

Clinical Healthcare Apprenticeships

by the health and social care training experts

Contents

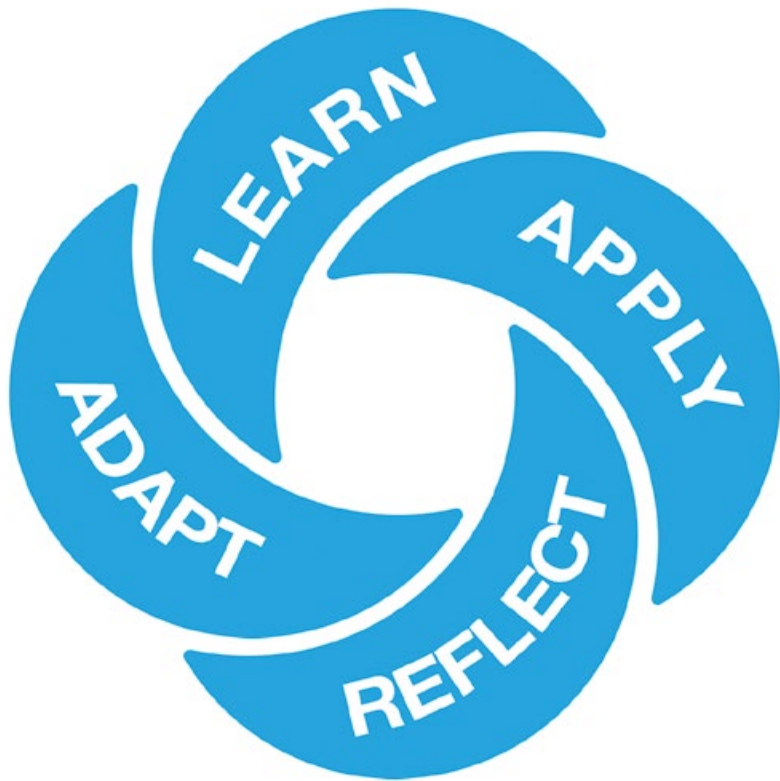
- 03 About us
- 04 Understanding your needs
- 05 Appointing the right team
- 06 Bespoke learning programmes
- 07 Individual Learning Plans
- 08 Flexible, high-quality delivery
- 09 One to one expert support
- 10 Preparation for End Point Assessment (EPA)
- 11 Feedback on progress throughout
- 12 Level 2 Healthcare Support Worker
- 16 Level 3 Senior Healthcare Support Worker
- 22 Level 3 Community Health and Well-being Worker
- 26 Level 5 Associate Continuing Healthcare Practitioner
- 29 What our clients say



About us

t2 group is the leading specialist provider of Apprenticeships in the Health and Social Care Sector in the UK.

Our unique LARA delivery methodology has been developed and refined by us over the last 25 years specifically for the sector, utilising experiential learning combined with one to one coaching. This approach enables your learners to develop new skills quickly and effectively and then apply and reflect on them in their everyday practice. This advanced approach to learning leads to sustained changes in behaviour, building your organisational capability and driving measurable improvements in performance.



LEARN anywhere, anytime through online blended learning resources and activities

APPLY new knowledge and skills in work supported by our expert tutors, trainers and assessors

REFLECT on what has worked, what hasn't and how to improve this in the future

ADAPT your internal thought processes and workplace application leading to sustained changes in your behaviour



Learners make rapid progress in developing their care skills, with many showing significant improvements from their starting point in a very short space of time

Understanding your needs

Our programmes begin with a project scoping session with an Account Director or Senior Relationship Manager to ensure the 'right fit'. Establishing and maintaining good, strong working relationships with our clients is at the very heart of what we do.

We will meet with your nominated organisational lead or manager responsible for training to gain an understanding of your business needs and exactly what you require from your learning programmes. We will work with you to set realistic expectations of exactly what the programme can and can't do.

All our Apprenticeship programmes **can be fully funded through your Apprenticeship Levy** or the government will contribute 95% of the cost if you are a non-levy payer



Appointing the right team

We will then appoint a team of specialists based on your needs and requirements. We have over 200 expert Health and Social Care tutors, trainers and assessors based throughout the UK.

All of our team are fully employed by t2 group; to ensure the quality of our delivery, we never use freelance or subcontracted staff to deliver our programmes. Your team will include the following:

Delivery Team

Responsible for providing one to one expert training, coaching and assessment support

Operations
Manager

Team Leader

Tutors,
trainers and
assessors

Quality Team

Responsible for ensuring that the high-quality of our delivery meets your precise needs

Curriculum and
Quality Lead

Lead Internal
Quality Assurer

Internal Quality
Assurers

Customer Experience

Responsible for enrolling learners and gaining impartial feedback on your experience

Account
Director

Account
Manager

Customer
Experience
Manager

Bespoke learning programmes

Your learners will be seamlessly enrolled onto their programmes through our digital enrolment process by your Account Manager; if required, we can arrange learner briefing sessions to answer any questions they may have in advance.

Their dedicated tutor will then arrange a one to one meeting to offer impartial information, advice and guidance. They will also deliver an induction to the programme and develop the bespoke learning plan.

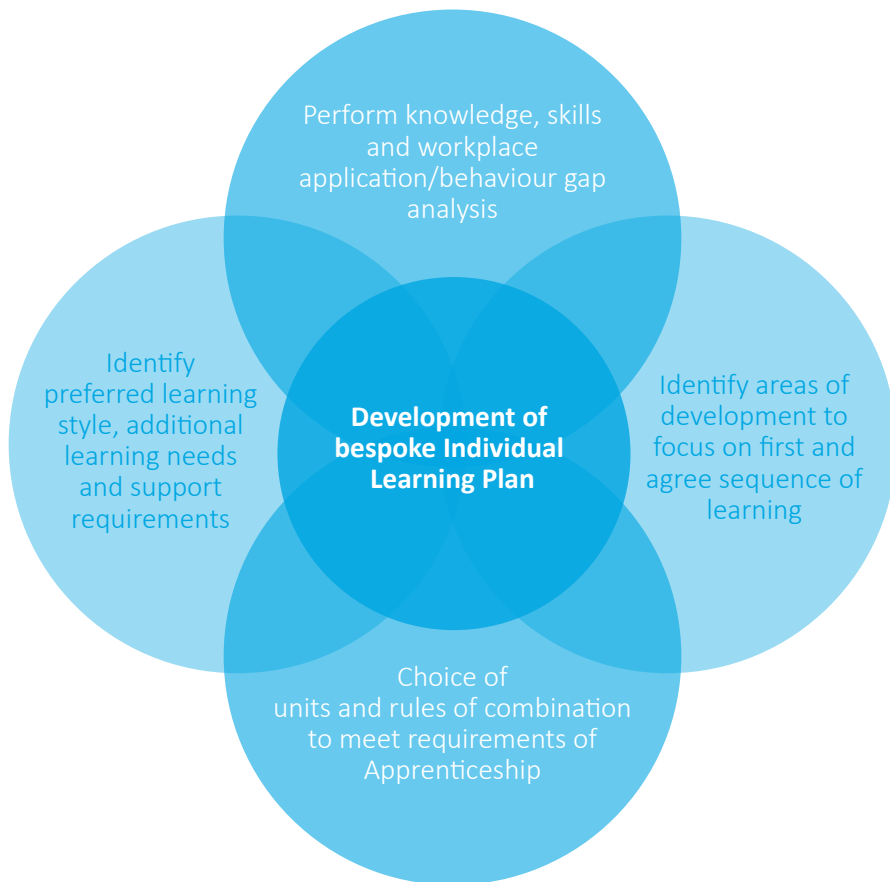
It is imperative that the learner's line manager is fully involved in the induction to ensure the learning plan meets your needs, and that they can fully commit to the requirements outlined in the Apprenticeship Commitment Statement.



