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Llywodraeth Cymru
Welsh Government

Welsh Apprenticeship Pathway

in

Healthcare – Therapies

The content of this Pathway has been agreed by Health Education and Improvement Wales (HEIW), in collaboration with Healthcare Sector Employers. This is the only Apprenticeship Pathway in the Healthcare sector approved for use in Wales that is eligible for Welsh Government funding.

More Information can be obtained from:

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Gwefan • website: www.llyw.cymru
www.gov.wales

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LEARNING PROGRAMME CONTENT

The Learning Programme provision shall comprise of three mandatory elements:

- Qualifications,
- Essential Skills
- On/off the job training

The total minimum credit value required for the Level 3 pathway is 59 credits

The total minimum credit value required for the Level 4 pathway is 120 credits

ENTRY REQUIREMENTS

Employers from the Health Sector using this framework offer a broad range of skills training through the individual pathways, and welcome applicants from a wide range of diverse backgrounds, experience, achievements and qualifications.

The selection process by employers (or in partnership with learning providers) may include initial assessment where applicants will be asked if they have any qualifications or experience that can be accredited against the requirements of the apprenticeship. Apprentices will need to be able to comply with the Pre-Employment Checks of the employing organisation.

Level 3

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 (current role)
- work experience
- school
- college/HEI
- 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 relevant level 2 qualifications

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

Personal Attributes

Employers look for health sector apprentices who demonstrate the values and behaviours of the employing organisation and who:

- Are well organised and conscientious
- Can work in a team
- Are keen and motivated to work in a healthcare environment
- Are willing to undertake a course of training both on-the-job and off-the-job and apply this learning in the workplace

- Have basic literacy, numeracy and communication skills on which the apprenticeship will build
- Are willing to undergo an Occupational Health Check.
- Are willing to undergo Disclosure and Barring Service checks (this is needed as apprentices may come into contact with children, young people or vulnerable adults)
- Can be flexible as there may be a requirement to work shifts

Individual Healthcare sector employers may have additional employment entry requirements e.g. ability to travel between different locations depending on where services are delivered.

Level 4

Entry requirements are the same as Level 3, but also includes

Applicants may have already achieved a range of qualifications eg:

- 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 Pathway which will equip them with new skills and learning.

APPRENTICESHIP PATHWAY LEARNING PROGRAMME(S)

Level 3:

Qualifications

Participants must achieve one of the combined qualifications below.

Level 3 Diploma in Rehabilitation Support (Wales) Qualification (Agored Cymru.cymru)					
Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/4517/1	62	620	Combined	English-Welsh

Level 3 Diploma in OT Support in Wales Qualification (Agored Cymru.cymru)					
Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/3693/1	65	650	Combined	English-Welsh

Level 3 Diploma in Physiotherapy Support in Wales Qualification (Agored Cymru.cymru)					
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Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/3692/9	60	600	Combined	English-Welsh

Level 3 Diploma in Speech & Language Therapy Support (Wales) [Qualification \(Agored Cymru.cymru\)](#)

Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/1190/2	60	600	Combined	English-Welsh

Level 3 Diploma in Dietetic Support [Qualification \(Agored Cymru.cymru\)](#)

Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/8563/6	65	650	Combined	English-Welsh

Level 3 Diploma in Podiatry Support for Podiatry Assistants and Technicians [Qualification \(Agored Cymru.cymru\)](#)

Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/1486/9	59	590	Combined	English-Welsh

Please see [Annex 1](#) for the relationship between the competence and knowledge units within the combined qualifications.

Essential Skills Wales (ESW)

Essential Skills Wales qualifications assessment languages are English-Welsh

Level 3:	Level	Minimum Credit Value
Communication	2	6
Application of Number	2	6
Digital Literacy	2	6

On/Off the Job Training

Pathway	Minimum On the Job Training Hours	Minimum Off the Job Training Hours
Level 3	500	270

On/Off the Job Qualification details (Minimum Credit & Hours)

On-the-job learning will comprise:

One of the Level 3 qualifications listed above

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

Off-the-job learning will comprise:

Level 2 Essential Skills Wales in Communication

Level 2 Essential Skills Wales in Application of Number

Level 2 Digital Literacy

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.

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.

On/Off the Job Essential Skills details (Minimum Credit & Hours)

- 6 credits / 60 GLH Level 2 Essential Skills Wales Communication
- 6 credits / 60 GLH Level 2 Essential Skills Wales Application of Number
- 6 credits / 60 GLH Level 2 Essential Skills Wales Digital Literacy

Level 4:

Qualifications

Participants must achieve the combined qualification below.

Level 4 Diploma for Therapy Assistant Practitioners Qualification (Agored Cymru.cymru)					
Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/3964/6	120	1200	Combined	English-Welsh

Level 4 Diploma in Complex Care Support Qualification (Agored Cymru.cymru)					
Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/4456/5	90	900	Combined	English-Welsh

L4 Diploma in Supporting and Empowering Individuals with Long Term Conditions					
Awarding Body	Qualification No.	Credit Value	Total Qualification Time	Competence / Knowledge / Combined	Qualification Assessment Language(s)
Agored Cymru	C00/5092/3	90	900	Combined	English-Welsh

Please see [Annex 2 –](#) for the relationship between the competence and knowledge units within the combined qualification.

