



# Advanced Apprenticeship Health and Social Care

2012



## Introduction

The apprenticeship is made up of the following elements:

- Competence Qualification – Level 3 Diploma in Health and Social Care
- Knowledge Qualification – Level 3 Certificate in Preparing to Work in Adult Social Care
- Functional Skill – Mathematics Level 2
- Functional Skill – English Level 2
- Employment Rights and Responsibilities (ERR)
- Personal Learning and Thinking Skills (PLTS)

## Competence Qualification

### Level 3 Diploma in Health and Social Care (58 credits)

#### Mandatory Units – (28 credits required)

- Promote communication in health, social care or children's and young people's settings (3 credits)
- Engage in personal development in health, social care or children's and young people's settings (3 credits)
- Promote equality and inclusion in health, social care or children's and young people's settings (2 credits)
- Principles for implementing duty of care in health, social care or children's and young people's settings (1 credit)
- Principles of safeguarding and protection in health and social care (3 credits)
- The role of the health and social care worker (2 credits)
- Promote person centred approaches in health and social care (6 credits)
- Promote and implement health and safety in health and social care (6 credits)
- Promote good practice in handling information in health and social care settings (2 credits)

#### Some of the Optional Units Available for the generic qualification – (30 credits required)

- Support individuals to access and use services and facilities (4 credits)
- Provide support to maintain and develop skills for everyday life (4 credits)
- Facilitate person centred assessment, planning, implementation and review (6 credits)
- Support use of medication in social care settings (5 credits)

#### Some of the Optional Units available for the Dementia Pathway, may also be taken within the generic pathway – (30 credits required)

- Understand the process and experience of dementia (Mandatory for this pathway, 3 credits)
- Understand the diversity of individuals with Dementia and the importance of inclusion (3 credits)
- Understand the role of communication and interactions with individuals who have dementia (3 credits)

#### Some of the Optional Units available for the Learning Disability Pathway, may also be taken within the generic pathway – 30 credits required

- Understand the context of supporting an individual with learning disabilities (Mandatory for this pathway, 4 credits)
- Principles of self-directed support (3 credits)
- Support individuals with a learning disability to access healthcare (3 credits)

## **Knowledge Qualification**

### **Level 3 Certificate in Preparing to Work in Adult Social care (21 credits)**

*Assessed by multiple choice tests*

- Understand the role of the social care worker
- Principle of communication in adult social care settings
- Principles of personal development in adult social care settings
- Principle of diversity, equality and inclusion in adult social care settings
- Understand person-centred approaches in adult social care settings
- Understand health and safety in social care settings
- Understand how to handle information in social care settings
- Principle of safeguarding and protection in health and social care
- Principle for implementing duty of care in health, social care or children's and young people's settings

## **Functional Skills – Maths and English**

Functional skills are designed to provide learners with the skills they require to perform confidently, effectively and independently in their everyday life. They have been introduced following employer feedback that many learners do not have an appropriate awareness of the basics in these subjects.

Functional English at level 2 ensures learners are able to communicate effectively and develop skills in:

- Speaking, Listening and Communication
- Reading
- Writing

Functional Maths at level 2 ensures learners are able to solve problems in real-life situations via:

- Representing situations using mathematics
- Analysing situations to solve problems
- Interpreting mathematics and explaining solutions

## **Employment Rights and Responsibilities (ERR)**

This element of the apprenticeship is related to the work environment, the statutory requirements for both the apprentice and the employer and where further information can be found to assist the apprentice throughout their career. It will involve the apprentice accessing their contract of employment, staff handbook and policies and procedures to assist in completing a workbook and in some cases a short external assessment to demonstrate their knowledge of this area.

## **Personal Learning and Thinking Skills (PLTS)**

These are skills which have been identified as important for success in learning and life. There are 6 topics:

- Independent enquirer
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

These skills will be completed as part of the other programme components.

## **Models of Delivery**

The apprenticeship is expected to take 12 - 18 months; depending on the experience of the learner and the selected course.

The knowledge based qualification and functional skills are undertaken first; both the knowledge based qualification and the functional skills are achieved via external tests. The competence based qualification is completed via the compilation of a portfolio of evidence that demonstrates the learner's competence in accordance with Awarding Body quality processes. This is the final aspect of the qualification that is completed.

The qualification has Guided Learning Hours (GLH) attached which must be evidenced throughout the course. The model of delivery is structured around the needs of your organisation; there are two options that Opps can provide.

### **1. Workshop Delivery**

This involves groups of learners meeting with their tutor for a set time, usually a minimum of 2 hours every 2 to 4 weeks. The benefits of this are the group have opportunity to discuss their own practice with their peers; topics can be discussed and explored fully and best practice exchanged. The learner will be supported in one to one sessions for the portfolio building aspect of the competence-based qualification.

### **2. One to One Delivery**

The learner meets with the tutor for a minimum of 2 hours every 2 to 4 weeks during which the tutor provides underpinning knowledge for the topics. The learner has opportunity to reflect on their practice and identify strengths and weaknesses through discussion. The competence based qualification will also be completed in this way; with one to one meetings to support portfolio building.

Learners who are identified as requiring additional support for functional skills will have access to additional one to one sessions with a subject specialist (this could be for English, Mathematics or both/other subject areas).

## **Blended Learning**

Outside of the meetings with the tutor, the learner will have additional work to complete in the form of project based workbooks, set questions, reflective statements and the collection of examples of documentation they use throughout their job role. For the functional skills, the learner will also have additional materials to complete to assist them in extending their knowledge. Learners will have access to an e-portfolio which is used to collect and record evidence.



**Please contact the Opps office for further details**

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