



**Scottish
Modern
Apprenticeship in
Healthcare Support
at SCQF Level 7**

**FRAMEWORK DOCUMENT
FOR
SCOTLAND**

Skills for Health

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Modern Apprenticeships in Scotland

What are Modern Apprenticeships?

Modern Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at craft, technician and management level.

Who develops them?

Modern Apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

Who are they for?

Modern Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Modern Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The modern Apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

What's in a Modern Apprenticeship?

In Scotland, there are more than 70 different Modern Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. There are four different levels of Apprenticeship in Scotland: SCQF 5 (SVQ 2), SCQF 6/7 (SVQ 3), SCQF 8/9 (SVQ 4) and SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

- A relevant SVQ (or alternative competency based qualifications)
- Core Skills
- Industry specific training

Details of the content of this specific Modern Apprenticeship are given in the next section.

Modern Apprenticeship in Healthcare Support at SCQF Level 7

Understanding the Healthcare Support Worker role

This MA in Healthcare Support at SCQF Level 7 supports Apprentices to develop and progress in clinical and non-clinical Healthcare Support Worker (“HCSW”) roles in the health sector in Scotland. Apprentices undertaking this MA Framework might previously have undertaken the MA in Healthcare Support at SCQF Level 6, or might have worked as HCSWs and are now progressing in their roles, taking on new responsibilities or moving into a new role with more responsibility.

The health sector in Scotland in which Healthcare Support Workers (HCSWs) work is primarily made up of a public service, the National Health Service (NHSScotland), along with a smaller sector of independent health providers. NHSScotland employs approximately 160,000 staff¹, of whom more than 60,000 (40% of the workforce) work in HCSW roles.

We can break these roles down into three main groups:

- Administrative services (approximately 29,000, with 70% in Agenda for Change pay bands 1-4)
- Estates and facilities (approximately 19,000, with 94% in Agenda for Change pay bands 1-4)
- Clinical healthcare support (approximately 21,000 in Agenda for Change pay bands 1-4)

In 2013, the Scottish Government Health Department published *Everyone Matters*, NHSScotland’s workforce vision for 2020. At the heart of this policy lies a set of core values which all staff throughout the service are expected to reflect in all aspects of their work. These values are:

- Care and compassion;
- Dignity and respect;
- Openness, honesty and respect; and
- Quality and teamwork.

The policy expects that all aspects of learning and work should reflect these values. In addition, and for the first time in a national policy, *Everyone Matters* refers specifically to the need to provide access to learning for support staff across the service. As a result, new education pathways are being developed for the key groups of staff, and there is an increased focus within support areas on how best to ensure that everyone working in these areas has the support needed to adopt core values and apply these in the delivery of services.

“Healthcare Support Worker” is an overarching term for NHSScotland staff who are not in registered healthcare roles and who deliver a wide range of services to, or for, patients and service users. This includes staff who work:

- in a direct clinical role, under the supervision of a registered healthcare professional (e.g. clinical support worker working with patients in a hospital ward or a clinic);
- in an indirect clinical role, under the supervision of a healthcare professional (e.g. people working in laboratories or theatres, working with samples, or tools that are being used in a theatre);
- in a direct service provision role, with access to patients and members of the public (e.g. reception staff or porters);
- co-ordinate the management of personal identifiable patient data (e.g. health records and appointments staff);
- have responsibility for maintaining premises or equipment used by patients (e.g. maintenance staff; domestic services staff); and
- are involved in the preparation/delivery of goods or services directly for/to service users (e.g. staff involved in preparing or serving food).

¹ at June 2014

The HCSW role has been changing and developing over the last decade and some support staff are extending their skills so that they can undertake work previously carried out by registered healthcare professionals or combining skills from different service areas.

Where Healthcare Support Workers work

HCSWs are employed by NHSScotland in a variety of healthcare settings, depending upon their roles.

Some settings in which HCSWs in administrative services work include:

- health records departments
- hospital clinics and reception areas
- GP surgeries and community clinics
- embedded in clinical teams within hospitals (e.g. as ward clerks)

Some settings in which HCSWs in facilities roles work include:

- within domestic services teams in hospitals and clinics
- providing transport for patients between hospitals/clinics and home
- delivering and installing medical equipment and supplies (e.g. oxygen) in patients' homes

Some settings in which HCSWs in clinical roles work include:

- hospital wards
- within clinical teams in theatres
- within allied health professions teams (such as physiotherapy and occupational therapy) on wards and in outpatient clinics

Training and qualifications at SCQF Level 7 for Healthcare Support Workers

This MA Framework includes the SVQs in Healthcare Support, further details can be found at :

<http://www.sqa.org.uk/sqa/47717.html>

At the heart of the SVQ is a 'common core' set of three mandatory units which recognise that all staff, whether in a clinical or non-clinical role, play an important role in patient and service user care. These mandatory 'common core' units underpin the set of core values which all staff providing healthcare to the public are expected to reflect in all aspects of their work and, in particular, distinguish administrative, estates and facilities roles in health from similar roles working in other sectors.