Essential Skills Wales (ESW)

Essential Skills Wales qualifications assessment languages are English-Welsh

Level 4:	Level	Minimum Credit Value
Communication	2	6
Application of Number	2	6
Digital Literacy	2	6

On/Off the Job Training

Pathway	Minimum On the Job Training Hours	Minimum Off the Job Training Hours
	187	183

On/Off the Job Qualification details (Minimum Credit & Hours)

On-the-job learning will comprise:

One of the Level 4 qualifications listed above
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.

Off-the-job learning will comprise:

Level 2 Essential Skills Wales in Communication

Level 2 Essential Skills Wales in Application of Number

Level 2 Digital Literacy

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.

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.

On/Off the Job Essential Skills details (Minimum Credit & Hours)

- 6 credits / 60 GLH Level 2 Essential Skills Wales Communication
- 6 credits / 60 GLH Level 2 Essential Skills Wales Application of Number
- 6 credits / 60 GLH Level 2 Essential Skills Wales Digital Literacy

OTHER ADDITIONAL REQUIREMENTS

Apprentices are required to:

- 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
- Comply with the pre-employment checks of the employing organisation

JOB ROLES

The latest version of the job roles and job descriptions for this Pathway can be found [here](#)
[Job Roles](#)

PROGRESSION

Level 3

Progression routes into the Apprenticeship:

See Entry Requirements

Progression from the Apprenticeship:

Learners may progress from this pathway onto a Level 4 Apprenticeship or progress onto further qualifications specific to their work context. A wide range of qualifications are available for use within the health sector. These may include further qualifications, a range of higher education qualifications or other work-related education and training to support Continuing Professional Development.

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

Many therapy support apprentices will complete their apprenticeships and continue to work as therapy support workers with delegated responsibilities assigned to them by the practitioners they work alongside. This may include training and supervision of other team members.

To become a Health Professional (eg Nurse, Midwife, Allied Health Practitioner) apprentices would have to progress from their apprenticeship to undertake a specific qualification, often a 3-year university Degree, which, on completion, would enable them to register as a professional. Apprentices who have achieved one of these Level 3 qualifications and can evidence academic research and study skills will be guaranteed an interview on applying for an appropriate Health Professional undergraduate course.

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

Level 4

Progression routes into the Apprenticeship:

See Entry Requirements

Progression from the Apprenticeship:

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

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

Many therapy support apprentices will complete their apprenticeships and continue to work as therapy support workers with delegated responsibilities assigned to them by the

practitioners they work alongside. This may include teaching and supervision of other team members.

To become a Health Professional (e.g., Nurse, Midwife, Allied Health Practitioner) apprentices would have to progress from their apprenticeship to undertake a specific qualification, often a 3-year university Degree, which, on completion, would enable them to register as a professional. Apprentices who have achieved this Level 4 qualification may be able to obtain recognition of prior learning (RPL) when applying for an appropriate Health Professional undergraduate course. This will be at the discretion of the receiving HEI.

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

EQUALITY & DIVERSITY

It is important that apprenticeship Pathways are inclusive and can demonstrate an active approach to identifying and removing barriers to entry and progression. Pathways should advance equality of opportunity between persons who share protected characteristics and those persons who do not as identified in the Equality Act 2010.

The protected characteristics identified in the Equality Act are age, disability, gender re-assignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity. Marriage and civil partnership is also included although only in respect of the requirement to eliminate discrimination in employment.

Training providers and employers MUST also comply with the other duty under the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry based upon those nine protected characteristics.

The Healthcare Sector Healthcare Support Worker (HCSW) workforce is a predominately female workforce, many of whom are over 35 and the need to recruit younger staff and men in particular is promoted by the publication and use of this apprenticeship framework. Healthcare has traditionally been seen as being delivered by a female workforce and the need to attract more men into the profession to ensure care can be offered by men to men is important. It is equally important that we must increase the numbers of Welsh speakers in healthcare and improve access to services through the medium of Welsh. This will meet the Government expectation of More than Just Words and the Active Offer where people are offered and can receive their support through the medium of Welsh if they want to.

Apprentices undertaking this pathway will be adult learners who may have been away from education for a considerable period of time. It is therefore important that the education/training provider delivering this pathway has support systems in place to maximise learners' potential and to ensure that their educational needs are met by developing a personalised learning programme. Healthcare apprentices undertaking this pathway must be made aware of all the learner support services available to them. There should be open recruitment of apprentices to the programme, which is available to all people, regardless of gender, ethnic origin, religion/belief, sexual orientation or disability who meet the stated selection criteria. Employers/providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with the following relevant legislation such as:

The Equality Act 2010

The Welsh Language Act 1993

The Care Standards Act 2000

Data Protection Act 1998 Employment Right Act 1996 Health and Safety at Work Act 1974 Human Rights Act 1998 Public Interest Disclosure Act 1998 (Whistle Blowing Charter) Rehabilitation of Offenders Act 1974-1986 Amendment Sexual Discrimination Act 1976 Additional Learning Needs and Education Tribunal (Wales) Act 2018

EMPLOYMENT RESPONSIBILITIES AND RIGHTS (ERR)

Employment Responsibilities and Rights (ERR) is no longer compulsory. But it is recommended that all apprentices (especially the 16 years -18 year group) receive a company induction programme.

RESPONSIBILITIES

It is the responsibility of the Training Provider and Employer to ensure that the requirements of this pathway are delivered in accordance with the Welsh Government Apprenticeships Guidance.

