apprenticeship FRAMEWORK

Health (Informatics)

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?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Skills for Health	**Apprenticeship Certification Wales** https://acwcerts.co.uk/web/

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Issued

Prentisiaethau Apprenticeships

Health (Informatics)

Contents

Contents

Framework information

Information on the Issuing Authority for this framework:

Skills for Health

The Apprenticeship sector for occupations in health care

Issue number: 12	**This framework includes:**
Framework ID: FR04183	Level 2 ☒ Level 3 ☒ Level 4-7 ☒
Date this framework is to be reviewed by: 31/12/2021	**This framework is for use in: Wales**

Short description

This Apprenticeship Framework is for those currently working in or new to working in the area of Informatics in the Health Sector.

Apprentices are employed in the role of Health Information Assistant, Assistant Practitioner (Informatics) or Practitioner (Informatics). Apprentices gain the new skills and learning they need to carry out these job roles as well as preparing them for future employment and career progression within the health sector.

It provides progression routes into a wide range of roles in the health sector where information handling is a key responsibility.

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

Contact information

Proposer of this framework

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

Skills for Health worked with stakeholders to develop qualifications and apprenticeship frameworks to ensure that these met both employer and SASW requirements. Employers and other stakeholders involved came from the NHS, NHS Wales Informatics Service, Awarding Organisations and training providers.

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

Developer of this framework

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Issuing Authority's contact details

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Who is making this revision	Cathy Gallagher
Your organisation	Skills for Health
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Revising a framework

Why this framework is being revised

To remove references to the Qualifications and Credit Framework (QCF) as this no longer exists, and remove qualifications that are no longer available in Wales.

Summary of changes made to this framework

To remove:

- References to the QCF
- The old shared QCF unit reference numbers
- City & Guilds Level 3 Diploma in Health Informatics as this qualification is no longer available in Wales
- FAQ, Skillsfirst and Pearson Level 2 and Level 3 ERR qualifications as they are no longer available in Wales

To add:

- A Level 4 pathway with a combined qualification

Qualifications removed

- City & Guilds Level 3 Diploma in Health Informatics (601/0694/3)

- FAQ Level 2 Award in Employment and Personal Learning Skills in Health (601/0947/6)
- FAQ Level 3 Award in Employment and Personal Learning Skills in Health (601/0957/9)
- Skillsfirst Level 2 Award in Employment and Personal Learning Skills in Health (600/6219/8)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (600/6220/4)
- Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health (601/0117/9)
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (600/9666/4)

Qualifications added

Agored Cymru Level 4 Diploma in Health Informatics (COO/1229/3)

Qualifications that have been extended

N/A

Apprenticeship Certification Wales

Purpose of this framework

Summary of the purpose of the framework

Definition:

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

About the health sector:

The health sector comprises those working in the NHS (public sector) as well as voluntary and private healthcare providers and employs over 2 million people. The range of roles within the sector is very varied and the NHS careers site lists in the region of 300 different jobs.

Individuals are likely to stay within the health sector for the majority of their working lives although they are also likely to change between different job roles and different employers as their career progresses.

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

There is a range of challenges for the health sector as a whole: an ageing population creates higher demand for services and ongoing care; patients have a greater choice of which services and treatments they access; and the current economic climate means that budgets are tight.

Apprenticeships are one of the many ways in which employers within the health sector are seeking to address some of these increasing pressures. A qualified and competent support workforce is vital to the patient experience and to the smooth running of services.