The SVQs allow for the HCSW to choose the units of learning applicable to the professional area in which they are currently working.

The SVQs in Healthcare Support feature as important steps in national education pathways for each of these groups.

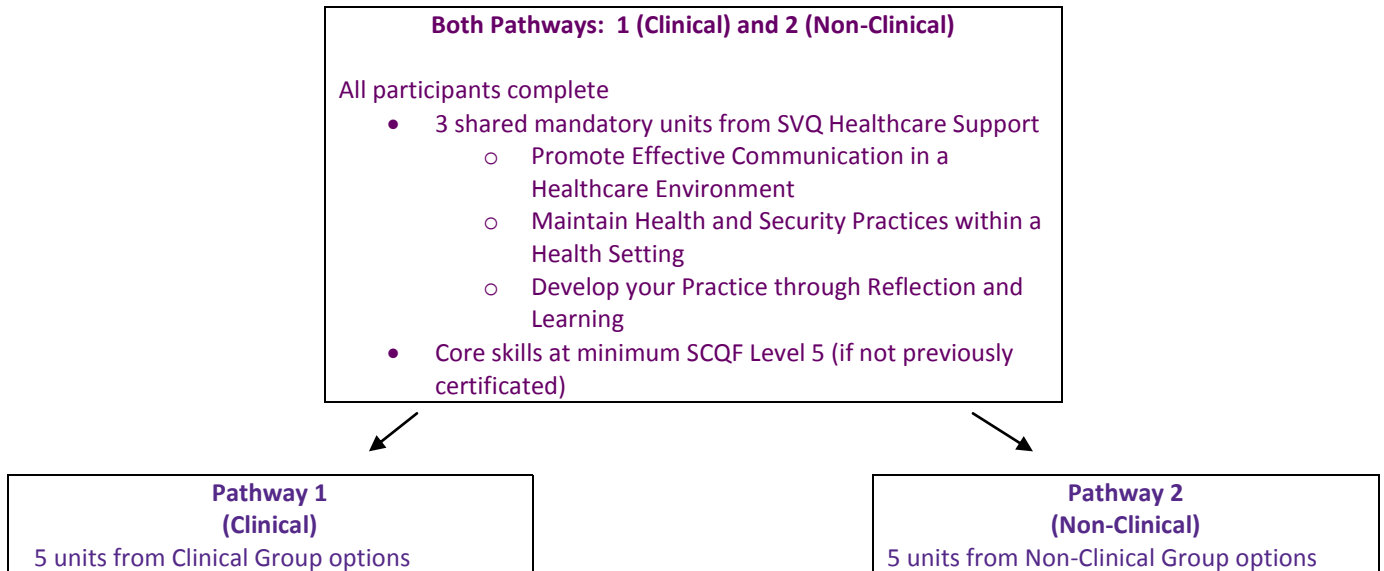
Learning for flexibility

The MA Framework presents opportunities for Apprentices to experience and take on roles they might otherwise not have considered. The health sector needs young people in these roles and the MA is a supportive and developmental route into them.

At the same time the MA Framework enables the Apprentices to develop an understanding of the needs of the organisation, its customers and the sector. It ensures that the Apprentices receive holistic training and are able to demonstrate competence in their job roles as well as in Core Skills. The flexibility of the Framework provides the opportunity for Apprentices to plan and to make choices about their career while they are learning and gaining work experience in a healthcare context.

Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Healthcare Support at SCQF Level 7



Duration

The recommended duration for the MA is between 18 and 24 months. The recommended time for off the job training is 20%.

Mandatory outcomes

SVQ

SVQ Level 3 Healthcare Support (Clinical) at SCQF Level 7 (55 to 78 SCQF Credit Points)
SQA GL41 23
Or
SVQ Level 3 Healthcare Support (Non-Clinical) at SCQF Level 7 (49 to 77 Credit Points)
SQA GL3Y 23

Core Skills

- Communication SCQF Level 5
- Working With Others SCQF Level 5
- Problem Solving SCQF Level 5
- Information and Communication Technology SCQF Level 5
- Numeracy SCQF Level 5

Enhancements

No enhancements.

Optional Outcomes

This MA may support the achievement of the NHSScotland Mandatory Induction Standards for Healthcare Support Workers.

Depending on the context in which the Apprentice is working the following unit may be included as an optional outcome:

For the Non-clinical pathway:

Medical Terminology for Administration Staff (SQA Unit code: FG61 34)

The Framework

The mandatory and optional content of the Modern Apprenticeship in Healthcare Support at SCQF Level 7 is as follows:

Duration

It is expected that Apprentices following this framework will take between 18 and 24 months to complete.

Mandatory Outcomes

SVQ

Each Apprentice is required to achieve the following Qualification:

Pathway 1: SVQ Level 3 Healthcare Support (Clinical) at SCQF level 7 + Core Skills

OR

Pathway 2: SVQ Level 3 Healthcare Support (Non-Clinical) at SCQF level 7 + Core Skills

To achieve the SVQ Level 3 Healthcare Support (Clinical) at SCQF Level 7, learners must complete a minimum of eight units, three mandatory and five or more units from the list of optional units.