Further information may be obtained from:

Welsh Government
DfES-ApprenticeshipUnit@gov.wales

Annex 1 - Relationship between the competence and knowledge units within the combined Level 3 qualifications.

Level 3 Diploma in Rehabilitation Support (Wales) [Qualification \(Agored Cymru.cymru\)](http://Agored.Cymru.cymru)

Mandatory Unit Title	Level	Credit	Credit for Competence	credit for knowledge
Using Rehabilitation Approaches to Promote Independence, Recovery and Participation for Adults and Young People	3	6	4	2
The role of the rehabilitation support worker	3	4	2	2
Factors that optimise rehabilitation	3	5	0	5
Using communication to support rehabilitation	2	4	3	1
The Principles of Infection Prevention and Control	2	3	0	3
Developing a person-centred rehabilitation plan	3	3	2	1
Psychological wellbeing and participation in rehabilitation	3	4	3	1
Mandatory Group with Optional Units				
collect and record information to inform nutritional assessment	3	3	0	3
Provide Agreed Support for Foot Care	2	3	2	1
Undertake Physiological Measurements	3	3	1	2
Using an Enabling Approach with Meal and Drink Preparation	3	4	3	1
Occupational Therapy Environmental Assessments	3	6	4	2
Using an enabling approach with Personal Care Activities	3	5	3	2
Understanding Falls	2	3	0	3
Understanding the Use of Telecare	2	2	0	2
Improving Posture Awareness and Therapeutic Positioning	3	4	2	2
Healthcare Support Worker: Providing Foot Care	2	1	1	0
Food and Nutrition Skills for those Providing Care	2	1	0	1
Support Individuals to Manage Dysphagia	3	5	2	3
Undertake Agreed Pressure Area Care	2	4	1	3
Implement Therapeutic Group Activities	3	4	3	1
Provide Support to Continue Recommended Therapies	3	3	2	1
Enabling Independence in Mobility and Transfers	3	4	3	1
Supporting Individuals with Assistive Equipment	3	6	3	3
Provide Support to Manage Pain and Discomfort	2	2	1	1
Basic Foot Care	2	3	1	2
Optional Group with Optional Units				
Understand the Impact of Acquired Brain Injury on Individuals	3	3	0	3
Understand and Enable Interaction and Communication with Individuals Who Have Dementia	3	4	3	1
Using Occupational Therapy to Support Individuals with Long Term and Enduring Conditions	3	4	2	2
Introduction to learning disability	1	3	0	3
Understanding Stroke Care	2	2	0	2
basic awareness of diabetes	2	2	0	2

Healthcare Assistant (Nursing) -Supporting individuals in the use of Inhaler Devices and Peak Flow meters	3	4	2	2
Palliative Care Support for Individuals with Complex Needs	4	7	2	5
Administration of Medications via a Gastrostomy / Jejunum Tubes	3	3	2	1
Administration of Subcutaneous Insulin via a Pen Device	3	4	2	2
Fundamental Skills for the Administration of Medication and Monitoring the Effects on Individuals	3	2	2	0
Principles of Administration of Medication and their Effects on Individuals (Hub Unit)	3	4	0	4
Mental Health and Well-being	3	3	0	3

Level 3 Diploma in OT Support in Wales [Qualification \(Agored Cymru.cymru\)](http://Qualification (Agored Cymru.cymru))

	Level	Credit	credit for competency	credit for knowledge
Mandatory Group A with Mandatory Units				
Understanding the Occupational Impact of Health Conditions	Two	4	0	4
Introduction to Sensory Loss	Two	2	0	2
Promote and Implement Health and Safety in health and social care	Three	5	4	1
Occupational Therapy Philosophy	Three	4	0	4
Principles of Safeguarding and Protection in Health and Social Care	Two	3	0	3
Mandatory Group B with Optional Units				
The Principles of Infection Prevention and Control	Two	3	0	3
Minimising Infection in Healthcare Settings within NHS Wales	Three	4	1	3
Mandatory Group C with Optional Units				
Communication Skills for use within Healthcare Settings	Three	7	2	5
Promote Communication	Three	3	2	1
Mandatory Group D with Optional Units				
Promote Good Practice in Handling Information	Three	2	2	0
Promote good practice in information governance and handling	Three	2	1	1
Mandatory Group E with Optional Units				
Promote Equality and Inclusion	Three	2	1	1
Promote Person Centered Approaches	Three	6	5	1
Person-centred Approaches, Diversity, Equality and Inclusive Practice	Three	7	5	2
Mandatory Group F with Optional Units				
Developing Community Partnerships to Facilitate Occupations	Three	5	4	1
Occupational Therapy Environmental Assessments	Three	6	4	2
Implementing Occupational Therapy Activities with Individuals Following a Stroke	Three	7	2	5
Occupational Therapy Interventions with Individuals who have Dementia	Three	6	4	2
Understanding Falls	Two	3	0	3

