

apprenticeship FRAMEWORK

Therapy Assistant Practitioner (Wales)

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Therapy Assistant Practitioner (Wales)

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Framework summary

Therapy Assistant Practitioner

Therapy Assistant Practitioner

Pathways for this framework at level 4 include:

Pathway 1: Therapy Assistant Practitioner

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 for Therapy Assistant Practitioners

This pathway also contains information on:

- Essential skills

Framework information

Information on the Publishing Authority for this framework:

Skills for Health

The Apprenticeship sector for occupations in health care.

Issue number: 1	This framework includes:
Framework ID: FR04451	Level 4
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Short description

The Level 4 Therapy Assistant Practitioner (TAP) Apprenticeship Framework for Wales has been developed with health employers who provide therapy services in specific disciplines. This includes, but is not exclusive to dietetics, occupational therapy, orthotics, physiotherapy, podiatry, and speech and language therapy. It is also increasingly recognised that support workers are working alongside an individual or in more than one therapy service. The framework is intended to meet the needs of healthcare employers in Wales and provide development opportunities for those seeking a career in these roles.

Apprentices are employed in a range of level 4 TAP roles and will gain the new skills and learning needed to carry out these job roles as well as preparing them for future employment and career progression within the health sector.

The apprenticeship framework can provide progression routes into a wide range of roles in the health and care sectors and is a work- based programme.

Contact information

Proposer of this framework

The proposer for this framework is Skills for Health who work with stakeholders to develop qualifications and apprenticeship frameworks to ensure these meet the requirements of both employers and the Specification of Apprenticeship Standards for Wales (SASW). Employers and other stakeholders involved came from the NHS health boards and trusts in Wales, professional bodies, Awarding Bodies, Higher Education Institutions and training providers.

Developer of this framework

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Purpose of this framework

Summary of the purpose of the framework

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 across the UK. The range of roles within the sector is very varied and the NHS careers website lists in the region of 300 different jobs. The NHS in Wales is the sixth-largest public sector employer in the UK by number of employees (72,000) who are employed by local health boards and NHS trusts.

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.

As a whole the workforce within the health sector tends to reflect the population within the local community it serves. As the UK population becomes older and lives longer so does the healthcare workforce. Widening participation policies apply and health sector employers recruit accordingly and may use their apprenticeship schemes as a means to address some of these issues.

There are a range of challenges for the health sector: an ageing population creates higher demand for services and ongoing care; individuals have a greater choice of which services and treatments they access; and sustainable services need to be developed with a focus on the prudent use of resources.

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 for improved outcomes for those individuals receiving health and care services.

About this framework:

Based on figures from NHS Wales there are over 5000 staff working in therapy professions. Of this figure 4000 are registered professionals with the remainder being classed as therapy support staff. It is not currently possible to identify how many of these staff are Level 4 Therapy Assistant Practitioners.

The *Welsh Health Career Framework for Healthcare Support Workers* defines the Assistant Practitioner role as follows:

A Level 4 Assistant Practitioner is expected to independently manage their own work and case load, undertaking tasks delegated by a registered practitioner with appropriate supervision in place. Having an understanding of evidence-based practice and delivering care in line with current evidence, they will take responsibility for taking action relative to an individual's health and care in accordance with organisational policy and procedures. They will be responsible for some elements of assessment, implementing programmes of care and modifying individualised care plans, reporting back to the registered practitioner. They may delegate work to others and may supervise, teach and assess other staff.

The education requirement is set out as being a minimum of 120 credits 75% of which must be at Level 4. The inclusion of the three Essential Skills of 6 credits each brings the credit requirement to 138 and 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.

Skills for Health is committed to engaging with employers, professional bodies and other stakeholders in the development of apprenticeship frameworks. Engagement and consultation were via meetings including face to face and teleconferences and e-consultation. This has ensured employer views are reflected about the minimum framework duration and the on and off the job learning time. 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 must be paid at least the applicable rate under the Apprenticeship National Minimum Wage, although many employers pay more than this in line with their own terms and conditions.

About the role:

An Assistant Practitioner (AP) works under the supervision of a Registered Practitioner in accordance with employer policy, protocols and standard operating procedures. The Registered Practitioner remains accountable for the appropriate and effective delegation of activities and must ensure that the AP has the competency, confidence and expertise to carry out such activities. Having accepted the activity, the AP is accountable for their actions. In a situation

where the AP feels they do not have the necessary skills or ability then they must alert the registered practitioner.