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which are based on National Occupational Standards of competence drawn up by representatives from each industry sector. SVQs are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kinds of activities of a job. SVQs are available at five levels – although most are at level 2 and level 3. When someone has achieved an SVQ, there is a guarantee that they have the skills and knowledge needed to do their job. All Scottish Modern Apprenticeships must contain a relevant SVQ (or NVQ) or equivalent qualification.

Core Skills

Each Apprentice is required to achieve the following core skills:

Communication

F427 04

SCQF Level 5

Working with others	F42P 04	SCQF Level 5
Problem Solving	F42K 04	SCQF Level 5
Information and Communication Technology	F42F 04	SCQF Level 5
Numeracy	F42B 04	SCQF Level 5

The codes above are SQA codes, but core skills from other awarding bodies may also be used.

Delivery of Core Skills should be integrated holistically into the delivery and assessment of the SVQs but will be separately certificated. Learners may already have achieved their Core Skills prior to commencing the MA and would not have to repeat these.

SVQ assessors should ensure that people generate evidence for the Core Skills requirements as part of the integration of core skills into the SVQ. We would expect awarding bodies to provide guidance for assessors.

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace. Core Skills also feature in National Qualifications such as Standard Grades and Highers and from 2000, Scottish candidates have been issued with a Core Skills profile on their Scottish Qualifications Certificate. Candidates who have already been certificated as achieving Core Skills at the levels given above – either in the workplace or at school or college - do not need to repeat these Core Skills as part of the Modern Apprenticeship Framework.

Mandatory outcomes common to both pathways

Mandatory units

SFHGEN98	Promote effective communications in a healthcare environment
SFHGEN96	Maintain health safety and security practices within a health setting
SCDHSC0033	Develop your practice through reflection and learning

Pathway 1 - Clinical

Optional Section - select 5 units in total

Group A – a minimum 4 of and a maximum of 5 units can be selected

Group B – a maximum of 1 unit can be selected

Option Group A	
SFHEND02	Provide information on endoscopic procedures to individuals
SFHEND07	Prepare individuals for endoscopic procedures
SFHEND08	Position individuals during endoscopic procedures
SFHEND09	Assist colleagues during endoscopic procedures
SFHEND20	Provide care for individuals recovering after endoscopic procedures
SFHEND21	Reprocess endoscopy equipment
SFHPCS13	Prepare and dress for scrubbed clinical roles

SFHPCS2	Contribute to the safe use of medical devices in the perioperative environment
SFHPCS23	Assist in the transfer and positioning of patients within the perioperative environment
SFHPCS5	Assist in the support and monitoring of patients within the perioperative care environment
SFHPCS6	Measure and record patients' body fluid output
SFHPCS7	Assist the registered practitioner in the delivery of perioperative patient care
SFHPCS24	Perform the non-scrubbed circulating role for perioperative procedures
SFHPCS10	Carry out delegated activities in receiving, handling and dispatching clinical specimens
SFHPCS25	Carry out delegated activities in the anaesthetic environment/Post Anaesthetic Care Unit (PACU)
SFHPCS14	Prepare surgical instrumentation and supplementary items for the surgical team
SFHPCS15	Assist in the preparation of patients for operative and clinically invasive procedures
SFHPCS16	Provide surgical instrumentation and items for the surgical team and maintain the sterile field
SFHPCS17	Receive and handle clinical specimens within the sterile field
SFHPCS18	Prepare, apply and attach dressings, wound supports and drains to patients
SFHPCS19	Prepare equipment for intra-operative blood salvage collection
SFHPCS20	Operate equipment for intra-operative blood salvage collection
SFHPCS21	Prepare equipment for processing intra-operative salvaged blood
SFHPCS22	Operate and monitor equipment for processing intra-operative salvaged blood and complete salvaged blood processing
SFHCHS136	Assist in the implementation of programmes and treatments with individuals who have severely restricted movement/mobility
SFHCHS138	Assist in the implementation of mobility and movement programmes for individuals to restore optimum movement and functional independence
SFHCHS139	Implement hydrotherapy programmes for individuals and groups
SFHCHS223	Fit healthcare equipment, medical devices, or products to meet individuals' clinical needs
SFHCHS239	Enable individuals to use assistive devices and assistive technology
SFHCHS143	Assist others to test individuals' abilities before planning exercise and physical activities
SFHCHS144	Deliver exercise sessions to improve individuals' health and wellbeing
SFHGEN75	Collaborate in the assessment of the need for, and the provision of, environmental and social support in the community
SCDHSC0344	Support individuals to retain, regain and develop skills to manage their daily living
SCDHSC0351	Implement development activities to meet individuals' goals, preferences and needs
SCDHSC0345	Support individuals to manage their financial affairs
SCDHSC0349	Support individuals to access housing and accommodation services