Understanding the Use of Telecare	Two	2	0	2
Using Active Support with Individuals with Learning Disabilities	Three	5	3	2
Using Occupational Therapy to Support Individuals with Long Term and Enduring Conditions	Three	4	2	2
Using Occupational Therapy with Individuals with Cognitive Impairment	Three	6	3	3
Providing Occupational Therapy Equipment and Housing Adaptations	Four	7	4	3
Working within Multidisciplinary, Primary, Secondary and/or Community Teams	Three	2	1	1
Implementing Occupational Therapy Programmes	Three	9	6	3
Using Occupational Therapy Programmes to Support Children and Young People to Eat and Drink	Three	6	4	2
Facilitating Occupational Therapy Groups	Three	6	4	2
Using the Recovery Approach and Value Based Practice within Occupational Therapy	Three	5	2	3
Supporting Individuals with Assistive Equipment	Three	6	3	3
School Focused Occupational Therapy Interventions	Three	5	3	2
Using Occupational Therapy Programmes to Support Children and Young People to Dress	Three	6	4	2
Understand how to Support the Development of Children and Young People with Occupational Therapy	Three	6	0	6
Supporting the Use and Provision of Wheelchairs	Three	4	1	3
Optional Group G with Optional Units				
Implementing Occupational Therapy Programmes in Self Maintenance	Three	8	6	2
Using an Enabling Approach with Meal and Drink Preparation	Three	4	3	1
Using an Enabling Approach with Personal Care Activities	Three	5	3	2
Enabling Independence in Mobility and Transfers	Three	4	3	1

Level 3 Diploma in Physiotherapy Support in Wales [Qualification \(Agored Cymru.cymru\)](http://Agored.Cymru.cymru)

Mandatory Group A with Mandatory Units	Level	Credit	credit for competency	credit for knowledge
Human Movement Systems	Three	3	0	3
Improving Posture Awareness and Therapeutic Positioning	Three	4	2	2
Understanding Physiotherapy and Physiotherapy Practice	Three	4	1	3
Using Movement Terminology	Three	1	0	1
Healthcare Support Worker: Supporting Mobility	Two	3	2	1
Supervising Patients Undertaking Therapeutic Exercise	Three	6	4	2
Mandatory Group B with Mandatory Units - Group B1				
Fundamental Skills for Work Based Practice within the NHS in Wales	Three	16	5	11
Mandatory Group B with Mandatory Units - Group B2				

Promote Equality and Inclusion	Three	2	1	1
Principles for Implementing Duty of Care	Three	1	0	1
Promote Person Centred Approaches	Three	6	5	1
Promote and Implement Health and Safety	Three	6	4	2
Promote Good Practice in Handling Information	Three	2	2	0
Engage in Personal Development	Three	2	2	0
Mandatory Group C with Optional Units				
Dementia Awareness	Two	2	0	2
Introductory Awareness of Sensory Loss	Two	2	0	2
Understand and Implement a Person Centred Approach to the Care and Support of Individuals with Dementia	Two	3	2	1
Work with other professionals and agencies to support individuals with a physical disability	Two	3	2	1
Understand the Impact of Acquired Brain Injury on Individuals	Three	3	0	3
Support Children and Young People with Physical Disabilities	Four	6	3	3
Monitor and Maintain the Environment and Resources During and After Clinical/Therapeutic Activities	Two	3	2	1
Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility	Three	5	2	3
Understanding Falls	Two	3	0	3
Providing Physiotherapy Support to Older People	Three	3	1	2
Healthcare Support Worker: Patient Assessment	Four	6	4	2
Healthcare Support Worker: Administration	Two	3	2	1
Improving Patient Mobility: Gait Training	Three	3	1	2
Leading a Therapeutic Exercise Group	Three	6	3	3
Equipment Assisted Therapeutic Intervention: Outcome Measures	Two	3	1	2
Equipment Assisted Therapeutic Intervention: Hand Exercise	Three	3	0	3
Equipment Assisted Therapeutic Intervention: Assistive Devices	Two	3	1	2
Hydrotherapy: Pool Maintenance	Three	3	2	1
Hydrotherapy: Supporting Patient Care	Two	6	3	3
Understanding Stroke Care	Two	2	0	2
An Introduction to Developmental Co-ordination Disorders (DCD)	Two	3	0	3
Promoting Exercise and Movement for Individuals with Lymphoedema	Four	3	1	2
Providing Simple Lymph Drainage Massage Care for People with Lymphoedema	Four	6	3	3
Assist with the Application of Multi Layered Lymphoedema Bandaging of the Lower Limb	Four	3	2	1
Assist with the Application of Multi Layered Lymphoedema Bandaging of the Upper Limb	Four	3	2	1
Developing Key Worker Skills in the Management of Lymphoedema/Chronic Oedema	Four	3	1	2
Improving Patient Mobility: Mobility Aids	Three	6	3	3

Minimising Infection in Healthcare Settings within NHS Wales	Three	4	1	3
Decontamination and Cleaning	Two	2	1	1
Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology or Products	Three	6	4	2
Gym Equipment Assisted Therapeutic Intervention	Three	3	2	1
Understand how to Support the Development of Children and Young People with Physiotherapy Needs	Three	6	0	6
Working with Individuals with Profound and Multiple Learning Disabilities	Three	6	3	3
Support Individuals with Cognition and Learning Difficulties	Three	5	3	2
Rebound Therapy	Three	6	3	3
Soft Tissue Healing	Three	2	0	2
Burns and Skin Loss	Three	2	1	1
Post Surgical Management of Burns and Skin Loss	Four	2	0	2
Introduction to Plastic Surgery and Cancer	Four	3	0	3
Principles of Safeguarding and Protection in Health and Social Care	Two	3	0	3
Understand Mental Health Problems	Three	3	0	3
Managing Wet Legs with Chronic Oedema	Four	3	1	2
Promoting Skin Care for People with Lymphoedema to Reduce the Risk of Cellulitis	Four	6	2	4
Providing Simple Lymph Drainage Massage and Other Self-Massage Techniques for People with Lymphoedema	Four	6	3	3
Optional Group A with Optional Units				
Communication Skills for use within Healthcare Settings	Three	7	2	5
Promote Communication	Three	3	2	1