About this framework:

This framework supports the broad vision of the sector to develop an increasingly skilled,

flexible and effective workforce whilst maintaining high quality and safe care for patients and addresses specific outcomes of the Skills for Health Sector Skills Assessment 2011. www.skillsforhealth.org.uk/about-us/resource-library/doc_download/328-sfh-summary -sector-skills-assessment-2011.html

Skills for Health is committed to engaging with employers, professional bodies and other stakeholders in the development of Apprenticeship frameworks. Engagement and consultation is through meetings including face to face and teleconferences and e-consultation. Consultation ensured that employer views are reflected in this framework on the minimum duration, the on and off the job learning time, the inclusion of IT Essential Skills Wales. Apprentices will learn new skills and knowledge whilst carrying out real work as part of the healthcare team. Each apprentice is employed under terms and conditions laid out in an Apprenticeship Agreement between the employer and apprentice and are paid at least the applicable rate under the Apprenticeship National Minimum Wage.

About the role:
Health Informatics is an emerging discipline within healthcare, but the recording and communication of information has always been essential to the practice of healthcare. Establishing Health Informatics as a recognised profession in health and care has been central to the national informatics development strategy for the last 10 years.

It is estimated that there are more than 3,000 people working in informatics roles in the NHS in Wales. There are now qualifications to support Health Informatics roles at Career Framework Levels 2, 3 and 4. Apprenticeships are seen as being key to supporting recruitment and retention at this level of the profession and to providing the first step of a career pathway.

The following definition is generally agreed to sum up the scope of health informatics, "The knowledge, skills and tools which enable information to be collected, managed, used and shared to support the delivery of healthcare and to promote health" (NHS Careers, 2011).

Health Informatics is concerned with the effective use of data, information, knowledge and technology to support and improve health and health care delivery. As a profession, Health Informatics includes people working in a wide range of roles, which have been grouped together into seven disciplines:

• Knowledge Management
• Information Management
• Information and Communication Technology
• Health Records and Patient Administration
• Clinical Informatics
• Health Informatics Education and Training
• Project and Programme Management

Informatics in health and care is becoming an increasingly important profession as information

and ICT systems become more and more part of the way services are delivered and supported.

Work is being undertaken to continually refine and define roles within Health Informatics and to develop the qualifications needed to support occupational competence in those roles. More information about the Health Informatics Career Framework can be found at https://www.hicf.org.uk

Government policy in the area of health and care focuses on the need for an "information revolution" which provides further incentive to drive up informatics knowledge and skills across the workforce. Importantly, this impacts on the capacity and capability of informatics specialists to support and enable new ways of working. Establishing career and qualification pathways in health informatics is a central strand of informatics policy.

This Apprenticeship framework is the first for Health Informatics roles and sits under the Information Management domain of the Health Informatics Career Framework http://www.hicf.org.uk/.

Whilst undertaking an Apprenticeship you will be eligible for free affiliate registration with the UK Council for Health Informatics Professions (UKCHIP). On completion of either the Foundation Apprenticeship or the Apprenticeship you would be eligible to apply for level 1 registration with UKCHIP, or a higher registration level provided other conditions of registration are met.

The UKCHiP website can be found at http://www.ukchip.org/

Traditionally people have tended to move into Health Informatics from other fields in health e.g. admin. This Apprenticeship framework has been developed to provide a direct entry route into the discipline of health informatics for people with little or no experience of the health sector or informatics. It can lead on to an exciting and fulfilling career.

Apprentices will work in Health Informatics in a Health Information Assistant, Assistant Practitioner (Informatics) or a Practitioner (Informatics) role. Actual job titles may vary.

Aims and objectives of this framework (Wales)

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

Through completion of this apprenticeship learners will gain:
• Broad base training in the chosen occupational area
• Work experience that leads to competency in the work place
• Transferable Skills

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

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

The framework specifically supports the need to develop the skills and knowledge of workers at Career Framework levels 1 – 4 and provides career progression routes.

Entry conditions for this framework

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

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

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

Initial Assessment:

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

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Health (Informatics)

Pathways for the framework at level 2:
Pathway 1:   Foundation Apprenticeship in Health (Informatics)

Level 2, Pathway 1: Foundation Apprenticeship in Health (Informatics)

Description of this pathway

Health (Informatics). Total 57 credits.