Individual Learning Plans

The tutor will work with your learner and their line manager to identify their precise needs and requirements for the programme, skilfully sequencing their learning of new knowledge and skills to develop an Individual Learning Plan.

The Individual Learning Plan will include key milestones and monthly reviews of progress throughout. Learners will be introduced to their bespoke Knowledge and Skills Development Measure; a visual representation of their knowledge and skills at their starting point. This will be updated throughout the programme as knowledge and skills develop.



Learners and apprentices develop their skills to meet exacting sector standards. In many cases, the level of skills gained exceeds the requirements of their qualifications; this is particularly the case with Health and Social Care programmes

Flexible, high-quality delivery

Your dedicated tutor will provide live virtual workshops monthly to develop each learner's knowledge and skills through the programme.

The workshops can be viewed on any desktop or mobile device and are stored in The Learning Room, our virtual learning environment. Each learner has password protected access to their own section of the virtual learning environment so they can review previously recorded webinars and support materials on all aspects of their learning.



One to one expert support

One to one expert support is provided when and how you need it - face to face, through video calls and telephone, supported by email and SMS.

Your tutor will arrange a one to one training and coaching session with each individual learner every month to supplement the monthly workshops they will be required to attend.

Our tutors also conduct a LARA (learn, apply, reflect, adapt) session with each learner every month, consolidating their learning and practice. This results in a detailed action plan of learning for the forthcoming month.

All of our delivery staff are fully qualified, occupationally competent tutors, trainers and assessors approved by City and Guilds to deliver the full requirements of each Apprenticeship Standard.



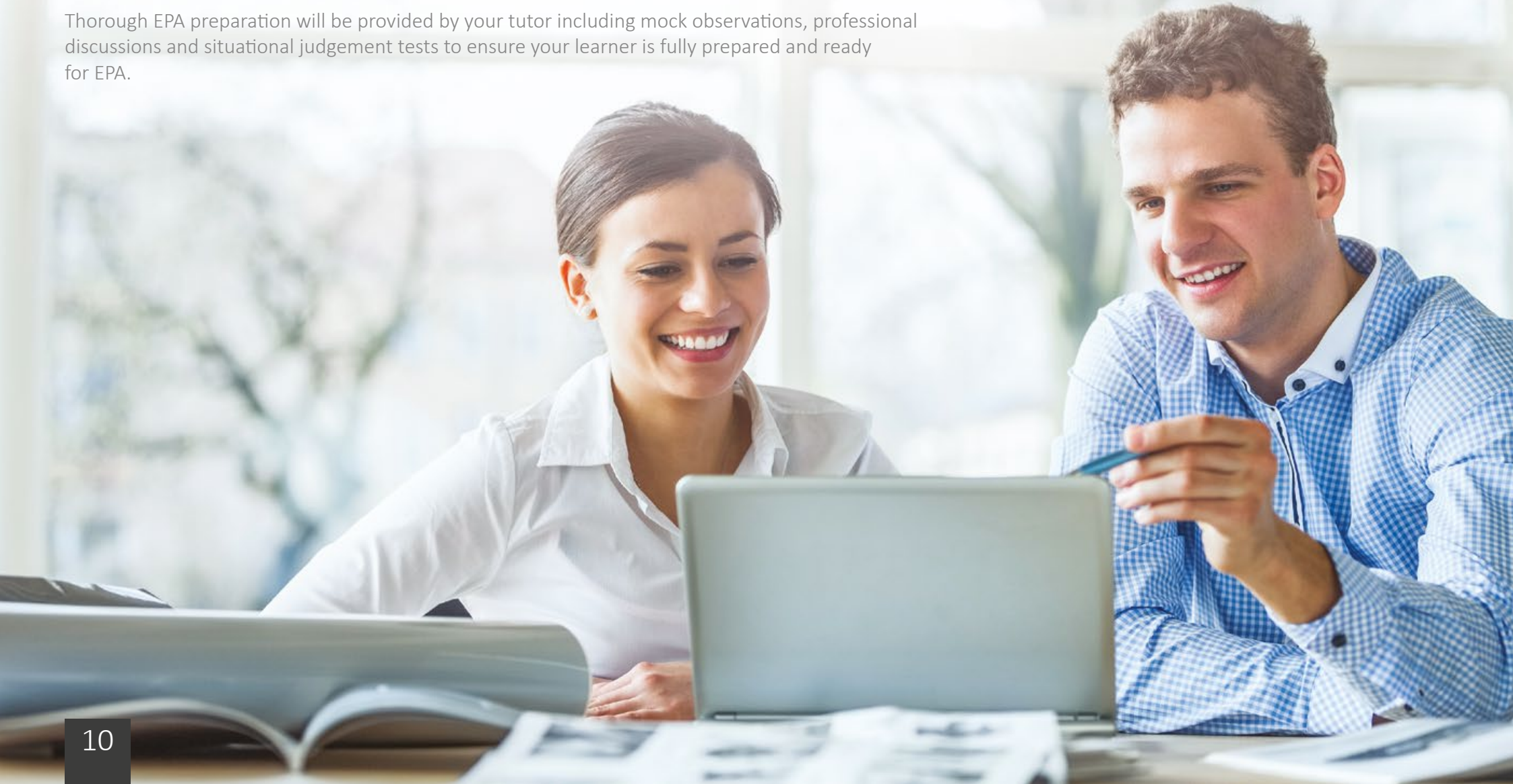
Assessors engage with apprentices well. They develop a good mutual rapport which supports apprentices' learning. Apprentices value their training programmes; they are motivated to complete their planned actions and make progress in their careers. They enjoy their learning, and most exceed their own initial expectations of what they can achieve



Preparation for End Point Assessment (EPA)

Once your tutor has completed all aspects of the on-programme training, coaching and assessment, a Gateway meeting will be arranged. This is a meeting to agree that the learner is ready to be put forward for EPA.

Thorough EPA preparation will be provided by your tutor including mock observations, professional discussions and situational judgement tests to ensure your learner is fully prepared and ready for EPA.



Feedback on progress throughout

Every month, a learning review will be completed with each learner by their tutor to measure the intent, implementation, and impact of the Individual Learning Plan.

This is a triangulated review to ensure that the learning is meeting your needs and requirements. It is imperative that the learner's line manager or a dedicated workplace mentor is involved in the first 15 minutes of each learning review to review progress in the learning and to plan the next steps of learning, especially in relation to the off-the-job training requirement for the Apprenticeship. All progress for each learner is stored in our i-learn platform, an on-line portal which enables our learners and employers to easily view a range of learning and development targets in relation to their programme. Your dedicated Account Manager will contact you every month to gain impartial feedback on your experience and provide any additional support you may require.



Level 2 Healthcare Support Worker

DURATION
12
MONTHS

Healthcare Support Workers (HCSWs) work as part of a team providing high-quality and compassionate care to individuals. You will carry out well-defined routine clinical duties like monitoring an individual's conditions (by checking things like blood pressure, temperature or weight), checking on their overall progress, comfort and well-being.

Depending on where you work, you may also help them to eat, drink, wash, dress or go to the toilet. You will prepare individuals for healthcare activities carried out by other members of the healthcare team, looking after them before, during and/or after those activities in line with their care plan. You will also carry out non-clinical duties and, depending on where you work, this could include things like keeping records, making beds, tidying up your work area, returning or cleaning the equipment used during a clinical activity. You will be able to address straightforward problems in your day to day work, reporting concerns and changes to the appropriate person in a timely manner.

