sector Skills Agreement (workforce Information and data)

<http://www.skillsforhealth.co.uk/~media/Resource-Library/PDF/Wales-Skills-and-LMI-2010.ashx>

http://www.skillsforcareanddevelopment.org.uk/Researchanddevelopment/understanding_the_sfcandd_sector.as

Aims and objectives of this framework (Wales)

The aims of the framework are:

- To contribute towards getting and maintaining a skilled and competent workforce in the health and social care sectors in Wales, that can deliver services flexibly, effectively and to a high standard.
- To provide an apprenticeship framework for social care workers working in adult care, or the social care of children and young people; and health care support workers (other than those offering clinical health care support) and also the growing number of joint health and social care workers.
- To contribute towards recruiting under-represented groups in the sectors including younger people, men, Welsh Speakers, although it is clearly the role of the employer to make choices about the staff they employ.

Apprentices will gain a broad based training in the occupational area, work experience that leads to competency in the workplace and transferable skills that will support future learning and development. Employers, regulators and learning providers have endorsed the training since it is based on the National Occupational Standards. It is hoped that the programme will lead to better retention and an increasingly qualified workforce. There are around 2500 people certified using this framework in Wales each year. Given the need to recruit and retain more workers, and the priority sector status given to it by the Welsh Government, it is likely that this number will rise in the coming years.

Objectives.

1. To enable employers to recruit and train new workers to meet the changing needs of services e.g. growth in ageing population and Home Care Services.
2. To support the development of the joint health and social care workers being recruited across Wales.
3. To enable employers to support the training of existing staff to meet regulatory requirements, thus improve retention of workers.
4. To assist with the recruitment of a more diverse workforce that reflects the community.
5. To support an increase in the proportion of all staff in social care holding recognised qualifications which rose from 53% to 66% of the workforce in 2009-15.

Career progression across health and social care may not always be vertical, but may involve 'expanding roles', working in different parts of the sector with different groups of people. New

ways of working and new roles are constantly evolving to meet the social care and health care needs of the population. Staff working in health or social care sectors can move between the sectors, by using the appropriate units for continuing professional development and by obtaining a QCF qualification or additional units relevant to the new role. This is likely to be accentuated further as the Social Care and Wellbeing Bill (2013) completes its passage to enactment.

Entry conditions for this framework

Entry Requirements

Employers from the Health and Social Care Sector using these framework offer a broad range of skills training through the individual pathways, and welcome applicants from a wide range of diverse backgrounds and anticipate that they will have a wide range of experience, achievements and qualifications.

As a guide, the Health and Social Care frameworks are suitable for applicants who have at least four GCSEs grades D to E including English and Maths. The selection process by employers (or in partnership with learning providers) may include initial assessment where applicants will be asked if they have any qualifications or experience that can be accredited against the requirements of the apprenticeship.

Employers would be interested in applicants that:

- Are keen and motivated to work in a health and/or social care environment
- Are willing to undertake a course of training both on-the-job and off-the-job and apply this learning in the workplace
- Have previous work experience or employment in the sector
- Have a Welsh Baccalaureate
- Have GCSEs, Key Skills or Essential Skills in English and Maths
- Have completed tests in basic numeracy, literacy and communication skills and have reached a minimum of level 1 in communication by qualification or assessment.

The tasks required in these apprenticeships involve keeping records (including statutory recordings), and high level verbal communication skills. Learners may be required to take tests in basic numeracy and literacy (and verbal communications skills in English and/or Welsh). There will also be an interview to ensure applicants have selected the right occupational sector and are motivated to become an apprentice, as undertaking an apprenticeship is a major commitment for both the individual and the employer.

Learners who have completed the Welsh Baccalaureate or other full time college courses may have completed units or short courses which will provide underpinning knowledge towards the Foundation Apprenticeship in Health and Social Care, this will be assessed during an 'initial assessment' following Recognition of Prior Learning (RPL) principles as appropriate.

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers/colleges and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience. There are no relaxations or proxies for any

qualifications specified in a framework in SASW, however, providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace.

The job roles covered by this framework do involve working with vulnerable adults and children and are therefore liable to a clean enhanced Disclosure and Barring Service check (which has replaced the criminal records check and the independent safeguarding checks). In addition there are a range of characteristics and personal attributes that are required for all workers in these sectors.

A current driving license may be an advantage and may be required for some roles, especially in rural locations.

It should be noted that the integrated qualification contained within this framework require the collection of evidence from actual work activities and therefore people undertaking the level 3 qualifications must be undertaking tasks that meet the level 3 QCF descriptors in order to complete the qualification.

What to consider at entry

Many employers will look for desirable skills and attributes in potential apprentices. These could include:

- Motivation to work and succeed within the sector/s.
- Good interpersonal skills, effective verbal and physical communication skills.
- Respect for individual people who use the services.
- A suitable level of physical fitness may be necessary in order to perform some aspects of the job roles, for example, assisting in the moving and handling of people who use the services.
- Willingness to undertake training and learning programmes and apply that learning in the workplace.
- Ability to demonstrate that they have the potential to complete the Diploma in Health and Social Care and other requirements that are part of the Apprenticeship.
- Willingness and ability to work a range of shift patterns since the services are offered every day of the year and 24 hours a day.
- An ability to work in small informal teams, demonstrating their listening skills and contributing towards decision making and professional practice.
- A positive non-judgemental and open-minded attitude and value-system.
- A standard of literacy and numeracy in keeping with the demands of the job.

Personal Care and Age Restrictions in Social Care

National Minimum Standards (regulations for services) do set out a range of age requirements around the delivery of personal care (including helping people to dress, wash or toilet) that will restrict what young apprentices (under 18) can do in some settings. These are detailed in our

document Work Experience in Social Care and Early Years.
<http://www.ccwales.org.uk/work-experience/>

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Health and Social Care (Wales)

Pathways for this framework at level 2

- Pathway 1: Health Sector
- Pathway 2: Social Care (Adults)

Level 2, Pathway 1: Health Sector

Description of this pathway

For Health Care Assistants and Health Care Support Workers employed by health sector employers not employed in specific clinical areas.