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

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

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

Applicants may have already achieved a range of qualifications eg:

- Essential Skills Wales
- Welsh Baccalaureate
- Welsh Baccalaureate with Principal Learning
- foundation learning at level 1
- Other level 1 qualifications
- GCSEs in related subjects eg Health and Social Care or ICT

Personal Attributes

Employers look for health sector apprentices who are:

- Well Organised
- Able to work with large amounts of information and data

- Conscientious
- Discreet
- Respectful
- Personable

They also expect them to:
- Be able to work in a team
- Carry out their duties meticulously

Apprenticeship Certification
Wales

Job title(s)	Job role(s)
Health Information Assistant	Role includes the routine handling and input of data, plus validation of data and information. They are responsible for providing reports and for the dissemination of information.

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 Extended Certificate in Health Informatics					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/3467/1	City & Guilds	32	214-227	N/A
B1b	601/1453/8	Agored Cymru	32	212-217	N/A

Relationship between competence and knowledge qualifications

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

The combined qualification exceeds the required minimums of 10 credits for competence and 10 credits for technical knowledge.

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

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

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

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

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

Credit assigned to skills: 1
Total unit credit: 2

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

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

Research Information

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

Organise and Report Data
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Essentials in Health Informatics
Credit assigned to knowledge: 1
Credit assigned to skills: 1
Total unit credit: 2

Store and Retrieve Information
Credit assigned to knowledge: 1
Credit assigned to skills: 2
Total unit credit: 3

Maintaining Quality Standards in the Health Sector
Credit assigned to knowledge: 1
Credit assigned to skills: 0
Total unit credit: 1

Service Improvement in the Health Sector
Credit assigned to knowledge: 2
Credit assigned to skills: 0
Total unit credit: 2

Totals (for **mandatory units** listed above not entire qualification)
Total Credit Assigned to Knowledge: 15

Total Credit Assigned to Skills: 15
Total Credit: 29

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Communication achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Application of Number achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☒   **NO**   ☐

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Digital Literacy (ICT) achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for **Digital Literacy (**ICT) and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

PROGRESSION INTO THIS PATHWAY

See Entry Requirements.

PROGRESSION FROM THIS PATHWAY

Health Information Assistants may go on to complete an Apprenticeship in Health Informatics, leading to a role as an Assistant Practitioner (Informatics) or work towards one of the emergent roles within the Health Informatics Career Framework.

Learners may also progress from this pathway onto further qualifications specific to their work context which may be in other areas such as IT, Customer Service or Library and Information Services. These may include further apprenticeship frameworks, qualifications or other work-related education and training to support Continuing Professional Development.

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

Examples of progression:

Rob

Rob decided that when he finished his GCSEs, he would prefer to undertake an apprenticeship rather than go on and do 'A' levels. He'd always enjoyed Maths and working with computers, particularly spreadsheets and statistics. He saw an advert for a Health Informatics Apprenticeship at his local NHS hospital, so he applied and was successful. He worked in the Patient Information team, learning on the job and shadowing colleagues from time to time, as

well as one day a week at college. His day to day work involved: coming into contact with colleagues across the hospital, including clinicians, patients and visitors; assisting in the collation, provision and distribution of quality patient information; as well as other tasks. The Foundation Apprenticeship took about a year to complete. Just before he successfully completed the apprenticeship, Rob applied for a permanent post in the hospital as an Information Assistant in the Informatics Team. His employer was keen for him to continue his development and supported him in undertaking the level 3 Diploma in Health Informatics, allowing him study time. Rob felt he had found his niche and decided he wanted to progress on the analytics career route through a very traditional path: from Assistant Information Analyst, to Information Analyst and he is now a Senior Information Analyst. He's had to work hard and study in his own time, but he has now gained a BSc (Hons) in Health Informatics. He's learned a great deal about health. He knows how important accurate, timely, quality information is and how it can help to improve the patient experience.