All APs must follow the *Welsh Guidelines for Delegation* (NHS Wales)

The Assistant Practitioner undertakes care and support of individuals delegated to them by a Registered Practitioner. The delegator remains responsible for the overall management of the individual and accountable for their decision to delegate. They are not accountable for the decisions and actions of the Assistant Practitioner

Accountability is the principle that individuals and organisations are responsible and answerable for their actions. The delegator Registered Practitioner is accountable for ensuring that the treatment or care is appropriately and safely delegated to competent individual/s. The delegatee Assistant Practitioner is accountable for accepting appropriate delegation and is responsible for the performance of those functions.

There are several therapy roles within the health sector. Some TAP roles may undertake a general therapies role and have a range of responsibilities which may include more than one therapy to meet the changing need of the health sector and individual's needs.

TAPs work at level 4 of the Healthcare Support Worker (HCSW) Career Framework in Wales.

In order to provide more specific detail which reflects what is expected and to show the difference between the levels of scope of practice NHS Wales has developed descriptors to include the required underpinning knowledge. These descriptors outline what tasks HCSWs undertake on a day to day basis and the difference between, for example a Level 3 and a Level 4 role. The descriptors show all the attributes, skills and knowledge to assist organisations and individuals in the identification of career development routes. A Level 4 Assistant Practitioner is expected to independently manage their own work and case load, undertaking tasks delegated by a registered practitioner with appropriate supervision in place. Whilst a Level 3 HCSW will have a greater degree of autonomy and may undertake a broader range of more complex interventions, problem solving and taking action on an individual's health and care in accordance with organisational policy and procedures than a Level 2 role.

More detail is found in The Developing Excellence in Healthcare-an NHS Wales Skills and Career Framework for Healthcare Support Workers supporting Nursing and the Allied Health Professions which sets out additional information to assist organisations.

www.nhswalesdevelopinghealthcare.com/downloads/skills-and-development-framework.pdf

The HCSW Codes of Practice for Wales, provides more detail about the expectations of different roles, particularly Guidance Statement 6 to '*Improve the quality of care to service users by updating your knowledge, skills and experience through personal and professional development*'.

[www.wales.nhs.uk/documents/Code_of_Conduct_for_Healthcare_Support_Wor_kers_in_Wales.pdf](http://www.wales.nhs.uk/documents/Code_of_Conduct_for_Healthcare_Support_Workers_in_Wales.pdf)

This framework also covers roles and responsibilities for particular TAP roles:

- **Dietetics**

Dietetic Assistant Practitioners deliver dietetic care with a level of knowledge, skill and competence beyond that of a traditional healthcare assistant/support worker. They assume responsibility for delegated aspects of dietetic healthcare delivery which may have previously only been within the remit of registered dietitians. Dietetic assistant practitioners work with the supervision of a registered dietitian to help people with their diet and nutrition.

They are predominantly employed by the NHS, working in hospitals (seeing individuals both on wards and in out-patient clinics) and in the community (for example seeing individuals in GP practices, social care, care homes, schools, health centres or seeing people in their own home and the independent and charitable sectors). The broad purpose of the occupation is to use advanced communication and behaviour-change skills to enable people to make lifestyle and food choices to improve their health. Dietitians work in partnership with individuals to assess, diagnose and monitor the impact of jointly agreed treatment plans. They treat individuals from birth to older age regarding health and nutrition, gathering and analysing information from a variety of sources, such as results of blood tests and diagnostic investigations, and providing a tailored practical action plan using a holistic, person-centred approach. They take an evidence-based approach to effectively support the prevention and management of a wide range of conditions including diabetes, food allergy and intolerance, bowel disorders such as irritable bowel syndrome, cancer, heart disease, stroke, liver and kidney disease, disordered eating and malnutrition caused by disease.

A dietetic assistant practitioner therefore could, for example, work with people who have digestive problems, want to lose weight or need to put on weight after an illness, have an eating disorder or have an allergy. They can assist with tasks which can include showing patients how to use feeding tubes and pumps or advise on food choices, monitoring a patient's food, weighing patients and explaining diet and nutrition plans.