SFHCHS145	Provide support to individuals to manage their body weight
SFHCHS146	Monitor individuals' progress in relation to managing their body weight and nutrition
SFHCHS147	Administer oral nutritional products to individuals
SFHCHS148	Provide information and advice to individuals on eating to maintain optimum nutritional status
SFHCHS149	Monitor and review individual's progress in relation to maintaining optimum nutritional status
SFHCHS154	Develop, prepare and maintain resources for use by individuals who use Augmentative and Alternative Communication systems (AAC)
SFHCHS155	Assist and support individuals to use Augmentative and Alternative Communication systems
SFHCHS156	Develop activities and materials to enable individuals to achieve specified communication goals
SFHCHS157	Provide support to individuals to develop their communication skills
SFHCHS158	Enable individuals from diverse linguistic and cultural backgrounds to access Speech and Language Therapy services
SFHGEN84	Contribute to the planning and evaluation of learning activities
SFHGEN85	Support individuals with communication and interaction difficulties
SFHGEN86	Support individuals with cognition and learning difficulties
SCDHSC0035	Promote the safeguarding of individuals
SFHCHS26	Carry out, and conclude, dialysis therapy for individuals with established access
SFHCHS27	Encourage and support individuals undergoing dialysis therapy
SFHCHS28	Support and enable individuals undergoing dialysis and their carers to obtain and maintain dialysis equipment and materials
SFHCHS29	Support and enable individuals undergoing dialysis and their carers to carry out dialysis procedures
SFHCHS30	Obtain and maintain vascular access for, and cease access following, haemodialysis therapy
SFHCHS31	Assess and agree the efficacy of the dialysis therapy
SFHCHS32	Agree and implement changes to the dialysis therapy
SFHCHS184	Maintain chain of custody (specimens and samples)
SFHCHS185	Perform basic specimen/sample preparation
SFHCHS186	Store specimens and samples
SFHCHS187	Dispose safely of biomedical specimens and samples
SFHCHS188	Prepare culture media and solutions
SFHCHS189	Perform quality control of culture media and solutions
SFHCHS190	Investigate at a microscopic level
SFHCHS191	Stain specimens and samples

SFHCHS192	Perform standard tests using an automated analyser
SFHCHS193	Perform standard tests using manual methodologies or commercial kits
SFHGEN24	Despatch biomedical samples
SFHCHS18	Undertake a new-born hearing screen
SCDHSC0037	Care for babies
SCDHSC0233	Develop effective relationships with individuals
SCDHSC3103	Contribute to raising awareness of health issues
SFHCS19	Develop relationships with children, young people and those involved in their care
SFHCS20	Enable children and young people to understand their health and well-being
SCDHSC0036	Contribute to the assessment and planning process with children and young people
SCDHSC0314	Care for a newly born baby when the birth parents are unable to do so
SCDHSC0316	Work with children and young people with additional requirements to address their development needs
SCDHSC0320	Support professional advice to help parents take care of their newly born baby
SCDHSC0321	Support parents and guardians to care for babies during the first year of life
SFHMCN12	Develop and agree individualised care plans for babies and families
SFHMCN26	Provide advice and information during the antenatal and postnatal period to promote health and wellbeing
SFHMCN1	Communicate and interact with babies and those involved in their care
SFHMCN4	Assess the health and wellbeing of women during the postnatal period
SFHMCN5	Assess the health and well-being of babies
SFHMCN10	Implement individualised maternity care plans
SFHMCN18	Operate equipment for the care of babies
SFHMCN27	Support individuals with feeding babies
SFHCHS132	Obtain venous blood samples
SFHBDS12	Test venous blood samples at blood donation sessions
SFHBDS13	Determine the individual's requirements and obtain information related to potential donation of blood or blood components
SFHBDS14	Assess individuals' fitness and suitability to donate blood or blood components
SFHBDS15	Communicate the assessment decision regarding an individual's fitness and suitability to donate blood or blood components
SFHBDS16	Insert intravenous needles for the collection of blood at blood donation sessions
SFHCHS8	Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation

SFHCHS9	Undertake care for individuals with urinary catheters
SFHCHS2	Assist in the administration of medication
SFHCHS3	Administer medication to individuals
SFHCHS4	Undertake tissue viability risk assessment for individuals
SFHCHS10	Undertake stoma care
SFHCHS11	Undertake personal hygiene for individuals unable to care for themselves
SFHCHS12	Undertake treatments and dressings related to the care of lesions and wounds
SFHCHS13	Undertake wound drainage care
SFHCHS14	Remove wound closure materials from individuals
SFHCHS15	Insert and secure nasogastric tubes
SFHCHS16	Undertake care for individuals with nasogastric tubes
SFHCHS17	Carry out extended feeding techniques to ensure individual's nutritional and fluid intake
SFHCHS19	Undertake routine clinical measurements
SFHCHS20	Undertake examination of the external ear
SFHCHS21	Undertake assessment of an individual's hearing
SFHCHS22	Perform intravenous cannulation
SFHCHS23	Carry out intravenous infusion
SFHCHS25	Carry out blood collection from fixed or central lines
SFHEUSC02	Obtain supporting information to inform the assessment of an individual
SFHCHS130	Perform routine Electrocardiograph (ECG) procedures
SFHCHS131	Obtain and test capillary blood samples
SFHCHS133	Remove wound drains
SFHCHS134	Undertake vision screening
SFHCHS150	Maintain the feet of individuals who have been assessed as requiring help with general foot care
SFHCHS159	Provide support to individuals to develop their skills in managing dysphagia
SFHCHS160	Assist others to monitor individuals' attempts at managing dysphagia
SFHCHS168	Obtain a patient/client history
SFHCHS36	Provide basic life support
SFHGEN4	Prepare individuals for healthcare activities