Jenny

Jenny started her working life as an apprentice in the Health Records department of a large teaching hospital. She enjoyed the work and successfully completed the Foundation Apprenticeship in Health (Informatics) which gave her an excellent foundation in informatics. She then moved into a Ward Clerk role where she found herself showing other staff how to use the computer and patient admin system. She discovered that she enjoyed this aspect of the work and decided she wanted to get involved in training. Jenny took a sideways step into a Training Administrator role where she gained valuable knowledge and experience providing support to the training team and hasn't looked back since. With backing from her manager, Jenny became a junior trainer and attended a two-day train the trainer course to learn the basics of delivering training. Over the next six months Jenny acquired considerable experience in developing and delivering training. She also enrolled on a Preparing to Teach course. She has since become a senior trainer and is responsible for supervising the training team. She uses her expert knowledge to develop and implement training programmes. She has also gained other teaching qualifications along the way, including the Certificate in Education.

For further information please refer to: https://www.hicf.org.uk/

Higher Apprenticeships are not currently available in Health Informatics but may be in the future at which time this document will be updated. Higher Apprenticeships in other sectors (eg IT) may be appropriate in the meantime.

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

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

UCAS points for this pathway:

N/A

Apprenticeship Certification
Wales

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

Foundation Apprentices must complete the following qualification:

- City & Guilds Level 2 Award in Employment and Personal Learning Skills in Health (qualification number 600/1812/4)

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

- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)

This qualification is nationally recognised and was developed specifically to deliver the ERR and PLTS requirements of apprenticeships. Other Awarding Organisations may offer suitable alternative qualifications in future and the framework document will be when these become available.

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

In order to satisfy the evidence requirement for the apprenticeship, learners will have to provide a copy of the qualification certificate that clearly indicates completion of this particular unit.

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

Level 3

Title for this framework at level 3

Apprenticeship in Health (Informatics)

Pathways for the framework at level 3:

Pathway 1:   Apprenticeships in Health (Informatics)

Level 3, Pathway 1: Apprenticeship in Health (Informatics)

Description of this pathway

Health (Informatics). Total 77 credits.
• Combined qualification 52 credits
• Essential Skills 18 credits
• ERR/ Wider skills Wales qualification 7 credits

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

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience.

As a guide, applicants may enter via a range of routes including from:
• work
• work experience
• school
• college
• training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:
• Essential Skills Wales
• Foundation Apprenticeship
• GCSEs
• GCEs
• Welsh Baccalaureate (at this time there is no credit transfer)
• Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
• Other level 2 qualifications

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

Personal Attributes

Employers look for health sector apprentices who are:
• Well Organised
• Able to work with large amounts of information and data
• Conscientious
• Discreet
• Respectful
• Personable

They also expect them to:
• Be able to work in a team
• Carry out their duties meticulously

Job title(s)	Job role(s)
Assistant Practitioner (Informatics)	Involved in the handling and management of electronic and paper based data and information, using IT and manual systems. This could include day-to-day management of patient records, validation and coding of data and the analysis, reporting and use of data to support the quality of information.

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 Informatics					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/1187/2	Agored Cymru	52	277-408	N/A

Relationship between competence and knowledge qualifications

On completing the above qualifications the total number of credits which an apprentice will attain equals 52 which exceeds the required minimum of 37 credits.

The combined qualification exceeds the required minimums of 10 credits for competence and 10 credits for technical knowledge.

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

The list below sets out how the credit for knowledge has been assigned across mandatory units.