For more information please visit the British Dietetics Association: www.bda.uk.com/

- **Occupational Therapy**

Occupational therapy provides practical support to empower individuals to facilitate recovery

and overcome barriers preventing them from doing the activities (or occupations) that matter to them. This support increases individual's independence and satisfaction in all aspects of life. "Occupation" as a term refers to practical and purposeful activities that allow people to live independently and have a sense of identity. This could be essential day-to-day tasks such as self-care, work or leisure. An occupational therapist will consider all of the individual's needs - physical, psychological, social and environmental. This support can make a real difference giving individuals a renewed sense of purpose, opening up new horizons, and changing the way they feel about the future.

Occupational therapists work with adults and children of all ages with a wide range of conditions; most commonly those who have difficulties due to a mental health illness, physical or learning disabilities. They can work in a variety of settings including health organisations, social care services, housing, education, voluntary organisations or as independent practitioners. Occupational therapy support workers (also known as occupational therapy assistants/rehabilitation assistants/technical instructors) assist registered occupational therapists in their day-to-day duties. They support and encourage individuals and report back on their progress, liaising with the occupational therapist and with members of the multidisciplinary team as appropriate.

For more information and up to date information about this role please visit the Royal College of Occupational Therapy: www.rcot.co.uk/

• Orthotics

Orthotics is a medical specialism that focuses on the design and application of orthoses which are an externally applied devices used to modify the structural and functional characteristics of the neuromuscular and skeletal system.

An Orthotic Assistant Practitioner (OAP) works alongside an Orthotist to provide assessment, prescription and fitting of orthoses on behalf of the registered professional and within the professional's legal registration.

Assistant Practitioners support Orthotists to treat patients of all ages, suffering from, but not limited to, conditions such as:

- Diabetes
- Rheumatoid Arthritis
- Osteoarthritis
- Neurological conditions (e.g. Stroke, Multiple Sclerosis, Motor Neurone Disease)
- Paediatrics

Orthotic Assistant Practitioners work mainly in hospital- based clinics, however occasional domiciliary visits may also be required. They work within the larger multidisciplinary team and play an important role in the delivery of holistic care to patients. They have a clinical caseload

and see a number of individuals as part of a team including Orthotists and other professionals. Having practical skills and good hand-eye coordination is helpful for this role as well as the ability to work with different equipment and materials.

Orthotic Assistant Practitioners can become members of the British Association of Prosthetics and Orthotics (BAPO).

For more information and up to date information about this role please visit the British Association of Prosthetics and Orthotics: www.bapo.com/

• Podiatry

Podiatry is a field of healthcare devoted to the study and treatment of disorders of the foot, ankle and associated structures. The role of the podiatrist is to maintain and improve tissue viability, loco-motor function, to alleviate pain and reduce the impact of disability, increase and maintain mobility and independence and promote health and wellbeing. As autonomous practitioners, podiatrists practice independently of medical direction and supervision within the NHS.

Podiatry Assistant Practitioners undertake technical aspects of treatment plans as defined by a registered podiatrist. This could include a wide range of clinical procedures undertaken under delegation from a podiatrist such as screening for neurovascular conditions, dressing wounds, managing common skin and nail conditions, application of physical therapies and assisting in surgical procedures.

Podiatry Assistant practitioners need to have good communication skills to enable effective supervision with a qualified podiatrist and patients.

Podiatry Assistant Practitioners may be involved in quality and audit work, as well as supporting research and development. In addition, assistant practitioners may carry out a range of administrative tasks in line with their clinical duties, including information management, stock management, record keeping, caseload management and assisting in research data collection.

The College of Podiatry are currently reviewing their guidance on Podiatry Assistant Practitioners.

For more information and up to date information about this role please visit the College of Podiatry: cop.org.uk/#

• Physiotherapy

Physiotherapists work with individuals, their families and carers, from birth to end of life. Physiotherapists use a flexible, holistic and person-centred approach to meet the needs of their clients by working in partnership with, and respecting, clients' autonomy. They also play a key role in promoting and maintaining health and preventing disease.

Physiotherapy Assistant Practitioners work with the supervision of a Registered Practitioner. They assist individuals throughout all stages of their care – this includes treatment and rehabilitation. Physiotherapy Assistant Practitioners use a range of physical and psychological treatment approaches, including movement and exercise, to optimise clients' mobility, function and quality of life.

Physiotherapy Assistant Practitioners can work with individuals or groups of people of all ages and situations, with a wide range of conditions. These include, but are not limited to, conditions such as stroke, multiple sclerosis, back pain, sports injuries, heart disease, asthma, cystic fibrosis, various cancers, mental health problems, and women's health. They may also be involved in patient and public health education.