HCSWs work in a range of healthcare settings and your team may include workers from both Health and Social Care. You will report to a registered healthcare practitioner who will directly or indirectly supervise your work.



Programme content

Learning (knowledge)

Personal and people development

- The legislation, policies, standards, local ways of working and codes of conduct that apply to your own role
- The scope of practice, limitations of your own competence and who to ask for support
- The principles of continuing personal development and the local arrangements for appraisal and supervision
- How to source evidence to support improvement in the workplace
- Understand the principles of the 'Care Certificate'
- Understand the principles of reflective practice
- Understand the principles of 'quality improvement'

Person-centred care and support

- Understand the principles of 'person-centred care and support', including principles of Equality, Diversity and Inclusion, active participation, consent and choice
- Ways to support individuals in developing and maintaining their independence in carrying out daily activities

Duty of care and safeguarding

- Understand the principles of a 'duty of care' and 'safeguarding', including the signs and types of abuse and ways to reduce the risk of abuse

Health Intervention

- The signs and symptoms that an individual is in pain, distress or discomfort
- The signs and symptoms that an individual's health and well-being is changing and ways to report changes
- What techniques and principles are required to perform basic life support
- The physiological states, their normal ranges and the correct tools or equipment used to measure them
- The importance of prescribed medication and the limitations of own role in relation to medication
- Understand the principles of hydration, nutrition and food safety

Communication

- The communication techniques used to maximise understanding including for individuals with specific communication needs or wishes
- Ways to record and store information securely and in line with national and local policy and legislation, including the safe use of technology
- The principles and organisational policies for confidentiality, duty of confidence and disclosure
- The principles of health promotion, availability of services to support individuals with lifestyle choices and how referrals can be made if required
- How to use local systems to order and manage supplies and stocks
- How to use local systems to manage appointments, including IT and telephone systems, how and where to sign-post individuals

Dementia, cognitive health issues, and mental health

- Understand the meaning of 'capacity', and the differences between mental illness, dementia and learning disability and the impact of these conditions on an individual's needs

Infection prevention and control

- Understand the principles of infection prevention and control and the importance of good personal hygiene, hand hygiene and correct use of Personal Protective Equipment (PPE)
- What methods are used to safely clean and dispose of materials and equipment, including ways to handle hazardous materials and substances

Health, safety and security

- The meaning of 'risk' in your workplace, ways to identify and raise concerns and own responsibilities in relation to incidents, errors and near misses

Moving and handling

- The importance of health and safety legislation, the principles of safe moving and handling of equipment and other objects and assistance of individuals



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Level 2 Healthcare Support Worker

Application (skills)

Personal and people development

- Work in line with legislation, policies, standards, local ways of working and codes of conduct that apply to your own role
- Work within the scope of practice, the limits of your own knowledge and skills, escalating and reporting to others when needed
- Support others with appointments, enquiries and referrals
- Participate in appraisal and supervision to support ongoing personal development
- Participate in training and development activities including the Care Certificate Standards
- Reflect on your own practice
- Contribute to improvement activities in the workplace, for example collecting and logging data for audit
- Use evidence to make suggestions for improving practice

Person-centred care and support

- Work as part of a multi-disciplinary team to provide safe non-discriminatory person-centred care and support in line with individual's established consent

Duty of care

- Implement a duty of care, recognising and responding to safeguarding and protection concerns and acting in the best interest of individuals to ensure they do not come to harm

Health intervention

- Recognise and respond to the signs and symptoms that an individual is in pain, distress or discomfort to maximise comfort and well-being
- Recognise and respond to changes in individuals' health and well-being
- Support individuals with activities of daily living to maximise independence in line with their desired outcomes and plan of care
- Assist the registered practitioner in encouraging individuals to take or use their prescribed medication
- Promote access to fluids and nutrition in line with an individual's care plan
- Act on opportunities to support others to maximise their health, well-being and positive lifestyle choices

Basic life support

- Perform basic life support

Physiological measurements

- Undertake physiological measurements, selecting and using the correct tools or equipment

Infection prevention and control

- Contribute to the cleaning, disinfecting and disposal of materials and equipment
- Maintain a safe and healthy working environment, using a range of techniques for infection prevention and control, including hand hygiene and the use of Personal Protective Equipment (PPE)

Communication

- Communicate with individuals using techniques designed to facilitate understanding
- Record and store information related to individuals securely and in line with local and national policies, including the safe use of technology
- Report and share information related to individuals securely and in line with local and national policies, maintaining confidentiality

Dementia, cognitive health issues, and mental health

- Recognise and respond to limitations in an individual's mental capacity

Moving and handling

- Move and handle equipment or other items safely and assist individuals

Health, safety and security

- Take action in response to identified concerns, risks, incidents or errors and near misses arising in the workplace
- Contribute to the storage of supplies and equipment

End Point Assessment

To achieve this Apprenticeship the Clinical Healthcare Tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met. At this point the learner will be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve an observation of practice and a professorial discussion underpinned by a portfolio of evidence.

Qualifications included in this Apprenticeship

- Level 2 Healthcare Support Worker Apprenticeship Standard
- Level 1 Functional Skills English and maths (if required)

Progression

This Apprenticeship provides an ideal entry into the occupation and supports progression within the sector.



“Apprentices develop good work-related skills, as well as broader qualities such as reliability and increased self-confidence. These newly acquired skills support them in becoming valued team members in busy Health and Social Care settings from early on in their course”

Level 3 Senior Healthcare Support Worker



Senior Healthcare Support Workers help registered practitioners deliver healthcare services to people. As an experienced Support Worker, you carry out a range of clinical and non-clinical healthcare or therapeutic tasks under the direct or indirect supervision of the registered healthcare practitioner.

You provide high-quality, compassionate healthcare following standards, policies or protocols and always acting within the limits of your competence. You may work in a range of services e.g. hospital, community, health or day care unit, birth centre or midwifery led unit, someone's home, operating theatre, nursing or care home, assessment centre, hospice, school, prison, GP surgery, charity or voluntary organisation; working in partnership with individuals, families, carers and other service providers.

All learners are required to complete the Core content and then a range of optional content which can be chosen depending on a learner's job role. Optional content includes:

- Adult nursing support



Programme content - Core

Learning (knowledge)

Health and well-being

- How to carry out routine and complex clinical or therapeutic tasks delegated to you, the care plans and delegation protocols used in your organisation
- The types of information you need to collate when obtaining a client history, ways to record and share it
- The indicators for good physical health and mental health in relation to the demographic of individuals you are working with; the importance of fluids, nutrition and food safety; ways to signpost individuals to public health interventions or other services where appropriate
- How to support a person's comfort and well-being, the signs of a person whose health and well-being is deteriorating or who is experiencing pain or discomfort
- The main types of mental ill health and their impact on people's lives; indicators for mental capacity, the importance of early diagnosis in relation to cognitive issues; the possible signs of mental ill health and learning disability in people
- Why external factors, adapting from childhood to adulthood, depression, delirium or the normal ageing process may be mistaken for mental ill health; how changes in cognition can impact health and well-being; how to report changes and deterioration; how to support others to report changes and deterioration, how to escalate changes and deterioration
- How to perform basic life support and use adjuncts to support resuscitation

Duty of care and candour, Safeguarding, Equality, Diversity & Inclusion

- Legislation, policies and local ways of working about duty of care, candour, raising concerns, Safeguarding / protection from abuse, Equality, Diversity and Inclusion; what they mean, why they are important, how to promote them to others
- How discrimination can happen; how to deal with conflicts between a person's rights and a duty of care
- The signs of abuse, what to do if you suspect it, how to reduce the chances of abuse as much as possible