Managing health informatics in healthcare settings

Credit assigned to knowledge: 1

Credit assigned to skills: 2

Total unit credit: 3

Principles of managing information and producing documents

Credit assigned to knowledge: 3

Credit assigned to skills: 0

Total unit credit: 3

Communication skills for working in the health sector

Credit assigned to knowledge: 3

Credit assigned to skills: 0

Total unit credit: 3

Identify information requirements in a health context

Credit assigned to knowledge: 1

Credit assigned to skills: 3

Total unit credit: 4

Manage own performance in a business environment

Credit assigned to knowledge: 1

Credit assigned to skills: 1

Total unit credit: 2

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

Credit assigned to knowledge: 1

Credit assigned to skills: 1

Total unit credit: 2

Totals (for mandatory units listed above not entire qualification)

Total Credit Assigned to Knowledge: 10

Total Credit Assigned to Skills: 7

Total Credit: 17

To achieve a further 3 or more credits for skill learners must undertake one of the many optional skills units available. For example:

Data Management Software

Credit assigned to knowledge: 0

Credit assigned to skills: 4

Total unit credit: 4

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

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

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

Does this framework require Communication achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

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

Does this framework require Application of Number achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

> Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☒   **NO**   ☐

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Digital Literacy (ICT) achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for **Digital Literacy (**ICT) and give a brief **REASON** as to why this is required:

> Enter alternative grade/level requirements and reasons here.

Progression routes into and from this pathway

PROGRESSION INTO THIS PATHWAY

See Entry Requirements.

PROGRESSION FROM THIS PATHWAY

Learners may progress from this pathway onto a Level 4 Health (Informatics) Apprenticeship. Learners may also progress into other areas such as IT, Customer Service or Library and Information Services. These may include qualifications or other work-related education and training to support Continuing Professional Development. Learners may also progress from this pathway into Higher Education undertaking a range of Informatics related degrees.

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

Examples of Progression:

Claire

Claire was contemplating what to do after her 'A' levels, she wasn't sure university was for her. She thought about working in health as quite a few of her family worked for the NHS: her Mum was a Midwife; her Dad worked in IT at the local hospital; her auntie was a Physiotherapist. On the NHS Jobs website, she saw an Apprenticeship in Health (Informatics) opportunity with the local Health Informatics Service. The role was Trainee Project and Programme Support Officer which sounded interesting, so she applied and was successful. Much of the role involved admin support and assisting the management team on the delivery of projects. Her daily tasks included maintaining project documentation; maintaining filing systems; and producing regular and ad hoc project reports. As well as learning on the job, Claire went to college one day a week and

completed her apprenticeship. She was put forward for the Apprentice of the Year award by her employer and came runner up. She stayed in project and programme management and went on to be a Junior Project Manager, then Project Manager. During this time, she received on the job training and also achieved a Foundation Degree which she later topped up to a BSc (Hons) in Health Informatics. She's now considering which path she would like her career to take and is exploring roles such as Benefits Manager, Change Manager, or possibly Business Intelligence.

Ben

When Ben left school he wasn't sure what he wanted to do, but knew he needed to get a job! He had 6 GCSEs and an 'A' level in Biology. He searched the job adverts in the newspapers and online until he came across a vacancy for a Health Records Assistant at the local Community Health hospital. He applied and got the job. He did this role for about ten months, deciding that working in the NHS was for him, but he was keen to advance his career prospects. He saw an internal advert for a trainee clinical coder. The role involved undertaking an Apprenticeship in Health (Informatics), as well as the national foundation training for clinical coders and preparing for the National Clinical Coding Qualification (NCCQ) UK after two to three years in the job. Ben saw this as an excellent opportunity for progression, so he applied and was selected. Although there was a great deal to learn and a lot of hard work, Ben thoroughly enjoyed the specific on-the-job clinical coding training and the apprenticeship. It gave him a broader picture of health informatics and also offered the opportunity to share experiences with other apprentices when attending the local college on day release. He successfully completed the apprenticeship and is now preparing to sit the NCCQ examination. If successful, he will attain Accredited Clinical Coder (ACC) status.

For further information please refer to: https://www.hicf.org.uk/

Higher Apprenticeships are not currently available in Health Informatics but may be in the future at which time this document will be updated. Higher Apprenticeships in other areas such as IT, Management or Project Management may be appropriate in the meantime.