On completion of the Diploma qualification, a minimum of **46 credits** will be obtained, plus **12 credits** for the required transferable skills (ESW). **(The total number of credits is therefore 58).**

Competence- minimum of 10 credits

Knowledge- minimum of 15 credits

+ an additional 19 credits that may be either knowledge or competence depending on the selection of units from the optional bank.

Transferable skills - 12 credits

The diploma qualification exceeds the required minimum of 10 competence and 10 knowledge credits within a fully integrated qualification.

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

Entry requirements for this pathway are the same as for the framework.

Job title(s)	Job role(s)
Health Care Worker or Health Care Assistant	These roles provide vital assistance to healthcare professionals in diagnosing, treating and caring for patients. Many are involved in looking after the well-being and comfort of patients. They work in a variety of settings, depending on their role, including clinics, people's homes and hospitals.

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 Health and Social Care (Adults) in Wales and Northern Ireland						
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value	
B1a	501/1809/2	Pearson EDEXCEL	46	319-395	N/A	
B1b	501/2119/4	OCR	46	319-395	N/A	
B1c	501/1260/0	City & Guilds	46	319-395	N/A	
B1d	600/1437/4	Agored Cymru	46	319-395	N/A	
B1e	600/0697/3	Ascentis	46	319-395	N/A	
B1f	600/4921/2	Skillsfirst Awards Ltd	46	319-395	N/A	
B1g	600/3523/7	SQA	46	319-395	N/A	
B1h	601/5701/X	Innovate Awarding	46	319-395	N/A	
B1i	601/6856/0	BIIAB	46	319-395	N/A	

Relationship between competence and knowledge qualifications

The qualifications above are fully integrated and provide both the knowledge component (including underpinning knowledge for the particular units from the mandatory and optional banks within the Diplomas) and the demonstration and testing of competence or skills component.

For apprentices undertaking this framework in the health sector the minimum requirement of 10 credits of assessed knowledge is more than met in this framework through the achievement of the mandatory units.

The list below sets out the credit that has been assigned across the mandatory units

L/601/5470 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

F/601/5465 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

H/601/5474 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

R/601/5471 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

R/601/8922 Contribute to health and safety in health and social care

- Credit assigned to knowledge 2
- Credit assigned to skills 2
- Total unit credit 4

J/601/8576 The role of the health and social care worker

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

A/601/8140 Implement person centred approaches in health and social care

- Credit assigned to knowledge 2
- Credit assigned to skills 3
- Total unit credit 5

A/601/8574 Principles of safeguarding and protection in health and social care

- Credit assigned to knowledge 3

- Credit assigned to skills 0
- Total unit credit 3

J/601/8142 Handle information in health and social care settings

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

Total Knowledge credits = minimum of 14 : Skills Credits = minimum of 10 + an additional 19 credits that contain either knowledge or skills depending on the selection from the optional bank that best suits the job activities. There are many more competence than knowledge based units in the optional bank.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 1	6
Application of numbers	Level 1	6
IT	N/A	N/A

Progression routes into and from this pathway

Progression into the Foundation Apprenticeship

Since there are no formal entry requirements apprentices will come from a wide range of backgrounds including:

- schools and colleges
- work
- work experience
- unemployment (possibly through pre-employment courses such as Traineeships)
- training or experience in the sector
- following redundancy
- vocationally related knowledge qualifications from the sector (especially level 1 and 2 qualifications)
- Welsh Baccalaureate (PLL) Society, Health and Development
- Basic or Key Skills/Essential Skills Wales

There are however a number of desirable personal characteristics outlined in the Entry Conditions of this framework. Enhanced DBS checks are required and some offences may stop you from working in these sectors.

Progression from the Foundation Apprenticeship

Progression within the health and social care sector affords a wide range of opportunities for apprentices to take on new roles and responsibilities. Progression should also 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. This may involve specialising in a particular service group e.g. supporting people with learning difficulties or dementia, or working in a particular setting such as supporting people at home. The extensive number of QCF units available in the sector enables a flexible approach to Continuous Professional Education and Learning both horizontally and vertically.

The following list is offered as a guide and is not exhaustive:

Progression to Level 3 Apprenticeship in Health and Social Care (for those apprentices who have the potential and where job opportunities are available).

Note the integrated qualification is based on the functions of the roles of the worker and people must be undertaking level 3 tasks within their job role to be able to complete the qualification. This is required for occupational competence.

Progression to some other job roles with the appropriate qualifications or experience could be.

- Social care worker
- Senior Care Officer/Support Worker (at level 3 with increased responsibilities, expertise and autonomy)
- Day Services Office
- Healthcare Support Worker
- Maternity Support Worker
- Physiotherapy Support Worker
- Occupational Therapy Support Worker
- Dietetic Support Worker
- Speech and Language Support Worker

The above list is not exhaustive and job titles may vary by employer for more information please see the link. <http://www.ccwales.org.uk/qualifications-and-careers/careers> or <http://www.skillsforhealth.org.uk/developing-your-organisations-talent/careers-information,-advice-and-guidance/>

Employee rights and responsibilities

ERR

The ERR requirement is met by the completion (and certification) of the ERR booklet designed for this pathway and available (bi-lingually) at

<http://www.ccwales.org.uk/qualifications-and-careers/apprenticeships/apps-health-and-social-care> .

The booklet is mapped to the mandatory units of the Diploma and learners should use it as a reference booklet for the appropriate units and to support any induction process required. There are exercises and questions that test the learning outcomes listed below.

Learning provider and employer should complete the ERR form available from the ACW or CCW website to agree that the booklet has been completed to a satisfactory standard, and send this with the other required paperwork for apprenticeship certification.

It covers the following required elements.

- Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers.
- Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme.
- Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme.
- Understands the role played by their occupation within their organisation and industry.
- Has an informed view of the types of career pathways that are open to them.
- Knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities.
- Knows where and how to get information and advice on their industry, occupation, training and career.
- Can describe and work within their organisation's principles and codes of practice.
- Recognises and can form a view on issues of public concern that affect their organisation and industry.

Learning Providers, apprentices and employers should sign the form to confirm that the booklet has been completed to a satisfactory level.