Person-centred care, treatment and support

- Why it is important to gain consent, even when it is difficult; how to undertake risk assessment in enabling a person-centred approach; why it is important to promote 'person-centred care, treatment and support'
- Why it is important to encourage people to be actively involved in their own care or treatment; why it is important to give people choices about their care and to treat people as valuable and unique
- Why safety and clinical effectiveness are important; the importance of managing relationships and boundaries with service users

Communication

- Why it is important to promote effective communication at work; how to communicate with people who have specific language needs or wishes; how to reduce communication problems and respond to complaints; techniques for difficult situations, local guidelines for dealing with abusive behaviour
- How verbal and non-verbal communication may relate to an individual's condition
- Legislation, policies and local ways of working about handling information; why it is important to record and store information securely and confidentially and support others to do so; e-safety; the audit process and how it relates to your role

Personal, people and quality improvement

- Your responsibilities and duties; the limits of your competence and authority; that of those you supervise; the values of your organisation; legislation, standards, policies, protocols you should adhere to; why it is important to work in ways agreed by your employer
- How to seek feedback, reflect on your actions, how to evaluate your work and create a Personal Development Plan
- The importance of working well with others, your own health, well-being, resilience and that of colleagues; who or where to go for help and advice about anything related to your work or people you support; how to supervise others
- Behaviours expected from a role model; the principles of training and mentoring
- The importance of gathering service user views; ways to identify and escalate opportunities to provide a better or more effective service

Health, safety and security

- How to promote health and safety at work; what to do in situations that could cause harm; how to handle hazardous materials
- Move and position people, equipment or other objects safely in line with agreed ways of working
- The meaning of risk /risk assessment; how to recognise risk or hazards, undertake risk assessment, escalate where appropriate, operate safe systems of work
- The importance of a clean workplace; legislation, policies and local ways of working for the prevention of infection; personal hygiene, handwashing; the right use of PPE : gloves, aprons, masks; how infections start and spread; how to clean, disinfect and sterilise



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Level 3 Senior Healthcare Support Worker

Application (skills)

Health and well-being

- Assist registered healthcare practitioners with clinical or therapeutic tasks; follow care plans; notice and report changes
- Gather evidence to assist in obtaining a client history, review health-related data and information
- Promote physical and mental health and well-being, providing opportunistic brief advice on health and well-being
- Assist with an individual's overall comfort, identify and respond to signs of pain or discomfort
- Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so
- Recognise limitations in mental capacity and respond appropriately
- Perform basic life support for individuals

Duty of care and candour, Safeguarding, Equality, Diversity & Inclusion

- Follow the principles for Equality, Diversity & Inclusion
- Implement a duty of care and candour
- Safeguard and protect adults and children; promote the principles to others

Person-centred care, treatment and support

- Demonstrate what it means in practice to promote and provide person-centred care, treatment and support by obtaining valid consent, and carrying out risk assessments

- Work in partnership with the individual, their carer, families and the wider healthcare team
- Promote clinical effectiveness, safety and a good experience for the individual

Communication

- Demonstrate and promote effective communication using a range of techniques
- Observe and record verbal and non-verbal communication
- Handle information (record, report and store information) in line with local and national policies, keep information confidential and support others to do so; take part in audits

Personal, people and quality improvement

- Act within the limits of your competence and authority; ensure that anyone you supervise acts within theirs
- Take responsibility for, prioritise and reflect on your own actions, work and performance; maintain and further develop your own skills and knowledge, participate in appraisals
- Work as part of a team, seek help and guidance when you are not sure, escalate concerns in a timely manner to the correct person; support or supervise colleagues as required, delegate well-defined tasks appropriately
- Act as a role model; mentor peers; deliver training through demonstration and instruction

Health, safety and security

- Maintain a safe and healthy working environment, take appropriate action in response to incidents or emergencies, following local guidelines
- Move and position individuals, equipment and other items safely
- Undertake risk assessments
- Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE)



Level 3 Senior Healthcare Support Worker

Option 1 - Senior HCSW (Adult Nursing Support)

Assist with clinical tasks

Learning (knowledge)

- Which clinical tasks you will routinely be expected to carry out within your role
- The range of physiological states that can be measured including body temperature, height, weight, blood pressure, pulse, urinary output, breathing rate, oxygen saturation, and blood sugar levels; the types of equipment used for measuring physiological states in adults and how to check they are in working order
- The importance of skin integrity and how to check it
- How to care for wounds
- How to take and test venous and capillary blood and other specimens
- What is meant by frailty; the end of life phase and factors which impact on the care of the dying or deceased
- The discharge process; the availability and services offered by the extended Health and Social Care system
- Where to source equipment and resources
- The importance of early diagnosis in relation to dementia and other cognitive issues; why depression, delirium and the normal ageing process may be mistaken for dementia

Application (skills)

- Assist nurses with delegated clinical tasks
- Undertake a range of physiological measurements on adults
- Assist with tissue viability risk assessments
- Assist with caring for wounds

- Obtain and test samples and other specimens
- Support frailty, end of life care
- Contribute to discharge from services
- Monitor and maintain the environment, equipment and resources; perform first line calibration on clinical equipment and manage stock control
- Recognise limitations in mental capacity and respond appropriately
- Other clinical tasks are determined by your local work setting and policies eg: support people to receive medication or non-oral treatments; monitor the effects of medication; care for stomas; take ECGs; care for individuals with catheters or nasogastric tubes; carry out screening activities eg hearing or vision; monitor swallowing, prepare or carry out extended feeding techniques

Activities of daily living

Learning (knowledge)

- Approaches to promoting health and well-being; a range of long-term conditions and the impact they may have on a person's physical and mental health and well-being; which long term conditions you are most likely to support in your role; the activities of daily living and ways in which you can support individuals to maintain and improve them
- The effects of poor nutrition and dehydration
- How to wash, dress and support an adult to use the toilet; ways to manage situations in which the adult cannot do these things for themselves
- How to help adults to be mobile and the importance of rest and sleep

Application (skills)

- Support adults to develop and maintain skills for everyday life, continuing recommended therapies and activities and encouraging them to take responsibility for their own health and well-being; support carers to meet the needs of the adult; advise and inform adults on managing their own condition
- Support or enable adults to eat, drink
- Support or enable adults to wash and dress and use the toilet
- Support adults to be mobile, rest, sleep, keep safe or express their sexuality



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End Point Assessment

To achieve this Apprenticeship, the Clinical Healthcare Tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met.

At this point the learner will be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve a multiple-choice test, observation of practice and a professional discussion.