SFHGEN5	Support individuals undergoing healthcare activities
SFHGEN7	Monitor and manage the environment and resources during and after clinical/therapeutic activities
SFHGEN8	Assist the practitioner to implement healthcare activities
SFHGEN14	Provide advice and information to individuals on how to manage their own condition
SFHGEN15	Support individuals in undertaking their desired activities
SFHGEN16	Inform an individual of discharge arrangements
SFHGEN17	Contribute to the discharge of an individual into the care of another service
SFHGEN20	Enable carers to support individuals
SFHGEN26	Deal with financial transactions within a health facility
SFHGEN62	Collate and communicate health information to individuals
SFHGEN65	Make recommendations for the use of physical resources
SFHGEN66	Control the use of physical resources
SFHCHS205	Manufacture of equipment and/or medical devices for individuals within healthcare
SFHCHS206	Adapt healthcare equipment, medical devices, or products to meet individual's needs
SFHCHS55	Facilitate the individual's management of their condition and treatment plan
SFHGEN73	Prepare and reproduce permanent radiographic images
SFHGEN74	Assure the effective functioning of radiographic image processing equipment
SFHGEN77	Perform first line calibration on clinical equipment to ensure it is fit for use
SFHGEN78	Conduct routine maintenance on clinical equipment
SFHGEN79	Co-ordinate the progress of individuals through care pathways
SFHDiabHA3	Examine the feet of an individual with diabetes and advise on care
SFHDiab HA4	Assess the feet of individuals with diabetes and provide advice on maintaining healthy feet and managing foot problems
SCDHSC0330	Support individuals to access and use services and facilities
SCDHSC0343	Support individuals to live at home
SCDHSC0352	Support individuals to continue therapies
SCDHSC0382	Support individuals to manage change in their lives
SCDHSC0384	Support individuals through bereavement
SCDHSC0385	Support individuals at the end of life
SCDHSC0387	Work in partnership with carers to support individuals

SCDHSC0393	Promote participation in agreed therapeutic group activities
SCDHSC0394	Contribute to the provision of support groups
SCDHSC3100	Participate in inter-disciplinary team working to support individuals
SCDHSC3110	Promote effective relationships with individuals
SCDHSC3102	Work with community networks and partnerships
SFHCHS6	Move and position individuals
Option Group B	
CFACSC5	Monitor and solve customer service problems
PROPM18	Enable learning through demonstrations and instruction
LSILADD07	Facilitate individual learning and development
CFAM&LDB2	Allocate work to team members
CFAM&LDC5	Help individuals address problems affecting their performance
CFAM&LEC5	Use information to take effective decisions
SFSSLP12	Deal with disorderly and aggressive behaviour
SFHGEN18	Give presentations to groups
SFHGEN19	Assist others to plan presentations to enable learning
SFHGEN21	Interact with individuals using telecommunications
SFHGEN23	Monitor your own work practices
SFHGEN27	Develop, sustain and evaluate collaborative working with other organisations
SFHGEN39	Contribute to effective multidisciplinary team working
SFHGEN44	Liaise between primary, secondary and community teams
SCDHSC0399	Maintain effective working relationships with staff in other agencies
SCDHSC3101	Support the development of community networks and partnerships
SCDHSC3115	Process information for use in decision-making
SCDHSC0032	Promote health, safety and security in the work setting

OR Pathway 2

Optional Section - select a minimum of 5 units

CFACSC5	Monitor and solve customer service problems
CFASAD111	Plan and manage own workload
CFABAA412	Plan and organise meetings
M&L D8	Help team members address problems affecting their performance
CFAMLE10	Take effective decisions
CFAM&LDB2	Allocate work to team members
SFHGEN18	Give presentations to groups
SFHGEN19	Assist others to plan presentations to enable learning
SFHGEN21	Interact with individuals using telecommunications
SFHGEN23	Monitor your own work practices
SFHGEN26	Deal with financial transactions within a health facility
SFHGEN39	Contribute to effective multidisciplinary team working
SFHGEN44	Liaise between primary, secondary and community teams
SFHGEN62	Collate and communicate health information to individuals
SFHGEN65	Make recommendations for the use of physical resources
SFHGEN66	Control the use of physical resources
SFHGEN77	Perform first line calibration on clinical equipment to ensure it is fit for use
SFHGEN78	Conduct routine maintenance on clinical equipment
SFHGEN79	Co-ordinate the progress of individuals through care pathways
SFHIPC13	Provide guidance, resources and support to enable staff to minimise the risk of spreading infection
SFHII9	Monitor, evaluate and improve the management of data and information in a health context
SFHII6	Identify and specify data and information requirements in a health context
SFHII8	Analyse data and information and present outputs in a health context
SFHII11	Produce coded clinical data
SCDHSC0244	Support individuals in the community
SCDHSC0330	Support individuals to access and use services and facilities
SCDHSC0387	Work in partnership with carers to support individuals
SCDHSC0394	Contribute to the provision of support groups
SCDHSC3100	Participate in inter-disciplinary team working to support individuals