PLEASE NOTE FOR ACW CLAIMS AN ERR DECLARATION FORM IS REQUIRED TO BE COMPLETED BY APPRENTICE, EMPLOYER AND LEARNING PROVIDER

Level 2, Pathway 2: Social Care (Adults)

Description of this pathway

Foundation Apprenticeship in Social Care (Adults) for people working for social care employers, or in joint health and social care jobs.

On completion of the Diploma qualification, a minimum of 46 credits will be obtained, plus 12 credits for the required transferable skills (ESW). **(The total number of credits is therefore 58).**

Knowledge- minimum of 16 credits

Competence- minimum of 10 credits

+ an additional 20 credits that may be either knowledge or competence depending on the selection of units from the optional bank.

Transferable skills - 12 credits

The Diploma qualification exceeds the required minimum of 10 competence and 10 knowledge credits within a fully integrated qualification.

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

Entry requirements for this pathway are the same as for the framework.

Job title(s)	Job role(s)
Social Care Worker	Undertake a range of roles supporting the physical, social, emotional and intellectual needs of people who use social care and support services, to live independently in a range of settings including residential and day care, in the service user's own home, or other community setting.
Domiciliary Care Worker	Support individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) to live in their own homes.
Support Worker	Support people to live in e.g. sheltered housing projects, supported housing projects. They offer support to the physical, social, emotional and intellectual needs, to undertake community or social activities to support independent living.
Reablement Assistant	Support people (as above) to develop or regain life skills such as mobility, shopping, cooking, lost through e.g. disability or trauma.
Residential Care Worker	Provide support and care to individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) within a residential care setting.
Day Care Assistant	Provide support and care to individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) within a day care setting.
Home Care Assistant	Support individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) to live in their own homes.
Care and Support at home	Support individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) to live in their own homes.

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 Health and Social Care (Adults) in Wales and Northern Ireland					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1809/2	Pearson EDEXCEL	46	319-395	N/A
B1b	501/1260/0	City & Guilds	46	319-395	N/A
B1c	600/1437/4	Agored Cymru	46	319-395	N/A
B1d	600/0697/3	Ascentis	46	319-395	N/A
B1e	600/4921/2	Skillsfirst Awards Ltd	46	319-395	N/A
B1f	600/3523/7	SQA	46	319-395	N/A
B1g	601/5701/X	Innovate Awarding	46	319-395	N/A
B1h	601/6856/0	BIIAB	46	319-395	N/A

Relationship between competence and knowledge qualifications

For Pathway 2 : Social Care Adults

The qualifications above are fully integrated and provide both the knowledge component (including underpinning knowledge for the particular units from the mandatory and optional banks within the Diplomas) and the demonstration and testing of competence or skills component. Knowledge and competence are assessed separately.

For apprentices undertaking this framework in the social care sector the minimum requirement of 10 credits of knowledge is exceeded in this framework through the achievement of the mandatory units.

The list below sets out the credit that has been assigned across the mandatory units

L/601/5470 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

F/601/5465 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

H/601/5474 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

R/601/5471 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

R/601/8922 Contribute to health and safety in health and social care

Credit assigned to knowledge 2

Credit assigned to skills 2

Total unit credit 4

J/601/8576 The role of the health and social care worker

Credit assigned to knowledge 1

Credit assigned to skills 1

Total unit credit 2

A/601/8140 Implement person centred approaches in health and social care

Credit assigned to knowledge 2

Credit assigned to skills 3

Total unit credit 5

A/601/8574 Principles of safeguarding and protection in health and social care

Credit assigned to knowledge 3

Credit assigned to skills 0

Total unit credit 3

J/601/8142 Handle information in health and social care settings

Credit assigned to knowledge 1

Credit assigned to skills 0

Total unit credit 1

To ensure occupational competence, employers and learning providers should select between 2 and 7 credits from the optional B suite to reflect the work experience of the apprentices however all must complete the knowledge unit below.

F/601/3442 Introductory awareness of sensory loss 2 credits (a requirement for all social care workers in Wales)

Total Knowledge credits = minimum of 16 :

Skills Credits = minimum of 10 + an additional 20 credits that may be either knowledge or skills depending on the selection from the optional bank that best suits the job activities.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 2	6
Application of numbers	Level 1	6
IT		

Progression routes into and from this pathway

No ICT or Digital Literacy now required

Progression into the Foundation Apprenticeship

Since there are no formal entry requirements apprentices will come from a wide range of backgrounds including:

- schools and colleges
- work
- work experience
- unemployment (possibly through pre-employment courses)
- training or experience in the sector
- following redundancy
- vocationally related knowledge qualifications from the sector (especially level 1 and 2 qualifications)
- Welsh Baccalaureate (PLL) Society, Health and Development
- Basic or Key Skills/Essential Skills Wales/ New Essential Skills

However we anticipate that people entering the framework will have already attained a level 1 communication (or meet the requirements through initial assessment) and will be working towards level 2 communication, given the reliance on communication in the sector. They must have good verbal communication skills in English and/or Welsh.

There are a number of desirable personal characteristics outlined in the Entry Conditions of this framework. Enhanced DBS checks are required and some offences may stop you from working in these sectors.

Progression from the Foundation Apprenticeship

Progression within the health and social care sector affords a wide range of opportunities for apprentices to take on new roles and responsibilities. Progression should also 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. This may involve specialising in a particular service group e.g. supporting people with learning difficulties or dementia, or working in a particular setting such as supporting people at home. The extensive number of QCF units available in the sector enables a flexible approach to Continuous Professional Education and Learning both horizontally and vertically.

Progression to Level 3 Apprenticeship in Health and Social Care (for those apprentices who have the potential and where job opportunities are available). Note the integrated qualification is based on the functions of the roles of the worker and people must be undertaking level 3 tasks within their job role to be able to complete the qualification. This is required for occupational competence.

Progression to some other job roles with the appropriate qualifications or experience could be:

- Social care worker
- Rehabilitation worker
- Reablement worker
- Senior Care Officer/Support Worker at level 3 with increased responsibilities, expertise and autonomy
- Day Services Officer
- Healthcare Support Worker
- Maternity Support Worker
- Physiotherapy Support Worker
- Occupational Therapy Support Worker
- Dietetic Support Worker
- Speech and Language Support Worker

Apprentices can, when qualified move between health and social care by the addition of relevant QCF units that meet the service user needs or setting requirements.