Qualifications included in this Apprenticeship

- Senior Healthcare Support Worker Apprenticeship Standard
- City and Guilds Level 3 Diploma in Healthcare Support
- Level 2 Functional Skills English and maths (if required)

Progression

After a period of working and gaining experience, individuals may be able to work towards an Assistant Practitioner or Nursing Associate post or, providing they meet the entry requirements, apply to university to become a registered healthcare practitioner



All apprentices are very well prepared for their next step in their chosen industry, with a majority progressing to increased responsibility or promotion



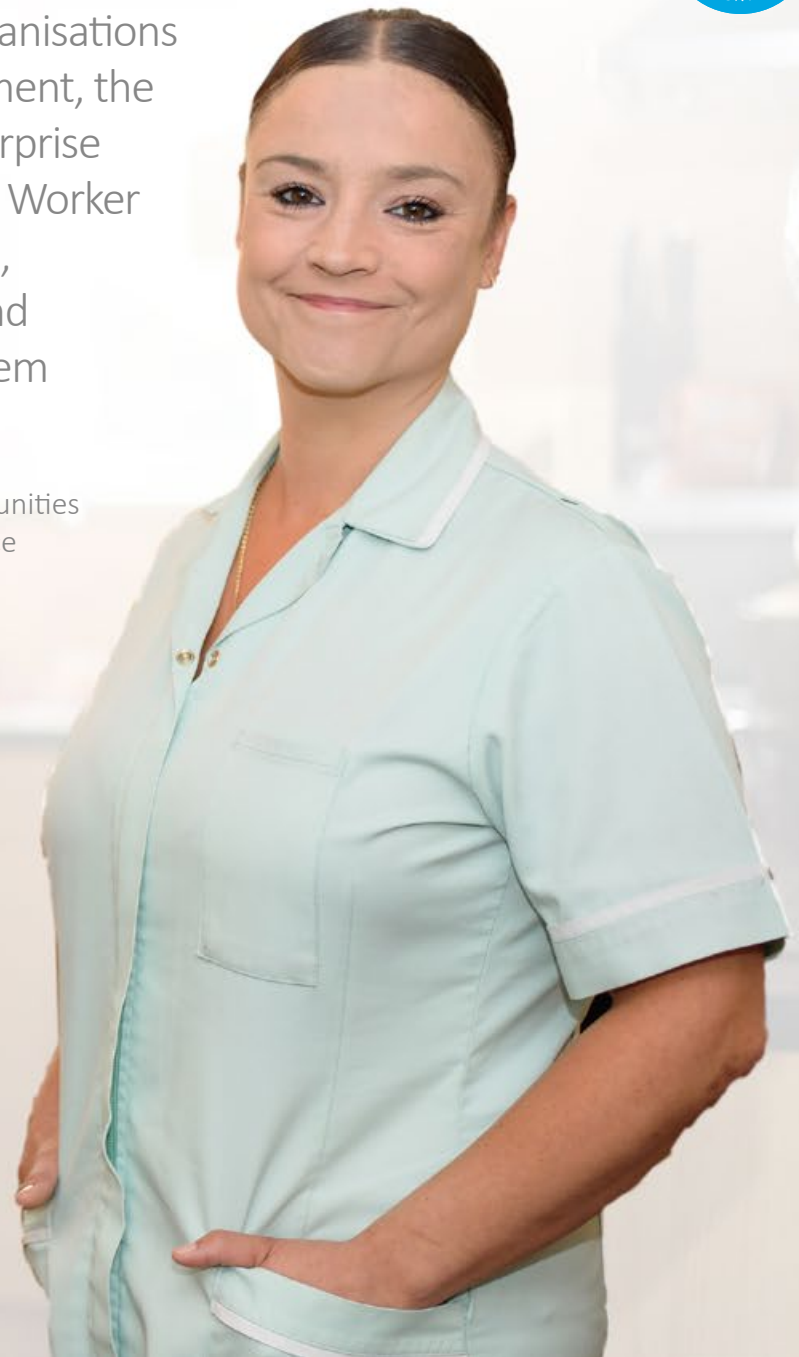
Level 3 Community Health and Well-being Worker

DURATION
14
MONTHS

Community Health and Well-being Workers may work in different organisations and are commissioned by a range of agencies, including local government, the NHS, and other funders such as voluntary, community and social enterprise (VCSE) organisations. The role of a Community Health and Well-being Worker is to understand local provision, develop relationships with individuals, communities and supporting organisations, and build on individual and community strengths to enable people to achieve what matters to them regarding their health and well-being.

Community Health and Well-being Workers work in partnership with individuals and their communities to identify and address health and well-being needs, improve health, prevent ill health and reduce inequalities.

This Apprenticeship is suitable for the following job roles- Care or Service Navigator, Community Connector or Community Care Worker, Community Health Champion, Health Trainer, Live Well Coach and Social Prescribing Link Worker.



Programme content

Learning (knowledge)

Promoting health and well-being

- Understand the wider social determinants of health and their impact on the physical, mental and emotional well-being of individuals, families and communities
- Understand the causes of mental, emotional, and physical ill-health, long-term conditions, disability and premature death in the local community, their risk factors, and the opportunities for prevention and management
- Understand the negative and positive impact that different agencies can have on improving health and well-being
- Understand how psychological, behavioural and cultural factors contribute to the physical and mental health of people, and how these can impact on others
- Understand health inequalities and how these impact on physical, mental, and emotional health and well-being

Working with local communities

- The importance of the most up-to-date evidence base informing the creation of inclusive community development approaches that improve the health and well-being of communities
- Understand the importance of building partnerships and connections with individuals, groups, and communities
- National guidance on the engagement and management of volunteers and how their rights and welfare are protected
- How to recognise the suitability of non-statutory community, voluntary groups and services to support people's health and well-being needs, and local protocols for service appraisal and risk assessment
- Understand the concepts and theories underpinning a strengths or asset-based approach
- Different types of community and their defining characteristics, including cultural and faith-based factors
- National and local strategies and policies to improve health outcomes and address health inequalities
- The local demand on services based on health needs, and the different public and voluntary sector services available in the community to help to meet those needs
- The importance of the evidence base in forming strategies, policies and interventions to improve health and well-being
- How cultural and faith-based differences can impact the implementation of evidence-based interventions

Support local services

- Understand the local and national statutory organisations and agencies that deliver public services (including education, housing, welfare, justice, health and care) and how they are funded
- Understand the different local and national voluntary and charity organisations and their role in the provision of services available to the public for different issues, such as managing debt, reporting crime, domestic abuse, accessing government services online, tackling social isolation, bereavement support, promoting good mental health and well-being
- How to map services and other resources available to a community by taking a strengths or asset-based approach while also recognising gaps in provision
- Understand the local criteria for referring people into the service, signposting, and local referral systems and protocols
- Relevant legislation, local policies and protocols regarding information governance, data security, data sharing and record keeping, to inform practice

Safeguarding

- Understand the nature and boundaries of the role when representing the interests of people using the service, and procedures for escalation or seeking advice for those at risk, including safeguarding protocols
- How to manage relationships in a referral pathway, the expectations of the referrer, and the person being referred
- How to build a rapport with people and groups to elicit information about their health and well-being concerns, and to offer further information to them
- How to acknowledge and respect an individual's priorities in relation to their health and well-being, and understanding their right to refuse advice and information

Health improvement

- The behaviour change principles and theories that underpin health improvement activity
- The types of evidenced-based behaviour change tools and techniques (e.g., those that include capability, motivation, opportunity, and action planning) that can be applied to behaviour change interventions
- Understand the concepts and theories relating to engagement, empowerment, co-design, and person-centred approaches and their importance for all aspects of mental, emotional and physical health and well-being
- The difference between enabling people to make their own changes and solve their own problems, and encouraging dependency

Communication

- The current health messages aimed at the public and the evidenced-based rationale for those messages
- The different components of interpersonal communication such as non-verbal, para-verbal, and active listening
- The barriers to communication that may affect a person's understanding of health messages and strategies for overcoming these (barriers could include sensory disability, neurodiversity, low levels of literacy or health literacy, language, or culture)
- The use of different communication methods in the promotion of health messages to a wide audience, including through social media and other digital technologies

Manage data and information

- Understand the different population level or public health data and information used to identify priorities and measure community health outcomes
- Understand the different tools and data used to measure changes in people's health and well-being at an individual and community level
- Why it is important to gain people's consent and recording personal data and information securely in line with service protocols
- The different types of data and information and different types of evaluation used to assess the impact and effectiveness of services and interventions

Legislation and guidance

- Relevant legislation and how it influences policies and protocols, when promoting or protecting community health such as Health Protection Legislation
- Why it is important to manage people's expectations regarding the scope and availability of the service and how it can be accessed
- Ethical implications and guidance relating to public health practice, such as the impact of public health measures on civil liberties