SCDHSC3101	Support the development of community networks and partnerships
SCDHSC3102	Work with community networks and partnerships
SCDHSC3115	Process information for use in decision-making
SCDHSC0032	Promote health, safety and security in the work setting
SCDHSC3121	Promote the effectiveness of teams
SCDHSC0399	Maintain effective working relationships with staff in other agencies
SCDHSC3110	Promote effective relationships with individuals
PROPM18	Enable learning through demonstrations and instruction
LSILADD07	Facilitate individual learning and development
SFSSLP12	Deal with disorderly and aggressive behaviour
SFHCHS36	Provide basic life support

Enhancements

No enhancements.

Optional Outcomes

This MA may support the achievement of the NHSScotland Mandatory Induction Standards for Healthcare Support Workers.

Depending on the context in which the Apprentice is working the following unit may be included as an optional outcome:

For the Non-clinical pathway:
 Medical Terminology for Administration Staff (SQA Unit code: FG61 34)

Registration and certification

This Scottish Modern Apprenticeship is managed by Skills for Health. Skills for Health is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

Skills for Health,
 Head Office,
 4th Floor,
 1 Temple Way,
 Bristol,

BS2 OBY
skillsforhealth.org.uk

Skills for Health will register all Scottish Modern Apprentices undertaking this Framework. **All Modern Apprentices must be registered with Skills for Health within 4 weeks of starting their apprenticeship.**

Skills for Health uses MA Online to manage its MAs.

In the case of MAs which receive funding it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the MA Training Plan.

Skills for Health will issue a Modern Apprenticeship Certificate of Completion to those Modern Apprentices who have completed the mandatory outcomes of the Framework. Before a certificate is issued, training providers must submit evidence to Skills for Health that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

Requests for registration and certification should be made to Skills for Health at the address above.

SSC Service level

Skills for Health undertakes to confirm the registration of candidates in writing within 4 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

Skills for Health also undertakes to issue Certificates of Completion within 4 weeks of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.

Recruitment and selection

The recruitment and selection of Modern Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter a Modern Apprenticeship from the age of 16. There is no upper age limit.
- The Modern Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However it should be stressed that no persons should be deterred from applying for a Modern Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith an academic institutions, such as volunteering activity.
- The following factors may also influence the selection process:
 - performance during a formal interview process
 - references
 - relevant work experience
 - trial observation period.
- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.

- In order to promote and maintain the high status of the Modern Apprenticeship within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

Everyone Matters, NHSScotland's Workforce Vision for 2020, stresses the need for everyone working in the service to share the same values for the service and to ensure these values guide their work. All employees working in a healthcare support role would be expected to share these values:

- o Care and compassion
- o Dignity and respect
- o Openness, honesty and respect
- o Quality and team work

It is anticipated that recruitment of Modern Apprentices, like recruitment of other staff, will be employer-led and will reflect the need for individuals to embody these values.

Equal opportunities

Modern Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment to undertake the Modern Apprenticeship.

All MAs supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of Modern Apprentices should have an Equal Opportunities policy statement.

Health and Safety

All aspects of health and safety at work must be recognised within the delivery of this Modern Apprenticeship Framework and all statutory requirements be adhered to. It is a key aspect of the induction period of the Modern Apprenticeship that Apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Modern Apprentices should be made aware of their rights and duties with regard to health and safety.

All Modern Apprentices supported by Skills Development Scotland will be required to satisfy the adequacy of SDS's Health and Safety policy and systems.

In addition, health and safety is one of the mandatory units in the SVQ within this Framework; it seeks to ensure the health and safety of Apprentices and others in a healthcare environment.

Contracts

The following three contracts are essential to the successful outcome of the Modern Apprenticeship programme:

1. Contract of employment signed by the employer and the Modern Apprentice.
2. SSC Training Agreement - this agreement outlines the basis of the modern Apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities. A sample SSC Training Agreement is set out in Appendix 3.

3. SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the Apprenticeship. In cases where funding is offered by SDS, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the Sample Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances; however it is essential that the SSC is notified of any changes.