The above list is not exhaustive and job titles may vary by employer for more information please see the link. <http://www.ccwales.org.uk/qualifications-and-careers/careers> or <http://www.skillsforhealth.org.uk/developing-your-organisations-talent/careers-information,-advice-and-guidance/>

Employee rights and responsibilities

ERR is no longer required following changes to SASW in October 2016.

Level 3

Title for this framework at level 3

Apprenticeship in Health and Social Care (Wales)

Pathways for this framework at level 3

- Pathway 1: Health Sector
- Pathway 2: Social Care (Adults)
- Pathway 3: Social Care (Children and Young People)

Level 3, Pathway 1: Health Sector

Description of this pathway

For Health Care Assistants and Health Care Support Workers employed by Health Sector employers operating at level 3.

On completion of the Diploma qualification, a minimum of 58 credits will be obtained, plus 12 credits for the required transferable skills (ESW). **(The total number of credits is therefore 70).**

Knowledge Credits : Minimum of 14 credits

Competence Credits: Minimum of 14 credits

+ 30 Credits that will be either competence or knowledge depending on the selection made from the optional banks of units.

Transferable skills : 12 credits

The diploma qualification exceeds the required minimum of 10 competence and 10 knowledge credits within a fully integrated qualification.

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

Entry requirements for this pathway are the same as for the Framework. However apprentices must be operating at level 3:

'Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects

awareness of different perspectives or approaches within an area of study or work.'

Job title(s)	Job role(s)
Health Care Worker OR Health Care Support Worker	This role provides vital assistance to healthcare professionals in diagnosing, treating and caring for patients. They look after the well being and comfort of patients. Some have supervisory responsibilities at this level or undertake complex tasks without direct supervision.

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 Health and Social Care (Adults) for Wales and Northern Ireland (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1835/3	Pearson EDEXCEL	58	315-444	
B1b	501/1200/4	City and Guilds	58	315-444	
B1c	600/1438/6	Agored Cymru	58	315-444	
B1d	600/0704/7	Ascentis	58	315-444	
B1e	600/4933/9	Skillsfirst Awards Ltd	58	315-444	
B1f	600/3522/5	SQA	58	315-444	
B1g	601/5702/1	Innovate Awarding	58	315-444	
B1h	601/6878/X	BIIAB	58	315-444	UCASValue

Relationship between competence and knowledge qualifications

Apprenticeship Knowledge and Understanding and Skills Credit Assignment: Level 3 Diploma in H&SC

The minimum requirement of 10 credits of assessed knowledge is met in this framework through the achievement of the mandatory units. There are therefore 14 credits assigned to knowledge, 14 credits assigned to skills + an additional 30 credits selected from the optional banks that may be knowledge or skills.

The learner will achieve in excess of the minimum requirement in undertaking the full qualification. The knowledge components from the mandatory units are specified below:

The role of the health and social care worker

- Credit Assigned to knowledge 1
- Credit assigned to skills 1
- Total unit credits 2

Principles of safeguarding and protection in health and social care

- Credit Assigned to knowledge 3
- Credit assigned to skills 0
- Total unit credits 3

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 credits 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 credits 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 credits 2

Principles for implementing 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 credits 1

Promote person centred approaches in health and social care

- Credit Assigned to knowledge 2
- Credit assigned to skills 4
- Total unit credits 6

Promote and implement health and safety in health and social care

- Credit Assigned to knowledge 3
- Credit assigned to skills 3
- Total unit credits 6

Promote good practice in handling information in health and social care settings

- Credit Assigned to knowledge 1
- Credit assigned to skills 1
- Total unit credits 2

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	level 2	6
Application of numbers	level 2	6
IT	N/A	

Progression routes into and from this pathway

Progression into the Apprenticeship

Since there are no formal entry requirements apprentices will come from a wide range of backgrounds including:

- schools and colleges
- work
- work experience
- unemployment (possibly through pre-employment courses or Skill Build)
- training or experience in the sector
- following redundancy
- vocationally related knowledge qualifications from the sector (especially at level 2 qualifications)
- Welsh Baccalaureate (PLL) Society Health and Development
- Basic or Key Skills/Essential Skills Wales
- Foundation apprenticeships

There are however a number of desirable personal characteristics outlined in the Entry Conditions of this framework. Enhanced CRB checks are required and some offenses may stop you from working in these sectors.

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Progression from the Apprenticeship

Progression within the health and social care sector affords a wide range of opportunities for apprentices to take on new roles and responsibilities. Progression from this pathway may lead to further qualifications specific to the work context. A wide range of qualifications are available these may include further QCF qualifications, further specialisation, progression to some management roles or progression to HE to undertake professional qualifications.

Progression should also 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. This may involve specialising in a particular service group e.g. supporting people with learning difficulties or dementia, or working in a particular setting such as supporting people at home. The extensive number of QCF units available in the sector enables a flexible approach to Continuous Professional Education and Learning both horizontally and vertically.

To become a qualified practitioner (e.g. nurse, allied health practitioner, healthcare scientist) apprentices would progress from their apprenticeship to undertake specific qualifications (often a 3 year university degree) but individuals would have to meet the specific entry requirement as outlined by their chosen HE providers.

Many health care support apprentices complete their apprenticeship and continue to work as health care support workers or health care assistants with delegated responsibility for a range of tasks. They may also supervise other team members.

The health sector is also seeing the emergence of a new role: assistant practitioners. At present not all health sector employers use this role, but it is growing. It is likely these roles will grow in the coming years leading to education and learning pathways to support the development.

Health care apprentices can move to work in social care or joint jobs. Further details of career pathways can be found at the links below.

<http://www.ccwales.org.uk/qualifications-and-careers/careers> or
<http://www.skillsforhealth.org.uk/developing-your-organisations-talent/careers-information,-advice-and-guidance/>

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

The ERR requirement is met by the completion (and certification) of the ERR booklet designed for this pathway and available (bilingually) at <http://www.ccwales.org.uk/qualifications-and-careers/apprenticeships> . The booklet is mapped to the mandatory units of the Diploma and learners should use it as a reference booklet for the appropriate units and to support any induction process required.