Level 3 Diploma in Speech & Language Therapy Support (Wales) [Qualification \(Agored Cymru.cymru\)](http://www.cymru.cymru)

	Level	Credit	credits for competency	credits for knowledge
Group A – Mandatory Units				
The Role of the Health and Social Care Worker	Two	2	1	1
Promote Communication in Health, Social Care or Children's and Young People's Settings	Three	3	2	1
Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	Three	3	2	1
Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	Three	1	0	1
Promote Person Centred Approaches in Health and Social Care	Three	6	4	2
Supporting Bilingualism in Speech and Language Therapy Practice in Wales	Three	2	0	2
Understanding the Communication Process	Three	4	0	4
Group B – Optional Units				

Support Adults and Young People with Speech, Language, and Communication Needs (SLCN) to Develop Their Communication Skills	Three	10	8	2
Support Children with Speech, Language, and Communication Needs (SLCN) to Develop Their Communication Skills	Three	10	8	2
Group C – Optional Units				
Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Three	2	1	1
Promote and Implement Health and Safety in Health and Social Care	Three	6	4	2
Promote Good Practice in Handling Information in Health and Social Care Settings	Three	2	1	1
Promote Effective Communication with Individuals with Sensory Loss	Three	4	3	1
Understand How to Support Individuals with Autistic Spectrum Conditions	Three	3	0	3
Understand and Enable Interaction and Communication with Individuals Who Have Dementia	Three	4	3	1
Support Children's Speech, Language and Communication	Three	4	2	2
Work With Parents, Families and Carers to Support Their Children's Speech, Language and Communication Development	Three	3	2	1
Understand The Speech, Language and Communications Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	Three	3	0	3
Develop and Prepare Speech and Language Therapy Resources for Alternative and Augmentative Communication (AAC) Use	Three	4	3	1
Assist and Support Individuals to use Alternative and Augmentative Communication Systems (AAC)	Three	5	3	2
Assist in Planning and Evaluating Learning Activities	Two	3	2	1
Understanding the Use of Telecare	Two	2	0	2
Support Individuals to Manage Dysphagia	Three	5	2	3
Provide SLT Support for Individuals with Learning Disabilities	Three	5	3	2

Level 3 Diploma in Dietetic Support [Qualification \(Agored Cymru.cymru\)](http://Agored.Cymru.cymru)

Group A Mandatory Units	Level	Credits	credits for competency	credits for knowledge
The Role of a Dietetic Support Worker in the Dietetic Service	Three	4	0	4
Healthcare Support Worker: Professional Practice	Three	6	2	4
Principles of Safeguarding and Protection in Health and Social Care	Two	3	0	3

The Principles of Infection Prevention and Control	Two	3	0	3
Introductory Awareness of Sensory Loss	Two	2	0	2
Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Three	2	1	1
Promote and Implement Health and Safety in Health and Social Care	Three	6	4	2
Promote Good Practice in Handling Information in Health and Social Care Settings	Three	2	1	1
Communication Skills for Workforce Professions	Three	6	2	4
Optional Group C Units				
Community Food and Nutrition Skills	Two	3	1	2
Collect and Record Information to Inform Nutritional Assessment	Three	3	0	3
Mental Health and Wellbeing	Two	2	0	2
Introduction to Learning Disability	One	3	0	3
Healthcare Support Worker: Administration	Two	3	2	1
Understanding Stroke Care	Two	2	0	2
Facilitating Groups in Dietetics	Three	6	4	2
Information Technology	Three	6	4	2
Advise Caterers and Carers on Delivery of Therapeutic Diets to Clients	Three	3	1	2
Nutrition Analysis	Three	3	3	0
Promote Person Centred Approaches in Health and Social Care	Three	6	4	2
Basic Awareness of Diabetes	Two	2	0	2
Promote Nutrition and Hydration in Early Years and Childcare Settings	Three	4	2	2
Monitor and Review Individuals Progress in Relation to Maintaining Optimum Nutritional Status	Three	3	2	1
Food and Nutrition Skills for those Providing Care	Two	1	0	1
Improving Food and Nutrition Care	Two	1	0	1
Community Food and Nutrition Skills for the Early Years	Two	2	0	2
Group B Mandatory Unit				
Food and Nutrition for Dietetic Support Workers	Three	6	1	5

Level 3 Diploma in Podiatry Support for Podiatry Assistants and Technicians [Qualification \(Agored Cymru.cymru\)](#)

Mandatory Units A	Level	Credits	credits for competency	credits for knowledge
Healthcare Support Worker: Professional Practice	Three	6	2	4
Principles of Safeguarding and Protection in Health and Social Care	Two	3	0	3
The Principles of Infection Prevention and Control	Two	3	0	3
Promote and Implement Health and Safety in Health and Social Care	Three	6	4	2