Employment status of Modern Apprentices

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Modern Apprenticeships. Accordingly, **all Apprentices must be employed.**

All Modern Apprentices must have a demonstrable need to acquire **significant new knowledge and skills** to fulfil their job role. The modern Apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

Terms and conditions of employment

The terms and conditions of employment for individual Modern Apprentices will be agreed between the employer and the Apprentice and should form the contract of employment. NES's guidance for developing MA provision in NHSScotland, *Moving forward with Modern Apprenticeships*², provides information about employing Apprentices.

Training and development

Delivery

Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace. In particular the underpinning knowledge requirements are often more suited to delivery by outside training providers which might include:

- private training organisations
- colleges
- other employers

Such knowledge could be delivered through training courses or through open/distance learning packages.

The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Core Skills where appropriate.

List of Training Providers

Several centres are currently approved to deliver the SVQ in Scotland, many of which are internal to the NHS or to independent healthcare providers. These centres are:

² <http://www.vgfinder.nes.scot.nhs.uk/qualifications-explained/what-are-modern-Apprenticeships.aspx>

SVQ at SCQF Level 7 (Clinical)	SVQ at SCQF Level 7 (Clinical)
Aberdeenshire Centre for SVQs Aspen Healthcare Borders College Comhairle Nan Eilean Siar Dundee and Angus College Lothian University Hospitals NHS Trust NHS Ayrshire & Arran NHS Dumfries And Galloway NHS Fife NHS Grampian SVQ Centre NHS Greater Glasgow & Clyde SVQ Centre NHS Highland SVQ Assessment Centre NHS Lanarkshire Shetland College Spire Murrayfield Edinburgh West College Scotland	Aspen Healthcare Borders College Building Capacity Ltd Comhairle Nan Eilean Siar Dundee and Angus College Lothian University Hospitals NHS Trust NHS Ayrshire & Arran NHS Dumfries And Galloway NHS Grampian SVQ Centre NHS Greater Glasgow & Clyde SVQ Centre Spire Murrayfield Edinburgh

Delivery of Training for the Modern Apprenticeship in Healthcare Support at SCQF Level 7

Work-based training

Delivery and assessment method

- how is training delivered and assessed in the workplace?

Training in the workplace is delivered by mentors, managers and - depending on the units taken - specific subject experts. Assessment will be by qualified SVQ assessors, either in-house or through an external learning provider.

Skills required by training providers delivering the training

- list any skills and qualifications required

Training providers for the award element will all be approved to offer the SVQ and will therefore have appropriately trained assessors. Those providing in-house training will be subject specialists in the service who are occupationally competent in the area they are training.

Delivery of underpinning knowledge (if no formal off-the job requirement)

- how do Apprentices develop knowledge and understanding if there is no formal certification of underpinning knowledge

Assessment of the SVQ includes assessment of required underpinning knowledge. This knowledge is not separately certificated but is integrated into the formative and summative assessment of the SVQ units taken by the individual.

Off-the-job training

Details of off-the-job training (please state if not applicable)

- What is required to complement the workbased component? Does it lead to a formal recognised award (e.g. and Awarding Body or Vendor award)?

Individuals will be required to complete the mandatory training delivered by their employer in addition to knowledge components delivered by the learning provider (either in-house or external). It is anticipated that approximately 20% of

the learning undertaken by the Apprentice will be off-the-job.

Delivery and assessment method

- How is training delivered and assessed off-the-job? How long does it take to achieve the award?

The knowledge and skills developed in this way will be integrated into the assessment of the SVQ. The exception to this will be the optional outcomes listed. If these outcomes are incorporated into the MA, they should be assessed separately.

Where the Apprentice does not already hold appropriate certification of the required level of Core Skills, the learning provider should ensure that these Core Skills are assessed and certificated separately.

Exemptions

- Are any groups exempt from completing the off-the-job component? (e.g. older workforce with the required knowledge as demonstrated through RPL/ APL)

Apprentices who can meet the requirements of individual units as a result of prior learning may be exempt from the off-the-job learning required for those units. Exemptions will be allowed on a case-by-case basis.

The SSC training plan

The plan is required to identify:

- 1 The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.
- 2 A summary of the Modern Apprentices accredited prior learning
- 3 A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

The Training Plan should take into account any relevant previous training and development, education or work experience. Not all Modern Apprentices need have different plans, but many will vary. Moreover as reviews take place and circumstances change so the plan itself can be modified.

However any changes must:

- be subject to the quality provisions of Skills Development Scotland (if the MA is being financially supported)
- comply with the stipulations of this Framework
- meet the needs of the employer and Apprentice.

A sample Training Plan is provided at Appendix 3 of this document, however, for those Modern Apprentices funded by SDS area office it is sufficient to submit the Skills Development Scotland Training Plan on condition that it covers the same information required in the MA Training Plan.

Consultation Process

We carried out a robust consultation of the health sector in Scotland between September and December 2014, in partnership with NES which resulted in the initial approval of the Framework in January 2015. This consultation consisted of three strands:

- Consultation through an online survey
- Consultation with NHSScotland's MA Network and stakeholders who attended an MA Network event
- Presentation and discussion at Secretariat of the high profile and influential Scottish Workforce Advisory Group (SWAG) and a discussion with the Scottish National Blood Transfusion Service.

