



Intermediate Apprenticeship Health and Social Care

2011



Introduction

The apprenticeship is made up of the following elements:

- Competence Qualification – Level 2 Diploma in Health and Social Care
- Knowledge Qualification – Level 2 Certificate in Preparing to Work in the Care Sector
- Functional Skill – Mathematics Level 1
- Functional Skill – English Level 1
- Employment Rights and Responsibilities (ERR)
- Personal Learning and Thinking Skills (PLTS)

Competence Qualification

Level 2 Diploma in Health and Social Care (46 credits)

Mandatory Units – (24 credits)

- Introduction to communication in health, social care or children's and young people's settings (3 credits)
- Introduction to personal development in health, social care or children's and young people's settings (2 credits)
- Introduction to equality and inclusion in health, social care or children's and young people's settings (3 credits)
- Introduction to 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)
- Implement person centred approaches in health and social care (5 credits)
- Contribute to health and safety in health and social care (4 credits)
- Handle information in health and social care settings (1 credit)

Some of the Optional Units available for the generic qualification – (22 credits)

- Support independence in the tasks of daily living
- Support individuals to meet personal care needs
- Support individuals to eat and drink
- Move and position individuals in accordance with their plan of care

Some of the Optional Units available for the Dementia Pathway, these may also be taken within the generic pathway – (22 credits)

- Dementia awareness (Mandatory for this pathway, 2 credits)
- Understand and the role of communication and interactions with individuals who have dementia (3 credits)
- The person centred approach to the care and support of individuals with Dementia (2 credits)

Some of the Optional Units available for the Learning Disability Pathway, these may also be taken for the generic pathway – 22 credits

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

Knowledge Qualification

Level 2 Certificate in Preparing to Work in the Care Sector (20 credits)

Assessed by multiple choice tests

- Principle of communication in adult social care settings
- Principle of personal development in adult social care settings
- Principles of diversity, equality and inclusion in adult social care settings
- Understand the role of the social care worker
- Understand the 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
- Introduction to duty of care, 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 1 ensures learners are able to communicate effectively and develop skills in:

- Speaking, Listening and Communication
- Reading
- Writing

Functional Maths at level 1 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 9 – 12 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 – 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 – 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 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.



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