Learning provider, apprentice and employer should complete ERR Declaration form from ACW or CCW websites to agree that the booklet has been completed to a satisfactory standard, and send this with the other required paperwork for apprenticeship certification.

It covers the following required elements.

- Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers.
- Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme.
- Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme.
- Understands the role played by their occupation within their organisation and industry.
- Has an informed view of the types of career pathways that are open to them.
- Knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities.
- Knows where and how to get information and advice on their industry, occupation, training and career.
- Can describe and work within their organisation's principles and codes of practice.
- Recognises and can form a view on issues of public concern that affect their organisation and industry.

Level 3, Pathway 2: Social Care (Adults)

Description of this pathway

Apprenticeship in Social Care (Adults) for people working for social care employers, or in joint health and social care jobs.

On completion of the Diploma qualification, a minimum of 58 credits will be obtained, plus 12 credits for the required transferable skills (ESW). **(The total number of credits is therefore 70).**

Knowledge Credits : minimum of 17 Credits

Competence Credits : minimum of 14 credits

+ an additional 27 credits that will be either knowledge or competence depending on the selection made from the optional bank.

Transferable Skills : 12 credits

The Diploma qualification exceeds the required minimum of 10 competence and 10 knowledge credits within a fully integrated qualification.

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

Entry requirements for this pathway are the same as for the Framework. However apprentices must be operating at level 3:

'Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.'

Job title(s)	Job role(s)
Senior/Social Care Worker	Undertake a range of roles supporting the physical, social, emotional and intellectual needs of people who use social care and support services, to live independently in a range of settings including residential or day care, own home. Supervise other staff or undertake complex tasks.
Senior Domiciliary Care Worker.	Support individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) to live in their own homes. Supervise other staff or undertake complex tasks.
Senior Support Worker.	Support people to live in sheltered housing projects, supported housing projects, undertake community or social activities to support independent living. Supervise other staff or undertake complex tasks.
Reablement Officer	Support people (as above) to develop or regain life skills such as mobility, shopping, cooking, lost through e.g. disability or trauma. Supervise other staff or undertake complex tasks.
Senior Residential Care Worker	Provide support and care to individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) within a residential care setting. Supervise other staff.
Day Care Officer.	Provide support and care to individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) within a day care setting. Supervise other staff or undertake complex tasks.
Senior Home Care Worker.	Support individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) to live in their own homes. Supervise other staff or undertake complex tasks.
Senior care and support at home worker	Support individuals (e.g. older people, people with learning disabilities, people with mental health problems, people who are physically disabled, people with chronic health conditions) to live in their own homes. Supervise other staff or undertake complex tasks.

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 Health and Social Care (Adults) for Wales and Northern Ireland (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1258/2	NCFE CACHE	58	315-444	
B1b	501/1835/3	Pearson	58	315-444	
B1c	501/1200/4	City and Guilds of London Institute	58	315-444	
B1d	600/1438/6	Agored Cymru	58	315-444	
B1e	600/0704/7	Ascentis	58	315-444	
B1f	600/4933/9	Skillsfirst Awards Ltd	58	315-444	
B1g	600/3522/5	SQA	58	315-444	
B1h	601/5702/1	Innovate Awarding	58	315-444	
B1i	601/6878/X	BIIAB	58	315-444	UCASValue

Relationship between competence and knowledge qualifications

J/601/8576 The role of the health and social care worker

Credit Assigned to knowledge 1

Credit assigned to skills 1

Total unit credits 2

A/601/8574 Principles of safeguarding and protection in health and social care

Credit Assigned to knowledge 3

Credit assigned to skills 0

Total unit credits 3

J/601/1434 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 credits 3

A/601/1429 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 credits 3

Y/601/1437 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 credits 2

R/601/1436 Principles for implementing 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 credits 1

Y/601/8145 Promote person centred approaches in health and social care

Credit Assigned to knowledge 2

Credit assigned to skills 4

Total unit credits 6

F/601/8138 Promote and implement health and safety in health and social care

Credit Assigned to knowledge 3

Credit assigned to skills 3

Total unit credits 6

J/601/9470 Promote good practice in handling information in health and social care settings

Credit Assigned to knowledge 1

Credit assigned to skills 1

Total unit credits 2

M/601/3467 Understand Sensory Loss NB: REQUIREMENT FOR SOCIAL CARE WORKERS IN WALES 3 Knowledge credits

There are therefore 17 credits assigned to knowledge, 14 credits assigned to skills + an additional 27 credits selected from the optional banks that may be knowledge or skills.

To ensure occupational competence, employers and learning providers should select at between 2 and 7 credits from the optional B suite to reflect the work experience of the apprentices.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 2	6
Application of numbers	Level 2	6
IT		

Progression routes into and from this pathway

No ICT or Digital Literacy now required

Progression into the Apprenticeship

Since there are no formal entry requirements apprentices will come from a wide range of backgrounds including:

- schools and colleges
- work
- work experience
- unemployment (possibly through pre-employment courses or Skill Build)
- training or experience in the sector
- following redundancy
- vocationally related knowledge qualifications from the sector (especially 2 qualifications)
- Welsh Baccalaureate (PLL) Society Health and Development
- Basic or Key Skills/Essential Skills Wales/New Key Skills
- Foundation apprenticeships

There are however a number of desirable personal characteristics outlined in the Entry Conditions of this framework. Enhanced DBS checks are required and some offences may stop you from working in these sectors.

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Progression from the Apprenticeship

Progression within the health and social care sector affords a wide range of opportunities for apprentices to take on new roles and responsibilities. Progression from this pathway may lead to further qualifications specific to the work context and to management opportunities through the Advanced Practitioner Level 5 Diplomas and Management and Leadership level 5 Diplomas. A wide range of qualifications are available, these may include further QCF qualifications, further specialisation, progression to some management roles or progression to HE to undertake professional qualifications.

Progression should also not just be seen as vertical. In some instances moving into another role at the same level may be just as rewarding as it offers the opportunity to develop new skills and knowledge. This may involve specialising in a particular service group e.g. supporting people with learning difficulties or dementia, or working in a particular setting such as supporting people at home. The extensive number of QCF units available in the sector enables a flexible approach to Continuous Professional Education and Learning both horizontally and vertically.