Promote Person Centred Approaches in Health and Social Care	Three	6	4	2
Promote Communication in Health, Social Care or Children's and Young People's Settings	Three	3	2	1
Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	Three	1	0	1
Provide Support to Continue Recommended Therapies	Three	3	2	1
Cleaning, Decontamination and Waste Management	Two	2	0	2
Service Improvement in the Health Sector	Three	3	0	3
Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	Three	3	2	1
Maintaining Quality Standards in the Health Sector	Two	1	0	1
Optional Units Group B				
Podiatry Support Worker: Understanding Foot Conditions	Two	3	0	3
Podiatry Support Worker: Foot and Toe Nail Care	Three	3	2	1
Podiatry Support Worker: Diabetic Foot Assessment	Three	3	2	1
Podiatry Support Worker: Anatomy and Physiology of the Foot and Lower Limb	Two	1	0	1
Podiatry Support Worker: Assisting with Nail Surgery	Three	3	3	0
Manufacture Equipment or Medical Devices for Individuals within Healthcare	Three	4	3	1
Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology, or Products, to Meet Individuals' Needs	Three	6	3	3
Podiatry Support Worker: Orthotics	Three	1	1	0
Optional Units Group C				
Understanding Falls	Two	3	0	3
Neurological Conditions and Confusional States	Two	2	0	2
Introductory Awareness of Sensory Loss	Two	2	0	2
Podiatry Support Worker: Understanding Foot Conditions	Two	3	0	3
Podiatry Support Worker: Foot and Toe Nail Care	Three	3	2	1
Podiatry Support Worker: Diabetic Foot Assessment	Three	3	2	1
Podiatry Support Worker: Anatomy and Physiology of the Foot and Lower Limb	Two	1	0	1
Podiatry Support Worker: Assisting with Nail Surgery	Three	3	3	0
Manufacture Equipment or Medical Devices for Individuals within Healthcare	Three	4	3	1
Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology, or Products, to Meet Individuals' Needs	Three	6	3	3
Podiatry Support Worker: Orthotics	Three	1	1	0
Point of Care Testing (POCT) - Principles and Practice	Two	1	0	1
Causes and Spread of Infection	Two	2	0	2
Undertake Treatments and Dressings of Lesions and Wounds	Three	4	2	2

Train the Trainer	Two	3	2	1
Principles of Health Promotion	Two	2	0	2
Equipment Assisted Therapeutic Intervention: Diagnostic Equipment	Three	3	2	1
Care of a Patient with a Wound	Two	3	2	1
Obtain a Client History	Three	3	2	1
Contribute to the Effectiveness of Teams	Two	3	2	1
Dementia Awareness	Two	2	0	2
Monitor and Maintain the Environment and Resources During and After Clinical / Therapeutic Activities	Two	3	2	1

Annex 2 - Relationship between the competence and knowledge units within the combined Level 4 qualifications.

Level 4 Diploma for Therapy Assistant Practitioners [Qualification \(Agored Cymru.cymru\)](http://Qualification (Agored Cymru.cymru))

Mandatory Units	Level	Credits	credits for competency	credits for knowledge
Role of the Therapy Assistant Practitioner	Four	10	0	10
Therapy Assistant Practitioner: Demonstrating Practice	Four	20	20	0
Clinical Decision Making for Therapy Assistant Practitioners	Four	10	0	10
Optional Units Group A				
Research and Evaluation Skills for Health Care Practice	Four	15	15	0
Promoting Health and Wellbeing	Four	10	2	8
Using Evidence Informed Practice in Health and Social Care	Five	7	3	4
Science in Therapeutic Practice	Four	20	0	20
Developing Therapeutic Relationships to Enhance Interventions	Four	10	0	10
Self-Directed Learning to Support Practice	Four	6	4	2
Quality and Service Improvement	Four	8	5	3
Application of Enhanced Technical Knowledge and Skills in the Workplace	Four	10	10	0
Optional Units Group B				
Understand How to Support Individuals with Autistic Spectrum Conditions	Three	3	0	3
Understand Physical Disability	Three	3	0	3
Understand the Impact of Acquired Brain Injury on Individuals	Three	3	0	3
Understand and Enable Interaction and Communication with Individuals Who Have Dementia	Three	4	3	1
Undertake Physiological Measurements	Three	3	1	2
Provide Support to Continue Recommended Therapies	Three	3	1	2
Obtain Venous Blood Samples	Three	3	1	2
Implement Therapeutic Group Activities	Three	4	2	2