Personal and professional development

- The importance of keeping up to date with developments in population health and community health and well-being (continuing professional development)
- The importance of training in policies and protocols that ensure safety of self and service users, when work is often unsupervised or in remote locations
- The importance of appraisal, training and ongoing review including ways to give and receive feedback

Application (skills)

Responsibilities and duty of the role

- Recognise, and help others to also recognise, the factors that impact on a person's health and well-being that they can or cannot control or influence
- Assist individuals, groups and communities to recognise their needs, what is important to them, and their strengths in relation to their health and well-being
- Help people, groups and communities to identify and address barriers that can be overcome to achieve better health and well-being

Teamworking

- Work with people and communities to identify and access local resources and assets that support their health and well-being
- Work with people and communities so that they continue to make changes and solve problems on their own
- Build partnerships and connections with local people, groups and organisations to reach shared solutions to local needs or issues
- Work with support or supervise people working as volunteers whilst recognising the boundaries of their roles
- Recognise whether non-statutory community and voluntary groups and services are safe and sustainable to support people's health and well-being needs, and escalate any concerns
- Identify where different organisations collaborate successfully or interface seamlessly and build on these strengths to extend provision
- Identify and highlight competition or conflict between services where this does not work in the interests of the local community or works against the best use of local assets
- Research local provision, including online, for a wide range of interventions, projects and services that can support individuals and communities who are seeking to better manage their health and well-being
- Keep information on local and digital provision up to date
- Identify barriers preventing individuals from accessing local services, including how services are promoted or communicated
- Work in partnership with people and groups when implementing policies and protocols in their communities
- Recognise when the support needs of people or communities are beyond the scope of the role, and escalate in a timely manner particularly if a person is 'at risk'
- Facilitate access to and promote services delivered by a range of public and voluntary sector agencies in the community, and services that are accessible digitally or online

Safeguarding

- Receive and manage referrals, recognising appropriate and inappropriate referrals and how and when to escalate or refer on to a more appropriate service
- Manage people's personal data safely and securely when completing and storing records or sharing data
- Recognise when someone is in distress or crisis and how to ensure that the right support is available for them at the point of need
- Develop relationships with referrers and referring agencies to ensure appropriate referrals are made and the service offer is understood

Health and Well-being

- Manage a caseload and potential waiting lists and be able to prioritise in line with service guidance
- Help people to identify the key issues impacting on their health and well-being, actively listening to a person's story without judgement
- Work with individuals or groups to navigate health-related and service-related information to make decisions about their health and well-being
- Work with individuals and groups who want to make changes to their behaviours and lifestyle choices to improve their health and well-being
- Use behaviour change tools and techniques to develop and agree a plan of action, or set goals with a person to help them to address the issues and priorities they have identified regarding their health and well-being
- Help people to review and access services relevant to them and their needs to optimise access and choice, including services that can address wider issues (such as social, financial or environmental) affecting their health and well-being
- Review progress with an individual and agree an end point or closure regarding their engagement with the service
- Represent the interests of people when engaging with service providers, while managing expectations regarding service availability and access

Equality, Diversity & Inclusion

- Deliver interventions that meet the needs of local communities including the consideration of cultural and faith-based factors
- Support local communities through the implementation of strategies and policies that improve health outcomes and address health inequalities
- Facilitate access to and promote services delivered by a range of public and voluntary sector agencies in the community, and services that are accessible digitally or online
- Apply the most recent evidence to improve the effectiveness of strategies, policies and interventions
- Identify and apply ethical frameworks and guidance relevant to practice in public or population health



Communication

- Communicate complex public health messages to people in a way that is relevant and meaningful to them
- Communicate with people from a wide range of backgrounds, including professionals from different sectors, and citizens of different cultures
- Facilitate consistent and helpful communications for people to make local services easier to understand and access
- Facilitate communication and collaboration between people, communities and service providers where better connections and networks would support easier access and better provision
- Act in accordance with relevant legislation, local policies and protocols regarding information governance, data security, data sharing and record keeping when handling people's personal data and information
- Use different types of data and information to identify priorities and measure health outcomes
- Use recognised tools and data so that changes to people's health and well-being can be measured or monitored at an individual and community level
- Seek people's consent to record and use their data, explaining to people who use services how their data and information will be used, and how it will be stored safely
- Contribute to service evaluation by using different types of data and information and different types of evaluation

Personal and people development

- Keep a record of training and development opportunities that have been accessed and how these have informed their practice
- Engage with performance appraisal and reflective practice in line with organisational procedures and management processes

Duty of care

- Maintain high standards of professional and personal conduct, including duty of care for the safety and welfare of self and others

End Point Assessment

To achieve this Apprenticeship, the Clinical Healthcare Tutor, learner and employer will agree when all aspects of on-programme training, coaching and assessment have been met. At this point the learner will be put forward for EPA with an independent EPA Organisation of their choice. The EPA will typically involve a multiple-choice test, demonstration of practice, and professional discussion underpinned by a portfolio of evidence.

Qualifications included in this Apprenticeship

- Community Health and Well-being Worker Apprenticeship Standard
- Level 2 Functional Skills English and maths (if required)

Progression

This Apprenticeship provides the foundation for progression into a number of career paths in the health and science sector including Public Health Practitioner, Operations Manager, Project Manager and Sector-specific Lead/Management roles. Individuals can also progress onto the Level 5 Coaching Professional Apprenticeship Standard to become a Health and Well-being Coach.



All our Apprenticeship programmes can be fully funded through your Apprenticeship Levy or the government will contribute 95% of the cost if you are a non-levy payer



Learners and apprentices develop their skills to meet exacting sector standards. In many cases, the level of skills gained exceeds the requirements of their qualifications; this is particularly the case with Health and Social Care programmes



Level 5 Associate Continuing Healthcare Practitioner



The Associate Continuing Healthcare Practitioner works in a wide variety of organisations that oversee health and social care services such as clinical commissioning groups, social services and community healthcare services.

The Associate Continuing Healthcare Practitioner plays a key role in the assessment of individual's complex health and social care needs that have arisen as a result of disability, accident or illness, and the planning and commissioning of the services for these individuals.

In their daily work, the Associate Continuing Healthcare Practitioner interacts with the individuals and their family, friends and carers, which have been referred into the continuing healthcare service, are being assessed or are receiving packages of care. The Associate Continuing Healthcare Practitioner will also have line management or supervisory responsibility for junior members of the team, acting as a role model, planning and managing their work.

This Apprenticeship is suitable if the individual has a minimum of 2 years' experience in a care role.