To become a qualified practitioner (e.g. nurse, allied health practitioner, healthcare scientist, or social worker) apprentices would progress from their apprenticeship to undertake specific qualifications (often a 3 year university degree) but individuals would have to meet the specific entry requirements as outlined by their chosen HE providers.

Many health and social care apprentices complete their apprenticeship and continue to work as care or support workers or move on to supervise other team members in senior or management positions.

The social care sector in Wales is also seeing the emergence of a new role: social service practitioners. At present not all employers use this role, but it is growing. It is likely that these roles will grow in the coming years and education and learning pathways to support this development will be become available for progression.

Health and social care apprentices can move across both sectors. Further details of career pathways can be found at the links below.

<http://www.ccwales.org.uk/qualifications-and-careers/careers> or
<http://www.skillsforhealth.org.uk/developing-your-organisations-talent/careers-information,-advice-and-guidance/>

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

ERR is no longer a requirement due to changes to SASW in October 2016

Level 3, Pathway 3: Social Care (Children and Young People)

Description of this pathway

Apprenticeship in Health and Social Care specialising in work with children and young people.

On completion of the diploma qualification, a minimum of 58 credits will be obtained, plus 12 credits for the required transferable skills (ESW). **(The total number of credits is therefore 70).**

Knowledge Credits : minimum of 17 Credits

Competence Credits : minimum of 14 credits

+ an additional 27 credits that will be either knowledge or competence depending on the selection made from the optional bank.

Transferable Skills : 12 credits

The diploma qualification exceeds the required minimum of 10 competence and 10 knowledge credits within a fully integrated qualification.

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

Entry requirements for this pathway are the same as for the Framework. However apprentices must be operating at level 3:

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects

awareness of different perspectives or approaches within an area of study or work.

Job title(s)	Job role(s)
Residential Child Care Practitioners	Support children and young people within a residential setting. The work involves being a role model, guidance with learning life skills and personal development.
Senior residential child care practitioners	Support children and young people within a residential setting. The work involves being a role model, guidance with learning life skills and personal development. It may involve supporting young people with very complex needs, taking responsibility for shifts or supervising other staff.
Child Care Worker	Support children and young people within a range of family or community settings. The work involves being a role model, guidance with learning life skills and personal development.
Senior Child Care Worker	Support children and young people within a range of family or community setting. The work involves being a role model, guidance with learning life skills and personal development. It may involve supporting young people with very complex needs, responsibility for shifts or supervising other staff.

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 Health & Social Care (Children and Young People) for Wales and Northern Ireland (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1201/6	City and Guilds of London Institute	58	385-441	
B1b	501/2374/9	Ascentis	58	385-441	
B1c	501/1427/X	Pearson EDEXCEL	58	385-441	
B1d	600/1439/8	Agored Cymru	58	385-441	
B1e	600/4900/5	Skillsfirst Awards Ltd	58	385-441	

Relationship between competence and knowledge qualifications

For Pathway 3 : Social Care (Children and Young People)

J/601/1434 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 credits 3

A/601/1429 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 credits 3

Y/601/1437 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 credits 2

R/601/1436 Principles for implementing 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 credits 1

L/601/1693 Understand child and Young Person Development

Credit Assigned to knowledge 4

Credit assigned to skills 0

Total unit credits 4

R/601/1694 Promote Child and Young Person Development

Credit Assigned to knowledge 1

Credit assigned to skills 2

Total unit credits 3

Y/601/1695 Understand how to safeguard the well being of children and you young people

Credit Assigned to knowledge 3

Credit assigned to skills 0

Total unit credits 3

D/601/1696 Support children and young people's health and safety

Credit Assigned to knowledge 1

Credit assigned to skills 1

Total unit credits 2

H/601/1697 Develop positive relationships with children, young people and others involved in their care

Credit Assigned to knowledge 0

Credit assigned to skills 1

Total unit credits 1

K/601/1698 Working together for the benefit of children and young people

Credit Assigned to knowledge 1

Credit assigned to skills 1

Total unit credits 0

M/601/1699 Understand how to support positive outcomes for children and young people

Credit Assigned to knowledge 3

Credit assigned to skills 0

Total unit credits 3

M/600/9760 Assessment and planning with children and young people

Credit Assigned to knowledge 2

Credit assigned to skills 3

Total unit credits 5

F/600/9780 Promote the well being and resilience of children and young people

Credit Assigned to knowledge 1

Credit assigned to skills 3

Total unit credits 4

F/601/0315 Professional practice in children and young people's social care

Credit Assigned to knowledge 1

Credit assigned to skills 3

Total unit credits 4

There are therefore 21 credits assigned to knowledge, 19 credits assigned to skills + an additional 27 credits selected from the optional banks that may be knowledge or skills.

To ensure occupational competence, employers and learning providers should select at least 6 credits from the optional B suite to reflect the work experience of the apprentices.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 2	6
Application of numbers	Level 2	6
IT		

Progression routes into and from this pathway

No ICT or Digital Literacy now required

Progression into the Apprenticeship

Since there are no formal entry requirements apprentices will come from a wide range of backgrounds including:

- schools and colleges
- work
- work experience
- unemployment (possibly through pre-employment courses or Skill Build)
- training or experience in the sector
- following redundancy
- vocationally related knowledge qualifications from the sector (especially level 1 and 2 qualifications)
- Welsh Baccalaureate (PLL) Society Health and Development
- Basic or Key Skills/Essential Skills Wales/New ESW
- Foundation apprenticeships

There are however a number of desirable personal characteristics outlined in the Entry Conditions of this framework. Enhanced DBS checks are required and some offences may stop you from working in these sectors.

Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Progression from the Apprenticeship

Progression within the health and social care sector affords a wide range of opportunities for apprentices to take on new roles and responsibilities. Progression from this pathway may lead to further qualifications specific to the work context and to management opportunities through the Advanced Practitioner Level 5 Diplomas and Management and Leadership level 5 Diplomas. A wide range of qualifications are available these may include further QCF qualifications, further specialisation, progression to some management roles or progression to HE to undertake professional qualifications.