Support Children's Speech, Language and Communication	Three	4	2	2
Support Children and Young People with Physical Disabilities	Four	6	3	3
Work With Parents, Families and Carers to Support Their Children's Speech, Language and Communication Development	Three	3	2	1
Understand The Speech, Language and Communications Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	Three	3	0	3
Assist Others to Monitor Individuals' Progress in Managing Dysphagia	Three	5	2	3
Contribute to Effective Multidisciplinary Team Working	Three	3	2	1
Assist in Implementing Treatment Programmes for Individuals with Severely Reduced Movement/Mobility	Three	5	2	3
Assist in Testing Individuals' Abilities Prior to Planning Physical Activities	Three	5	3	2
Develop and Prepare Speech and Language Therapy Resources for Alternative and Augmentative Communication (AAC) Use	Three	4	3	1
Assist and Support Individuals to use Alternative and Augmentative Communication Systems (AAC)	Three	5	3	2
Understanding the Principles and Practices of Assessment	Three	3	0	3
Developing Community Partnerships to Facilitate Occupations	Three	5	4	1
Implementing Occupational Therapy Programmes in Self Maintenance	Three	8	6	2
Using an Enabling Approach with Meal and Drink Preparation	Three	4	3	1
Occupational Therapy Environmental Assessments	Three	6	4	2
Implementing Occupational Therapy Activities with Individuals Following a Stroke	Three	7	2	5
Occupational Therapy Interventions with Individuals who have Dementia	Three	6	4	2
Using an Enabling Approach with Personal Care Activities	Three	5	3	2
Using Active Support with Individuals with Learning Disabilities	Three	5	3	2
Using Digital Technology in Occupational Therapy	Three	4	2	2
Using Occupational Therapy to Support Individuals with Long Term and Enduring Conditions	Three	4	2	2
Using Occupational Therapy with Individuals with Cognitive Impairment	Three	6	3	3
Using Sensory Approaches within Occupational Therapy Programmes	Four	6	2	4
Providing Occupational Therapy Equipment and Housing Adaptations	Four	7	4	3
Develop and Prepare Resources for Learning and Development	Four	6	4	2
Delivering Education and Training	Four	6	6	0
Providing Physiotherapy Support to Older People	Three	3	1	2

Human Movement Systems	Three	3	0	3
Improving Posture Awareness and Therapeutic Positioning	Three	4	2	2
Understanding Physiotherapy and Physiotherapy Practice	Three	4	1	3
Using Movement Terminology	Three	1	0	1
Healthcare Support Worker: Patient Assessment	Four	6	4	2
Supervising Patients Undertaking Therapeutic Exercise	Three	6	4	2
Improving Patient Mobility: Gait Training	Three	3	1	2
Leading a Therapeutic Exercise Group	Three	6	3	3
Equipment Assisted Therapeutic Intervention: Electrical	Three	3	0	3
Equipment Assisted Therapeutic Intervention: Hand Exercise	Three	3	0	3
Equipment Assisted Therapeutic Intervention: Large Gym	Three	3	2	1
Equipment Assisted Therapeutic Intervention: Small Gym	Three	3	2	1
Hydrotherapy: Pool Maintenance	Three	3	2	1
Hydrotherapy: Patient Treatment	Three	6	3	3
Promoting Exercise and Movement for Individuals with Lymphoedema	Four	3	1	2
Providing Simple Lymph Drainage Massage Care for People with Lymphoedema	Four	6	3	3
Assist with the Application of Multi Layered Lymphoedema Bandaging of the Lower Limb	Four	3	2	1
Assist with the Application of Multi Layered Lymphoedema Bandaging of the Upper Limb	Four	3	2	1
Developing Key Worker Skills in the Management of Lymphoedema/Chronic Oedema	Four	3	1	2
Improving Patient Mobility: Mobility Aids	Three	6	3	3
The Role of a Dietetic Support Worker in the Dietetic Service	Three	4	0	4
Facilitating Groups in Dietetics	Three	6	4	2
Food and Nutrition for Dietetic Support Workers	Three	6	1	5
Advise Caterers and Carers on Delivery of Therapeutic Diets to Clients	Three	3	1	2
Nutrition Analysis	Three	3	3	0
Promote Nutrition and Hydration in Early Years and Childcare Settings	Three	4	2	2
Monitor and Review Individuals Progress in Relation to Maintaining Optimum Nutritional Status	Three	3	2	1
Podiatry Support Worker: Foot and Toe Nail Care	Three	3	2	1
Podiatry Support Worker: Diabetic Foot Assessment	Three	3	2	1
Podiatry Support Worker: Anatomy and Physiology of the Foot and Lower Limb	Two	1	0	1
Podiatry Support Worker: Assisting with Nail Surgery	Three	3	3	0
Manufacture Equipment or Medical Devices for Individuals within Healthcare	Three	4	3	1

Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology, or Products, to Meet Individuals' Needs	Three	6	3	3
Podiatry Support Worker: Orthotics	Three	1	1	0
Undertake Treatments and Dressings of Lesions and Wounds	Three	4	2	2
Equipment Assisted Therapeutic Intervention: Diagnostic Equipment	Three	3	2	1
Obtain a Client History	Three	3	2	1
Communication Skills for Workforce Professions	Three	6	2	4
Support Individuals to Manage Dysphagia	Three	5	2	3
Supporting Bilingualism in Speech and Language Therapy Practice in Wales	Three	2	0	2
Understanding the Communication Process	Three	4	0	4
Using Rehabilitation Approaches to Promote Independence, Recovery and Participation for Adults and Young People	Three	6	4	2
Provide SLT Support for Individuals with Learning Disabilities	Three	5	3	2
Support Adults and Young People with Speech, Language, and Communication Needs (SLCN) to Develop Their Communication Skills	Three	10	8	2
Support Children with Speech, Language, and Communication Needs (SLCN) to Develop Their Communication Skills	Three	10	8	2
Encourage Learning and Development	Four	3	2	1
Working within Multidisciplinary, Primary, Secondary and/or Community Teams	Three	2	1	1
Adapt and Fit Healthcare Equipment, Medical Devices, Assistive Technology or Products	Three	6	4	2
Gym Equipment Assisted Therapeutic Intervention	Three	3	2	1
Understand how to Support the Development of Children and Young People with Physiotherapy Needs	Three	6	0	6
Working with Individuals with Profound and Multiple Learning Disabilities	Three	6	3	3
Support Individuals with Cognition and Learning Difficulties	Three	5	3	2
Rebound Therapy	Three	6	3	3
Soft Tissue Healing	Three	2	0	2
Burns and Skin Loss	Three	2	1	1
Post Surgical Management of Burns and Skin Loss	Four	2	0	2
Introduction to Plastic Surgery and Cancer	Four	3	0	3
Occupational Therapy Philosophy	Three	4	0	4
Enabling Independence in Mobility and Transfers	Three	4	3	1
Implementing Occupational Therapy Programmes	Three	9	6	3
Using Occupational Therapy Programmes to Support Children and Young People to Eat and Drink	Three	6	4	2
Facilitating Occupational Therapy Groups	Three	6	4	2