For more information and up to date information about this role please visit the Chartered Society of Physiotherapy: www.csp.org.uk/

• Speech and Language Therapy

Speech and language therapists (SLTs) provide life-improving treatment, support and care for infants, children and adults who have difficulties with communication, eating, drinking or swallowing. SLTs assess and treat speech, language and communication problems to help them communicate better. They also assess, treat and develop personalised plans to support individuals who have eating and swallowing problems. Using specialist skills, SLTs work directly with individuals and their carers and provide them with tailored support. They also work closely with teachers and other health professionals, such as doctors, nurses, other allied health professionals and psychologists to develop individual treatment programmes.

Speech and language Health Care Support Workers/assistant practitioners work with the supervision of a registered speech and language therapist, in a range of hospital, community settings including nurseries, schools and local government to support individuals with speech, language and communication or swallowing difficulties. The role is varied and could involve:

- implementing SLT programmes, devised by speech and language therapists, for groups and individuals including both adults and children
- modifying approaches and activities within programmes to meet the requirements of individuals

- developing group activities to meet defined intervention needs
- carrying out mealtime observations
- taking case history or triage information
- carrying out training sessions for other professionals and carers, devised by the SLT
- preparing therapy materials
- carrying out clinical administration tasks

For more information and up to date information about this role please visit the Royal College of Speech and Language Therapy: www.rcslt.org/ or <https://www.rcslt.org/policy/wales>

• **Therapy Assistant Practitioner Roles which may include more than one therapy**

The introduction of assistant practitioners is an increasing area of practice, particularly in the NHS. New Therapy Assistant Practitioner roles can undertake therapy skills which may have a blended approach of more than one therapy: for example in a rehabilitation role which may cover both physiotherapy and occupational therapy skills the TAP will provide functional rehabilitation, exercise programmes, education and health promotion advice as well as responsibility for allocated administrative and other non-clinical duties.

These new roles within the NHS are designed to meet changing population needs and are not always condition specific. They often have their own delegated case load of non-complex individuals and will work as part of the multi-disciplinary team across a range of settings. They will engage with a wide age range of individuals and will work with the supervision of a registered practitioner.

The Diploma for Therapy Assistant Practitioners qualification has been designed to meet the flexible needs of the therapy assistant practitioner role so they can undertake the units which best meet their role and the framework can also be undertaken in the medium of the Welsh Language.

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 individuals.

Through completion of this apprenticeship learners will gain:

- Broad base training in the chosen occupational area/s
- Work experience that leads to competency in the work-lace
- 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 improved person- centred care, retention, quality of service and an appropriately trained workforce which enables the employer to meet the care and support needs of individuals. The 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 Allied Health Profession workers at Career Framework level 4 and provides career progression routes.

Entry conditions for this framework

Apprentices should:

- Demonstrate previous learning in a related discipline or equivalent experience
- Have achieved a minimum of a level 3 qualification in a relevant related discipline
- Have already achieved or be willing to work to achieve the required literacy, numeracy, communication and digital literacy skills on which the apprenticeship will build within the apprenticeship programme
- Undergo Disclosure and Barring Service checks (this is needed as apprentices may or will 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. 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 in the health sector.

Level 4

Title for this framework at level 4

Therapy Assistant Practitioner

Pathways for this framework at level 4

Pathway 1: Therapy Assistant Practitioner

Level 4, Pathway 1: Therapy Assistant Practitioner

Description of this pathway

- Combined qualification 120 credits
- Essential Skills 18 credits

Therapy Assistant Practitioner (Total 138 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 (which may include a previous role in the NHS)
- work experience
- college/school
- training and/or experience which may include a portfolio showing what they have done

Applicants may have already achieved a range of qualifications, for example:

- Essential Skills Wales
- 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 relevant 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 and previous relevant qualifications and

learning will be reviewed for Recognition of Prior Learning (RPL).

Personal Attributes

Employers look for health sector apprentices who are:

- caring
- compassionate
- conscientious
- discreet
- respectful
- personable
- well organised

And can also:

- show enthusiasm for working in the health sector
- be able to work in a team
- carry out their duties meticulously
- be willing to undertake education and training relevant to the role

Job title(s)	Job role(s)
Therapy Assistant Practitioner	The Therapy Assistant Practitioner (TAP) supports the appropriate/ registered practitioner within hospitals, the community, primary care, independent practice and other therapeutic settings.