Progression should also 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. This may involve specialising in a particular service group e.g. supporting young people with learning difficulties or in fostering or adoption services, or working in a particular setting such as supporting young people leaving care. The extensive number of QCF units available in the sector enables a flexible approach to Continuous Professional Education and Learning both horizontally and vertically and a CPEL framework is being developed for social care managers and workers.

To become a qualified practitioner (e.g. nurse, allied health practitioner, healthcare scientist, teacher or social worker) apprentices would progress from their apprenticeship to undertake specific HE qualifications (often a 3 year university degree) but individuals would have to meet the specific entry requirement as outlined by their chosen HE providers.

Many health and social care apprentices complete their apprenticeship and continue to work as child care or support workers or move on to supervise other team members in senior positions.

The social sector is also seeing the emergence of a new role: social service practitioners. At present not all employers use this role, but it is growing. It is likely that as these roles grow in the coming years education and learning pathways to support the development will be become available for progression.

Health and social care apprentices can move across both sectors. Further details of career pathways can be found at the links below.

<http://www.ccwales.org.uk/qualifications-and-careers/careers> or
<http://www.skillsforhealth.org.uk/developing-your-organisations-talent/careers-information,-advice-and-guidance/>

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

We are also removing the ERR requirements permitted under changes to SASW in October 2016.

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

How equality and diversity will be met

The sectors are dominated at these levels by women; many of who are over 35 and the need to recruit younger staff and men in particular is promoted by the publication and use of this apprenticeship framework. It is equally important from our labour market intelligence that we must increase the numbers of Welsh speakers in social care and improve access to services through the medium of Welsh by this initiative.

Skills for Health and Skills for Care and Development (Care Council for Wales) are very aware that the Health & Social Care Worker role is predominantly female dominated in terms of uptake. Care has traditionally been seen as 'jobs for women' and the need to attract more men into the profession to ensure care can be offered by men to men is important. In addition as traditional heavy industry jobs are lost in Wales more men are looking for work in the service industries and care and health are two of the largest employers in Wales. Gender imbalance is not unique to this framework as it is also an issue for the health, care and support sector as a whole.

The SSCs responsible for the compliance of the Health & Social Care framework, are not aware of any other imbalance in the take up of the framework by ethnic groups for instance. While there are a small number of workers from ethnic minorities, the number do correlate to those of the population.

The SSCs undertake to raise awareness and the need to promote equality and value diversity to employers, training providers and learners to try and encourage local recruitment to reflect the community on this apprenticeship framework.

The SSCs responsible for this framework seeks to improve the equality and diversity monitoring of all our frameworks via registration data and its certification of completions to assist with a better understanding of this issue. In addition the responsible SSCs are currently undertaking a marketing strategy producing materials to promote all its frameworks and particularly to engage both learners and employers with the Frameworks. This has involved producing bilingual material which promotes both younger people and male images in the sector .

There should be open recruitment of apprentices to the programme, which is available to all young people, regardless of gender, ethnic origin, religion/belief, sexual orientation or disability who meet the stated selection criteria.

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

All partners involved in the delivery of the apprenticeship – Welsh Government DfES regional

offices, providers, assessment centres and employers must be committed to a policy of equal opportunities with a stated equal opportunities policy and procedure.

Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with the following relevant legislation such as:

- The Equality Act 2010
- The Welsh Language Act 1993 Chapter 38
- The Care Standards Act 2000
- Data Protection Act 1998
- Employment Right Act 1996
- Health and Safety at Work Act 1974
- Human Rights Act 1998
- Public Interest Disclosure Act 1998 (Whistle Blowing Charter)
- Rehabilitation of Offenders Act 1974-1986 Amendment
- Sexual Discrimination Act 1976
- Proposed Code of Practice – Recruitment & Employment of Gay Men & Lesbians

The Sector Skills Councils will retain overall responsibility for the development of the apprenticeship and for monitoring equality of opportunity, primarily by the analysis of DfES statistical returns (LLWR). Where questions arise concerning policy and practice, the Sector Skills Councils will work closely with the local DfES regional office concerned to identify causes and to implement positive action where appropriate.

On and off the job training (Wales)

Summary of on- and off-the-job training

Level 2 : To satisfy the requirements of this framework, an apprentices will have to complete 1450 hours training over a 12 month period. This will include 2010 hours **off the job** training (and 1240 hours on the job training).

For apprentices already employed within the sector, their previous or current work experience will have equipped them to move forward with the assessment of competence based tasks within a shorter time period and completion of the framework may take 8-12 months. The use of previous work experience or units of competence (e.g. the completion and certification of the Social Care Induction Framework) must have been completed within the previous 4 years from the start of the apprenticeship programme and the evidence presented must be formally accredited using a Recognition of Prior Learning Process into the existing Diploma requirements and meet the agreed assessment strategy.

Level 3 : To satisfy the requirements of this framework, and apprentice will have to complete **1994 hours training** over an 18 month period including 240 off the job training hours and 1754 on the job training hours.

For apprentices already employed within the sector, their previous or current work experience will have equipped them to move forward with the assessment of competence based tasks within a shorter time period and completion of the framework may take 10-14 months. The use of previous work experience or units of competence (e.g. the completion and certification of the Social Care Induction Framework) must have been completed within the previous 4 years from the start of the apprenticeship programme and the evidence presented must be formally using a Recognition of Prior Learning Process into the existing Diploma requirements and meet the agreed assessment strategy.

The assessment planning process will be undertaken jointly with the apprentice, employer, assessor (tutor or teacher) and any workplace supervisors or mentors. It will determine what training and develop will happen in what environment and also plan direct and naturalistic observations for the assessment of competence.

Off-the-job training

Level 2

For Pathway 1: the Health Pathway

- For an apprentice, new to the sector, it is expected that they will require 210 hours off-the-job training.

For Pathway 2: Social Care (Adults)

- For an apprentice, new to the sector, it is expected that they will require 210 hours off-the-job training.

Level 3

For Pathway 1: the Health Pathway

- For an apprentice, new to the sector, it is expected that they will require 240 hours off-the-job training.