Learning (knowledge)

Health and well-being

- Understand the structures and functions of the human body
- Understand how to support people going through the continuing healthcare process
- Understand commonly encountered mental, physical, behavioural and cognitive health conditions, medication usage and treatments and how ill health impacts on the individual and their family
- Understand the principles of a primary health need and the difference between health and social care needs
- Know how care navigation/social prescribing can be used to address the individual's needs and support them to move from dependence to more independence
- Know how to review individual's health and social care needs related to breathing, nutrition, bladder and bowel health, skin integrity, mobility, communication, psychological and emotional, cognition, behaviour, symptom control and consciousness
- Understand the challenges of providing safe care for people with complex co-morbidities and complex care needs

Health & safety

- The principles of infection control
- How to undertake risk assessment, using a range of commonly used tools, and know when to seek advice to avoid compromising quality and safety of others
- Understand the differences between risk aversion and risk management and how to avoid compromising quality of care commissioned but work towards the choices of the individual where safe to do so

Assessment

- Understand the principles of funded-nursing care and joint packages of care and how the associate continuing healthcare practitioner can support the planning and assessment of these
- Know how and when to plan and facilitate referral, discharge or transition of care between professionals, settings or services and what makes up an appropriate care package

Communication

- Understand the importance of and how to use a range of communication methods and media available to assist with communication

Financial planning

- Understand the range of health and social care contract types used, including Personal Health Budgets and services commissioned to treat and support individuals with ill health, disabilities and social care needs

- Understand the principles of healthcare business and financial planning, commissioning and procurement and how these impact on continuing healthcare services and the numeracy to undertake

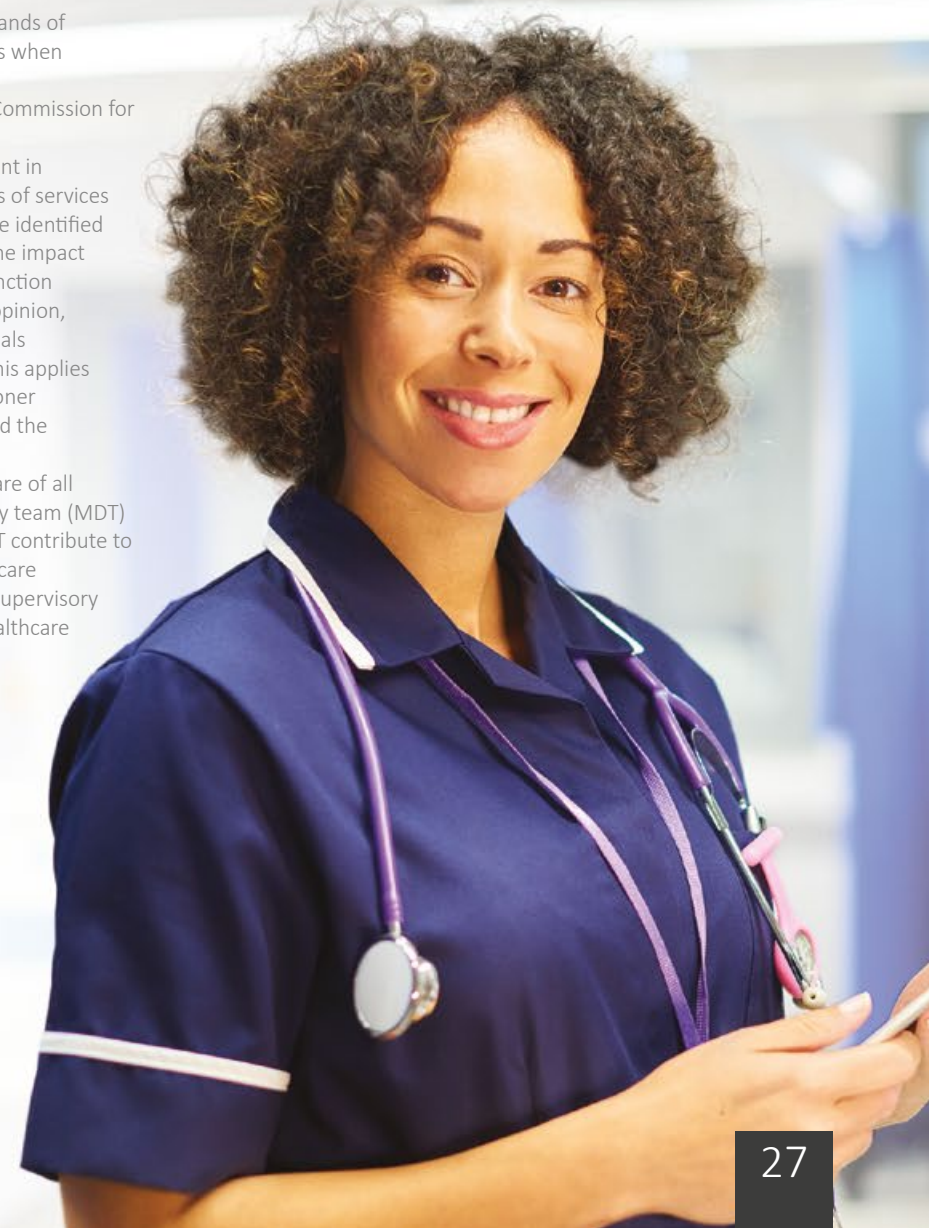
Safeguarding

- Understands the factors which affect vulnerable people and how this can impact on the health and social care needs and the role of safeguarding policy in oversight of their care

Responsibilities and duty of the role

- Understand the impact of co-morbidities and the demands of meeting people's complex health and social care needs when commissioning services
- Understand the role and function of the Care Quality Commission for care home, supportive living and home care providers
- Understand the importance of Contractual Management in maintaining the quality, sustainability and effectiveness of services and what contractual levers can be used if concerns are identified
- Know how discriminatory behaviour is exhibited and the impact this can have on individuals and the commissioning function
- Understand the techniques to manage differences of opinion, conflict and difficult conversations between professionals
- Understand the principles of accountability and how this applies to the role of Associate Continuing Healthcare Practitioner
- Understand the principles of courage, transparency and the professional duty of candour
- Understand the roles, responsibilities and models of care of all members of the health and social care multidisciplinary team (MDT) in providing and commissioning care and how the MDT contribute to a lawful assessment for eligibility of Continuing Healthcare
- Understand the principles of effective leadership and supervisory opportunities and roles for an associate continuing healthcare practitioner
- Understand the demands of multidisciplinary practice and strategies to develop resilience in self and know how to seek support to help deal with uncertain situations
- Understand relevant legal, regulatory and governance requirements, policies, and frameworks, including any mandatory reporting duties, to all areas of practice
- Understand the financial implications that eligibility has and how this can influence demand on the service, behaviours and decisions made
- Know how to critically appraise and reflect upon knowledge, research and practice and understand how this can be used in practice improve the quality of care and service delivered and commissioned

- Understand the importance of accurate and timely data collection processes and how this has an impact on local and national assurance mechanisms
- Understands methods for dealing with potential conflict situations
- Recognises the impact of claims companies and solicitors on the appeals process
- Understands the roles, responsibilities and functions of the Health and Social care professionals that form an MDT



Application (skills)

Responsibilities and duty of the role

- To make appropriate referrals of an individual into the continuing healthcare service via a standard or fast-track referral pathway, using the mandated screening tools as per national policy, rejecting and redirecting any inappropriate referrals

Case Management

- To formulate, monitor and reassess person-centred, evidence based health and social care plans, delegated by the registered practitioner, ensuring commissioned services maintain optimal independence and health and social care outcomes where possible and continues to meet the needs of the individual

Assessment

- Take appropriate action where change in health or social care need requires screening, referral or further MDT assessment to establish ongoing continuing healthcare eligibility
- Co-ordinate routine planning and management of referral, discharge or transition of care between professionals, settings or services
- Process referrals in a timely manner
- Protect health through applying the principles of infection prevention and control
- Manage and prioritise competing demands, prioritising workload based on level of risk
- Work within a range of settings, recognise where people could be at risk, including from neglect, and take appropriate action to report potential risk for assessment
- Proactively engage with the individual or representative to support an amicable and lawful resolution of conflict or disagreement
- Identify and collate documents and evidence demonstrating current health and social care need from all professionals involved in the care of the individual, for lawful assessment or review of health and social care need to be undertaken

Communication

- Communicate and provide information in an accessible way that is sensitive and appropriate, using a range of skills and strategies with colleagues and people at all stages of life and with a range of mental, physical, cognitive and behavioural challenges recognising common barriers to communication