Using the Recovery Approach and Value Based Practice within Occupational Therapy	Three	5	2	3
Supporting Individuals with Assistive Equipment	Three	6	3	3
School Focused Occupational Therapy Interventions	Three	5	3	2
Using Occupational Therapy Programmes to Support Children and Young People to Dress	Three	6	4	2
Understand how to Support the Development of Children and Young People with Occupational Therapy	Three	6	0	6
Supporting the Use and Provision of Wheelchairs	Three	4	1	3
Promoting Skin Care for People with Lymphoedema to Reduce the Risk of Cellulitis	Four	6	2	4
Providing Simple Lymph Drainage Massage and Other Self-Massage Techniques for People with Lymphoedema	Four	6	3	3

Level 4 Diploma in Complex Care Support [Qualification \(Agored Cymru.cymru\)](http://Qualification (Agored Cymru.cymru))

Mandatory Units	Level	Credits	credits for competency	credits for knowledge
Clinical Decision Making for Assistant Practitioners	Four	10		10
Healthcare Support Worker: Patient Assessment	Four	4	2	2
Working within Multidisciplinary, Primary, Secondary and/or Community Teams	Three	4	1	3
Safe and Responsible Delegation	Four	7	4	3
Supervision in Healthcare Practice	Four	4	2	2
Healthcare Worker: Professional Practice and Service Improvement	Four	5	3	2
Research and Evaluation Skills for Health Care Practice	Four	15	15	0
Optional Units				
Perform Point of Care Testing	Three	3	2	1
Using Active Support with Individuals with Learning Disabilities	Three	5	3	2
Understanding Mental Health	Three	3	0	3
Administer Eye Drops to Individuals within the Health Care Sector	Three	2	1	1
Working with Individuals with Profound and Multiple Learning Disabilities	Three	6	3	3
Healthcare Assistant (Nursing) - Supporting Individuals in the use of Inhaler Devices and Peak Flow Meters	Three	4	2	2
Supporting Long-Term Ventilation	Four	5	2	3
Undertaking Gastrostomy / Jejunum Tube Feeding	Four	4	2	2
Support Individuals to Manage Dysphagia	Four	6	2	4
Care of a Tracheostomy	Four	3	1	2
Healthcare Support Worker: Using Oxygen with Adults and Children	Four	3	2	1
Undertake Bowel and Bladder Stoma Care	Three	3	2	1
Healthcare Support Worker: Delivering Continence Care	Three	4	1	3
Undertake Physiological Measurements	Three	4	2	2
Undertake Wound Dressings	Four	4	2	2
Prevention and Treatment of Pressure Damage	Four	4	2	2

Performing Tracheal Suction	Four	3	1	2
Performing Oropharyngeal Suctioning	Four	4	1	3
Supporting an Individual who has a Spinal Injury	Three	8	6	2
Palliative Care Support for Individuals with Complex Needs	Four	7	2	5
Work in Partnership with Significant Others to Support Individuals	Three	4	3	1
Understand the Impact of Acquired Brain Injury on Individuals	Three	4	0	4
Provide Support to Manage Pain and Discomfort	Two	2	1	1
Promoting Health and Wellbeing	Four	7	3	4
Providing Care and Support for an Individual living with a Neurological Condition (Adult)	Four	6	0	6
Providing Care and Support for an Individual living with a Neurological Condition (Child)	Four	6	0	6
Providing Care and Support for an Individual requiring regular Digital Removal of Faeces	Four	2	1	1
Perform Glucose Monitoring at Point of Care	Three	4	3	1
The Role of Second Checker in the Preparation and Administration of Medications	Three	2	1	1
Administration of a NaCl 0.9% Flush at the time of Peripheral Intravenous Cannulation using a Pre-Filled Syringe	Three	3	2	1
Administration of Medications via a Gastrostomy / Jejunum Tubes	Three	3	2	1
Administration of Medications via a Urinary Catheter	Three	3	2	1
Administration of Medications via the Rectal Route	Three	3	2	1
Administration of Medications via the Vaginal Route	Three	3	2	1
Administration of Subcutaneous Insulin via a Pen Device	Three	4	2	2
Fundamental Skills for the Administration of Medication and Monitoring the Effects on Individuals	Three	2	2	0
Principles of Administration of Medication and their Effects on Individuals	Three	4	0	4

Using Evidence Informed Practice in Health and Social Care	Five	7	5	2
Cardiovascular Disease (CVD) Awareness and Prevention	Four	4	1	3
Diabetes Awareness and Prevention	Four	6	3	3