For Pathway 2: Social Care (Adults)

- For an apprentice, new to the sector, it is expected that they will require 240 hours off-the-job training.

For Pathway 3: Social Care (Children and Young People)

- For an apprentice, new to the sector, it is expected that they will require 240 hours off-the-job training.

How this requirement will be met

Off the job training is defined as any activity that takes the apprentice away from their normal working duties.

It might include:

- Some formal training course such as, Moving and Handling, Fire Safety, Protection of Vulnerable Adults and/or Children. This might happen in a college, with a learning provider or in your work place with trainers;
- Completing some specific modules relating to the knowledge based units of the diploma agreed by your learning provider and employer;
- Researching and completing the ERR booklet;
- Visiting other units or settings to extend your learning and understanding of the sectors;
- Private study and research to aid your learning, including e-learning where possible and appropriate;
- Coaching, mentoring which support your learning and development that takes place away from the actual working environment.
- Time with your assessor and mentor and/or employer discussing an assessment plan for

the Diploma and making careful choices about the units you will take to meet the requirements of the diploma;

- Include selecting the correct context knowledge units from Optional unit B to ensure you understand more about the setting you are working in and the service users who you support;
- It will include planning the appropriate naturalistic direct observations to ensure competence for the competence units within the diploma, including which service users might be involved gaining service user permissions, using expert witness testimony if required etc;
- Time taken to formally assess the knowledge based units. This might include researching and writing comments or keeping reflective diaries, writing up reflective accounts, preparing work for and following your direct observations or completing written tasks or on-line assessments.

This Apprenticeship and the QCF Diplomas that are at its centre, underline the importance of the integration of knowledge into practice to ensure competence and protect public confidence and safety. Some of this may well be completed (or have been completed) within an Induction Programme (perhaps using the Social Care Induction Framework) which is a requirements for all social care employers in registered setting under the National Minimum Standards (for services) and regulated by CSSIW.

The assessment of competence is made in real work settings by skilled and occupationally competent assessors who also have additional qualifications in the assessment of competence, and are accepted as qualified by the awarding organisation. Awarding organisations also retain quality assurance and external verifying responsibilities for the diplomas within this framework.

On-the-job training

On-the-job training includes workplace activity where skills are being applied in the course of an apprentice's normal work duties.

Level 2

For Pathway 1: the Health Pathway

For an apprentice, new to the sector, it is expected that they will require 1240 hours on-the-job training.

For Pathway 2: Social Care (Adults)

For an apprentice, new to the sector, it is expected that they will require 1240 hours

on-the-job training.

Level 3

For Pathway 1: the Health Pathway

For an apprentice, new to the sector, it is expected that they will require 1754 hours off-the-job training.

For Pathway 2: Social Care (Adults)

For an apprentice, new to the sector, it is expected that they will require 1754 hours on-the-job training.

For Pathway 3: Social Care (Children and Young People)

For an apprentice, new to the sector, it is expected that they will require 1754 hours on-the-job training.

How this requirement will be met

On the job training hours relate to all activities that would normally be undertaken in the course of your working activities.

The learner, employer and learning provider together will keep a record of how this time is spent: showing what time is taken to complete these tasks and what tasks are achieved (e.g. reflective diary, supervision notes or performance reviews and diaries can all be used as evidence).

These might include:

- Supporting individuals or groups of people;
- Planning and completing activities;
- Undertaking roles and tasks as required by your employer;
- Observations, modeling and mentoring by more experienced staff
- Attending staff meetings and in situ training
- Recording information;
- Liaison with other professionals and preparing reports or charts;
- Attending supervision sessions with managers/mentors to discuss performance and development in relation to the work environment;

- Attendance at meetings relating to service users (to observe or participate).

The assessment principles for the Diplomas at the heart of this apprenticeship require direct observation in real work settings before competence is agreed. The only simulations allowed relate to health and safety and first aid units within the qualifications. Simulation is only allowed when specified in the unit itself therefore all competence based units require practice and then are formally assessed during on the job hours. The assessment planning and reflection however, are part of the off the job hours identified above.

Wider key skills assessment and recognition (Wales)

Improving own learning and performance

This includes developing independent learners who are clearly focused on what they want to achieve and able to work towards targets that will improve the quality of their learning and performance. The standards include process skills, e.g., target-setting, planning, learning, reviewing and interpersonal skills, e.g., communicating own needs, accepting constructive feedback, negotiating learning opportunities and support

This is already covered within the Diplomas in a range of the mandatory units at levels 2 and 3

L/601/5470 Introduction to personal development in health, social care or children's and young people's settings

A/601/1429 Engage in personal development in health, social care or children's and young people's settings

There was no support from the sector employers or learning suppliers that Wider Key Skills were required in addition. **This is therefore not an additional requirement.**

Working with others

This includes process and interpersonal skills to support working cooperatively with others to achieve shared objectives, work cooperatively and have regard for others.

This is already covered within the Diplomas across a range of the mandatory units at levels 2 and 3 and therefore there was no support from the sector employers or learning suppliers that Wider Key Skills were required in addition.

This is therefore not an additional requirement.

Problem solving

This includes encouraging learners to develop and demonstrate their ability to tackle problems systematically, for the purpose of working towards their solution and learning from this process. Three types or combinations of problems are dealt with: diagnostic problems that depend primarily on analysis to arrive at conclusions, design problems that depend mainly on synthesis to create a product or process, and contingency problems that typically involve

resource planning and gaining the cooperation of others, eg when organising an event

Problem solving is central to the role and competence of health and social care workers and integral to many of the units within the Diploma. There was no support from the sector employers or learning suppliers that Wider Key Skills were required in addition.

This is therefore not an additional requirement.

Additional employer requirements

Although there is not a specific list of employer additionalities, employers are encouraged to negotiate with their training/college providers to agree any appropriate units they feel would offer enhancement within the particular context or setting; e.g. Learning Disability, Dementia Care or Mental Health.

Apprentices who require particular clinical health skills should undertake the Clinical Health Apprenticeship Framework and not this joint framework.

Many employers have indicated a growing need for staff to have a cultural awareness of Wales and some awareness of the Welsh language. We encourage learning providers to provide introductory Welsh conversational courses or awareness classes to all apprentices.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org