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

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

UCAS points for this pathway:
N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ☒   **NO**   ☐

Delivery and assessment

Apprentices must complete the following qualification:

- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)

This qualification is nationally recognised and was developed specifically to deliver the ERR and Wider Key Skills Wales requirements of apprenticeships.

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

In order to satisfy the evidence requirement for the apprenticeship, learners will have to provide a copy of the qualification certificate that clearly indicates completion of this particular unit.

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

Level 4

Title for this framework at level 4

Higher Apprenticeship in Health (Informatics)

Pathways for the framework at level 4:

Pathway 1:   Higher Apprenticeship in Health (Informatics)

Level 4, Pathway 1: Higher Apprenticeship in Health (Informatics)

Description of this pathway

Health (Informatics). Total 141 credits.
• Combined qualification 116 credits
• Essential Skills 18 credits

- ERR/ Wider skills Wales qualification 7 credits

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

There are no specific entry requirements for this pathway

Applicants to this Apprenticeship will be from different age groups, with differing backgrounds and experience.

As a guide, applicants may enter via a range of routes including from:
• work
• work experience
• school
• college
• training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications eg:
• Essential Skills Wales
• Apprenticeship
• GCSEs
• GCEs

Apprenticeship Certification Wales

- Welsh Baccalaureate (at this time there is no credit transfer)
- Welsh Baccalaureate with Principal Learning (at this time there is no credit transfer)
- Other level 3 qualifications

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

Personal Attributes

Employers look for health sector apprentices who are:
- Well Organised
- Able to work with large amounts of information and data
- Conscientious
- Discreet
- Respectful
- Personable

They also expect them to:
- Be able to work in a team
- Carry out their duties meticulously

Job title(s)	Job role(s)
ICT Support Technician	Assist in the delivery of ICT support. Including resolving IT support calls, performing installations, configurations, relocation and decommissioning of computer hardware and software; fault-finding and rectifying problems; promoting good practice in the use of hardware and software and IT security.
ICT Test Analyst	Develops testing plans, scripts etc; Systems and Integration Testing (SIT), Operational Acceptance Testing (OAT), User Assurance Testing (UAT), Regression Testing and Performance. It might also include: hands-on testing to build application expertise and ensure project deadlines are met.
Information Analyst	Provide analytical support to facilitate clinical decision making, service development and performance management. Facilitating data quality; communicating effectively with stakeholders; providing advice and support which might also involve providing education and training to others.
Senior IT Specialist	Develop, maintain and support relevant systems for Infrastructure Support Operations Centre in own area and in accordance with specifications and operational requirements. The Infrastructure Support Operations Centre team are responsible for providing, monitoring, reporting and gathering data.

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 4 Diploma in Health Informatics					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	COO/1229/3	Agored Cymru	116	464	N/A

Relationship between competence and knowledge qualifications

The list below sets out how the credit for knowledge has been assigned across mandatory units.

Develop own effectiveness and professionalism
Credit assigned to knowledge: 3
Credit assigned to skills: 9
Total unit credit: 12

Analyse and report on health-related data and information
Credit assigned to knowledge: 3

Credit assigned to skills: 3

Total unit credit: 6

Promote good practice in handling information in health settings

Credit assigned to knowledge: 3

Credit assigned to skills: 2

Total unit credit: 5

Quality management of digital products and services

Credit assigned to knowledge: 4

Credit assigned to skills: 5

Total unit credit: 9

The principles of knowledge and information management in the health sector

Credit assigned to knowledge: 5

Credit assigned to skills: 0

Total unit credit: 5

IT system operation 2

Credit assigned to knowledge: 7

Credit assigned to skills: 7

Total unit credit: 14

Networking principles

Credit assigned to knowledge: 6

Credit assigned to skills: 4

Total unit credit: 10

Software design

Credit assigned to knowledge: 6

Credit assigned to skills: 4

Total unit credit: 10

Totals (for mandatory units listed above not entire qualification)

Total Credit Assigned to Knowledge: 37

Total Credit Assigned to Skills: 34

Total Credit: 71

On completing the above qualification, the total number of credits which an apprentice will attain equals 116 which exceeds the required minimum of 37 credits.