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 for Therapy Assistant Practitioners					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	Total qualification time
B1a	C00/3964/6	Agored	120	346	1200

Relationship between competence and knowledge qualifications

Learners will need to meet the requirements of the Level 4 Diploma for Therapy Assistants before the qualification can be awarded and the framework achieved. This is a combined knowledge and competence qualification.

- Minimum number of credits that must be achieved is 120
- Minimum number of credits that must be achieved at Level 4 or above is 90 (75%)
- Number of mandatory credits (Group A) that must be achieved is 40
- Number of optional credits (Group B) that must be achieved is 50
- Maximum Number of credits that can be achieved from the Optional Group with Optional Units (Group C) 30

The qualifications can be undertaken in the medium of the Welsh language.

Transferable skills (Wales)

Essential skills (Wales)

Subject	Minimum Level
Communication	Level 2
Application of numbers	Level 2
ICT/Digital literacy	Level 2

For a full list of available proxies for starts on or after 14th October 2016 please see section 35 of the current [SASW](#).

Progression routes into and from this pathway

Learners may progress from this pathway onto further qualifications specific to their work context which may be in other healthcare and related services. These may include qualifications or other work-related education and training to support Continuing Professional Development.

Learners may also be able to progress from this pathway into Higher Education undertaking a range of related degrees leading to professional registration subject to meeting their entry requirements.

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.

UCAS points for this pathway: N/A

Additional employer requirements

There are no additional employer requirements for this apprenticeship framework.

To find out more about Therapy and Allied Health Profession Careers in Wales visit NHS Wales Careers:

www.careerswales.com/en/

Or via the Health and Care Professions Council who regulate the therapy sectors:

www.hcpc-uk.org/about-us/

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

How equality and diversity will be met

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

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

All jobs are open to both males and females and are advertised accordingly.

Skills for Health is not aware of any 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.

On and off the job training (Wales)

Summary of on- and off-the-job training

To satisfy the requirements of this apprenticeship framework and pathway an apprentice will need to complete a total of **1901** on and off-the-job training hours-in typically over 24 months.

(This figure is based on all total qualification time (1400 hours) plus off -the- job hours (501 hours) as set out below)

Off-the-job training

For this apprenticeship framework and pathway an apprentice will need to complete a minimum of **501** off-the-job training hours.

How this requirement will be met

Off-the-job learning will comprise:

Level 2 Essential Skills Wales in Communication (GLH) 45 hours

Level 2 Essential Skills Wales in Application of Number (GLH) 45 hours

Level 2 Essential Skills in Digital Literacy (GLH) 45 hours

Level 4 Diploma for Therapy Assistant Practitioners- the Guided Learning Hours (GLH) 346 hours

Minimum induction and mentoring and other support 20 hours

Total 501 hours

On-the-job training

For this apprenticeship framework and pathway an apprentice will need to complete a minimum of **899*** on-the job training hours typically over 24 months based on the following:

Level 2 Essential Skills Wales in Communication - the Total Qualification Time (TQT) 60 hours

Level 2 Essential Skills Wales in Application of Number (TQT) 60 hours

Level 2 Essential Skills in Digital Literacy-(TQT) 60 hours
Level 4 Diploma for Therapy Assistants- (TQT) 1200 hours
Induction and mentoring and other support- minimum 20 hours
All total qualification time 1400 hours
Minus hours off- the- job hours -501
=Total on-the-job training 899

(*For information-this figure is based on:1400 hours of all 'total qualification time' above minus 501 hours off- the- job =899 hours)

In both the 'on' and the 'off the job' hours:

- Only learners who have not already achieved all the Essential Skills (or have proxy alternatives for these) will need to complete these qualifications which will have an impact on total learning time
- The induction, mentoring, clinical and other supervision time is a suggested *minimum* of 20 hours, and it is recognised that some learners will require additional time depending on their individual and the role need.

How this requirement will be met

On-the-job learning will comprise:

Level 4 Diploma for Therapy Assistant Practitioners.

Evidence to support the application for an apprenticeship completion certificate for on-the job training will include 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, manager or mentor 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 and assessment; collaborative/networked learning with peers; guided study.

Essential employability skills (Wales)

Essential employability skills

N/A

apprenticeship
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For more information visit
www.afo.sscalliance.org