Person-centred care

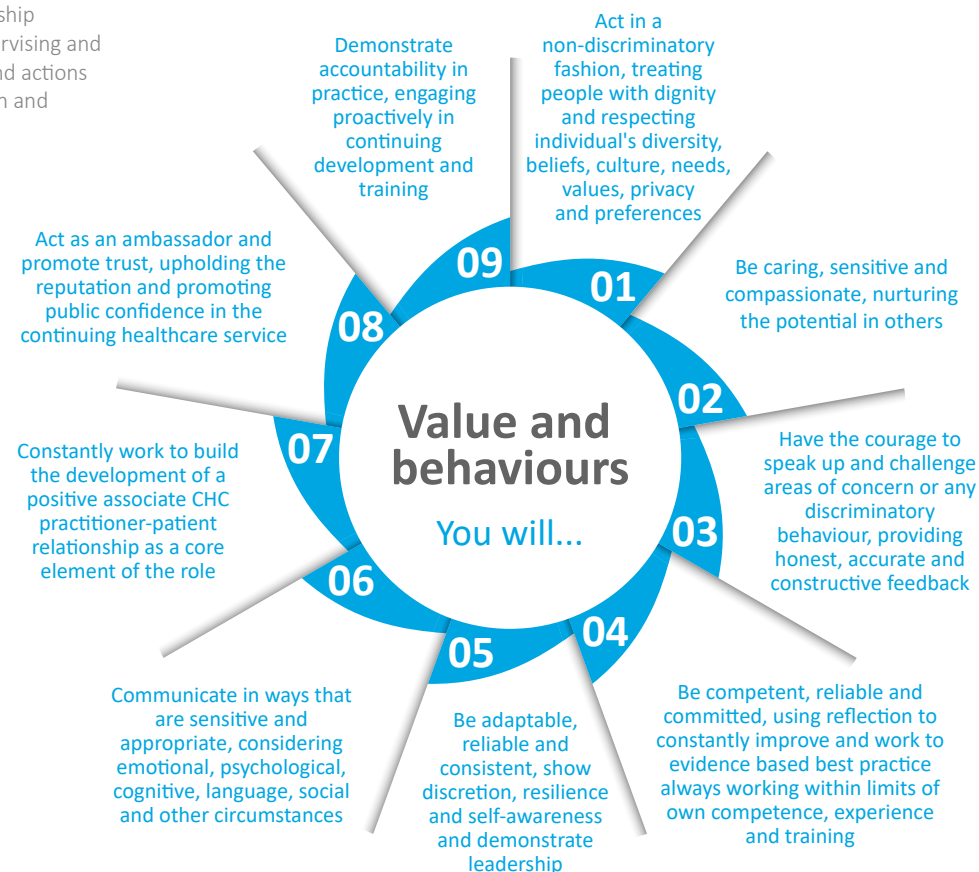
- Develop, manage and maintain appropriate relationships and rapport with people, their families, carers, colleagues and providers
- Facilitate discussions with individuals and their families to set an indicative Personal Health Budget
- Identify responsible commissioner for individuals referred into the continuing healthcare service
- Commission a package of care for an individual eligible for continuing healthcare
- Commission safe, effective and person-centred health and social care packages for people who have co-morbidities and complex care needs

Leadership

- Utilise report writing skills to formulate clear, and evidence based multidisciplinary team recommendations
- Apply the principles of effective leadership
- Act as a role model to colleagues, supervising and providing feedback about behaviour and actions of others, motivating them to reflect on and develop their practice
- Work within limits of your own competence, experience and training, delegating tasks and escalating issues and duties appropriately
- Act as an advocate for the individual
- Use facilitation and co-ordination skills to make best use of the contributions of others across the multidisciplinary team for the purposes of a lawful assessment or review
- Ensure the well-being and resilience needs of the team are met and recognise signs of vulnerability in themselves or their colleagues
- Act in accordance with legislation, national guidance and local policy at all times

Manage data

- Use a range of digital technologies to access, input, share and apply information and data within teams and between agencies
- Participate in data collection to support service delivery evaluation, audit or assurance activity to identify appropriate quality improvement activities or any gaps within the provider market
- Complete, store and retain accurate and simultaneous records and data
- The ability to read, interpret and understand clinical records and notes

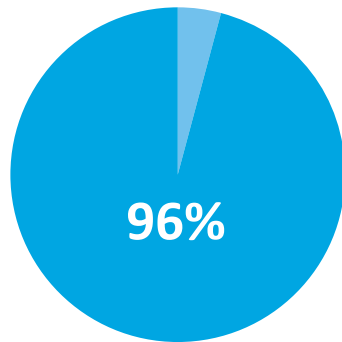


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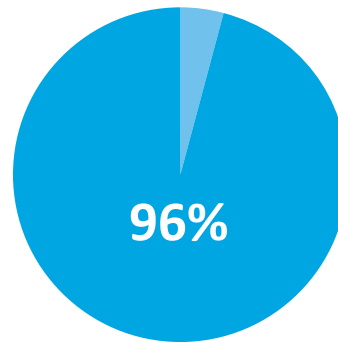
What our clients say

Every year as an approved government training provider, impartial nationally collected and published performance indicator data measuring employer satisfaction is published by Ipsos MORI – Social Research Institute.

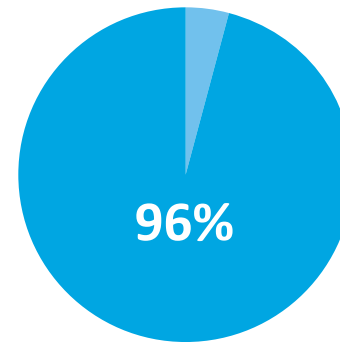
Our latest published feedback demonstrates why so many employers choose to partner with us. Percentage of employers who graded us as 'Excellent' in the following areas:



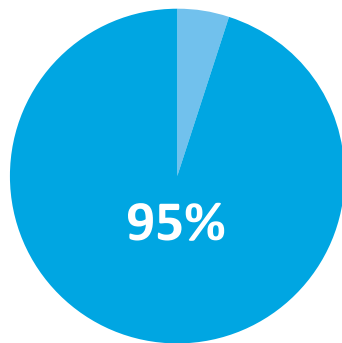
Training Provider Overall



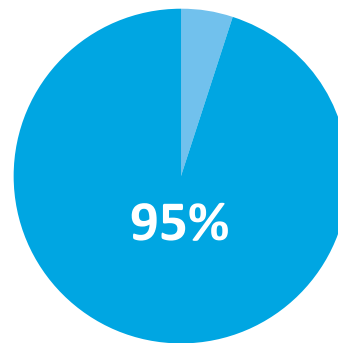
Quality of Training



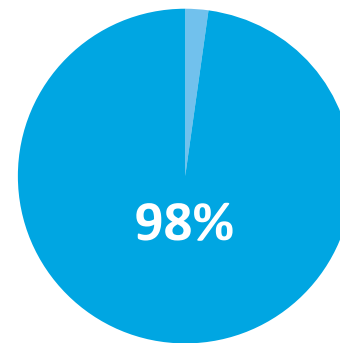
Delivering Up-to-Date Training



Professionalism of Staff



Sustainability of Training in Preparing for Job Role



Convenience of Training

CARE it's what we do...

The leading UK provider for Care Apprenticeships

Level 2 Adult Care worker
Level 3 Lead Adult Care Worker
Level 4 Lead Practitioner in Adult Care
Level 5 Leader in Adult Care

Level 2 Healthcare Support Worker
Level 3 Senior Healthcare Support Worker
Level 3 Community Health and Well-being Worker
Level 5 Associate Continuing Healthcare Practitioner

Level 3 Team Leader
Level 5 Operations Manager

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