The combined qualification exceeds the required minimums of 10 credits for competence and 10 credits for technical knowledge.

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

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Communication achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Application of Number achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

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Enter alternative grade/level requirements and reasons here.
```

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☒   **NO**   ☐

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Digital Literacy (ICT) achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for **Digital Literacy (**ICT) and give a brief **REASON** as to why this is required:

```
Enter alternative grade/level requirements and reasons here.
```

Progression routes into and from this pathway

PROGRESSION INTO THIS PATHWAY

See Entry Requirements.

PROGRESSION FROM THIS PATHWAY

Learners may progress from this pathway onto further qualifications specific to their work context which may be in other areas such as IT, Data Analysis or Library and Information Services. These may include qualifications or other work-related education and training to support Continuing Professional Development. Learners may also progress from this pathway into Higher Education undertaking a range of Informatics related degrees.

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

Examples of Progression:

Sophie

Sophie left school with a desire to learn more about IT and computing. After spending a year in further education, she was keen to start work and learn in a more practical on-the-job way. She sought out the opportunity of work experience within the NHS in her spare time and soon became aware of an apprenticeship opportunity. She was successful in being recruited in an IT Apprentice role and worked alongside experienced IT technicians whilst she was completing her IT apprenticeship qualification. She was keen to develop and took the opportunity to apply for an IT Support Officer role. Sophie continued to develop and 3 years after starting in the organisation was promoted for a second time into an IT Support Technician role, working alongside those she had learned so much from. She was offered an opportunity to undertake a

Health Informatics level 4 apprenticeship which developed the technical knowledge she needed along with the health context in which this work sits. This gave her a broader understanding of health informatics and a greater appreciation of the wider health informatics profession. This broader knowledge has since helped her gain a supervisory role within the team and she is now working towards a management qualification whilst encouraging junior staff to undertake apprenticeships in health informatics.

Aled

Aled left sixth form with a BTEC qualification in Business Studies and started work in theNHS as an HR administrator. He found he enjoyed analysing the HR data and producing reports and so when the opportunity arose to use and develop these skills in the Information department, he jumped at the chance. On commencement of the role, Aled began a health informatics level 3 apprenticeship. He found that this gave him the perfect opportunity to demonstrate his competence and encourage him to learn new skills whilst giving him an understanding of best practice within health information management. It also gave him the confidence to apply for an Information Analyst post. On completion of the level 3 qualification, Aled decided to continue on the health informatics pathway to complete level 4. Applying his newly acquired skills on the job meant that he could share his knowledge with others and that his colleagues were able to give him plenty of guidance in how to apply his learning to areas of work within his current job. Aled has since taken up a part-time degree and has recently taken up a Lead Specialist role in Data Analysis.

For further information please refer to: https://www.hicf.org.uk/

Higher Apprenticeships in other areas such as IT, Management or Project Management may be appropriate.

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

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

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ☒   **NO**   ☐

Delivery and assessment

Apprentices must complete one of the following qualifications:

- City & Guilds Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/1854/9)
- Skillsfirst Level 3 Award in Employment and Personal Learning Skills in Health (qualification number 600/6220/4)

These qualifications are nationally recognised and were developed specifically to deliver the ERR and Wider Key Skills Wales requirements of apprenticeships.

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

In order to satisfy the evidence requirement for the apprenticeship, learners will have to provide a copy of the qualification certificate that clearly indicates completion of this particular unit.

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

How equality and diversity will be met

There should be open recruitment to apprenticeship frameworks which is available to all who meet the stated selection criteria for the apprenticeship programme they are applying to. Skills for Health expects all partners involved in the delivery of the apprenticeship to comply with the Equality Act 2010 to ensure that applicants are not discriminated against, in terms of entry to and progression within the health sector, using the 8 protected characteristics of:

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

Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection, recruitment and employment. All promotional, selection and training activities must be monitored and comply with legislation.

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

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

It is recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion. During the learner's exit interview, it is recommended that information on

learners leaving the programme before completion is identified and used to support the learner and develop the provision where necessary.

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

On and off the job training

Summary of on- and off-the-job training

Foundation Apprenticeship: To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 453 on and off-the-job training hours over 12 months.

Apprenticeship: To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 618 on and off-the-job training hours over 18 months.

Higher Apprenticeship: To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of 1410 on and off-the-job training hours over 18 months.

Off-the-job training

Foundation Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 239 off-the-job training hours.

Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 341 off-the-job training hours.

Higher Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 714 off-the-job training hours.

How this requirement will be met

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

Level 1 Essential Skills Wales in Communication
Level 1 Essential Skills Wales in Application of Number
Level 1 Essential Skills Wales in ICT
Level 2 Extended Award in Workskills for Apprenticeships / Level 2 Award in Employment and Personal Learning Skills in Health OR Level 3 Extended Award in Workskills for Apprenticeships / Level 3 Award in Employment and Personal Learning Skills in Health including the required ERR and Wider Key Skills units

Apprenticeship: Off-the-job learning will comprise:

Level 2 Essential Skills Wales in Communication
Level 2 Essential Skills Wales in Application of Number
Level 2 Essential Skills Wales in ICT
Level 3 Extended Award in Workskills for Apprenticeships / Level 3 Award in Employment and Personal Learning Skills in Health including the required ERR and Wider Key Skills units

Off-the-job training undertaken before the apprentice started their apprenticeship may count towards the off-the-job training required for the apprenticeship if it was undertaken in relation to an accredited qualification contained in the framework for which a completion certificate is to be applied for. Evidence

to support the application for an apprenticeship completion certificate for off-the-job training will include a copy of the qualification certificate for each of the above qualifications detailing the units completed.

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

Level 2 Essential Skills Wales in Communication
Level 2 Essential Skills Wales in Application of Number
Level 2 Essential Skills Wales in ICT Level 3 Extended Award in Workskills for Apprenticeships / Level 3 Award in Employment and Personal Learning Skills in Health including the required ERR and Wider Key Skills units

On-the-job training

Foundation Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 214 on-the-job training hours over 12 months.

Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 277 on-the-job training hours over 18 months.

Higher Apprenticeship: For this apprenticeship framework and pathway an apprentice will need to complete a minimum of 696 on-the job training hours over 18 months.

How this requirement will be met

Foundation Apprenticeship: On-the-job learning will comprise:

- Level 2 Extended Certificate in Health Informatics

Apprenticeship: On-the-job learning will

- comprise: Level 3 Diploma in Health

  Informatics

Higher Apprenticeship: On-the-job learning will comprise:

Level 4 Diploma in Health Informatics

Evidence to support the application for an apprenticeship completion certificate for on-the-job training will include a copy of the qualification certificate for the above qualification detailing the units completed.

It is expected that:

• On-the-job and off-the-job training hours are both planned, reviewed and evaluated jointly

between the apprentice and a tutor, or teacher; their workplace supervisor or manager and, where relevant, the apprentice's coach or mentor.

• On-the-job and off-the-job training support via either a tutor, teacher, mentor or manager is made available when required by the apprentice.

• On-the-job and off-the-job training hours are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback & assessment; collaborative/networked learning with peers; guided study.

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

Enter Qualification Names

Improving own learning and performance

These skills are embedded in the qualifications listed as meeting the requirements under delivery and assessment of Employee Rights and Responsibilities.

Working with others

These skills are embedded in the qualifications listed as meeting the requirements under delivery and assessment of Employee Rights and Responsibilities.

Problem solving

These skills are embedded in the qualifications listed as meeting the requirements under delivery and assessment of Employee Rights and Responsibilities.

apprenticeship
FRAMEWORK

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