A second consultation was carried out during August and September 2015 alongside a review of the SVQs in Healthcare Support. It consisted of:

1. Consultation with employers and key stakeholders as members of a Project Reference Group set up as part of the governance arrangements for the review
2. Consultation with the wider health sector through an online survey
3. Direct communication with NHS24

Across the different strands of the consultation, respondents supported the MA Framework. They provided advice on specific aspects of the MA Framework, including appropriate duration and appropriate levels of Core Skills.

Skills for Health and NES hold details of all individuals and organisations who participated in the consultations and can share these details with appropriate audiences should they be required.

Career progression

Following completion of the Modern Apprenticeship, candidates should be able to achieve positions in areas such as:

Progression opportunities from the MA in Healthcare Support

Skills for Health aim to ensure that the MA in Healthcare Support at SCQF Level 7 will provide the best possible preparation for career and educational progression across the sector. The SVQ in Healthcare Support at SCQF Level 7 appears in all three sets of education pathways for staff working in administrative, clinical and estates and facilities services. These pathways are designed to demonstrate potential progression routes and to help staff progress either within their own service, or across service areas. With over 300 professions within the sector, learners have a vast choice of progression routes which could lead into higher education or continued professional development. These include progression into supervision or management, more senior support roles at career framework level 4 roles or to Higher Education. An example would be an administrator moving into a co-ordinating role.

Lateral progression and developing roles

The MA also provides the skills and experience that can be built on to make lateral moves between work areas. An established, but by no means the only, pattern of lateral progression is for an HCSW to move from a non-clinical to a clinical role. The individual would already have developed transferable knowledge and experience in their previous role, such as skills for working in a patient-centred environment, and the need to prevent and control infection.

Following a learner's experience with the MA and SVQ, additional qualifications could include assessor awards. People who have experienced MAs at first hand could be well placed to support their delivery in the future.

Examples of these pathways are available on [NES's Estates and Facilities Portal](http://www.estatesandfacilities.nes.scot.nhs.uk)³. Education pathways for clinical support workers and administrative services will be published in due course on the VQ Finder website (<http://www.vqfinder.nes.scot.nhs.uk>).

³ <http://www.estatesandfacilities.nes.scot.nhs.uk/learning/catering/education-pathways-for-estates-facilities-staff/>).

In addition to the education pathways, general information about NHS career pathways is available at:
<https://tools.skillsforhealth.org.uk/careerframework/>

Appendices

APPENDIX 1

Stakeholder Responsibilities

Many organisations and individuals share the responsibility for ensuring that the Modern Apprenticeship programme is implemented to the highest possible standard. They include:

- Awarding Bodies
- Employers
- Modern Apprentices
- Modern Apprenticeship Group (MAG)
- Sector Skills Councils (SSCs)
- Skills Development Scotland
- Training Providers

Role of the Sector Skills Councils

SSCs are responsible for developing Modern Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector's SSC, follow the link to the Federation for Industry Sector Skills and Standards website <http://fisss.org/>.

Role of Skills Development Scotland (SDS)

MA frameworks are used by employers as part of their workforce development to train new employees and up-skill existing members of staff. They can be (and often are) used regardless of whether financial support is available from the delivery body who currently provides a 'contribution' towards the cost of delivery. However, only approved MA Frameworks will be eligible for funding support from Skills Development Scotland who should be contacted to establish the availability and level of support for each MA Framework.

Further information is available from: <http://www.skillsdevelopmentscotland.co.uk/our-services/modern-apprenticeships.aspx>

SDS provides advice and guidance to individuals on the range of Modern Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Modern Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Modern Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

Role of the Awarding Bodies

A significant proportion of the Modern Apprenticeship is based on the assessment of the Apprentice against SVQs/ CBQs or SVQ/ CBQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.

It is the responsibility of the Awarding Bodies to ensure that centres are approved, that assessors and verifiers are suitably qualified, trained and monitored, and that all of the assessment criteria of the SVQs/ CBQs and SVQ/CBQ units are fully met.

Role of the Training Provider

The role of the training provider is important to the success of the Modern Apprenticeship. A training provider can be a further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

Training Providers are responsible for:

- Confirming an appropriate MA programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of MA candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern Apprentice who to approach for support, advice, encouragement and in case of complaint

Role of the Modern Apprenticeship Group (MAG)

MAG is an independent group drawn from key stakeholders involved in the management and delivery of the Apprenticeship programme in Scotland.

MAG is responsible for:

- Approval and re-approval of Modern Apprenticeship Frameworks
- De-approval of Modern Apprenticeship Frameworks
- Encouraging best practice across Modern Apprenticeship Frameworks and sectors

Role of the Employer

Employers' responsibilities include:

- Paying all Modern Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training

- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing Modern Apprentices for college/off-the-job training in line with training plan
- Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
- Supporting and encouraging Modern Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

Role of the Modern Apprentice

Modern Apprentices have the same responsibilities to their employer as any other employee. In addition they have a range of commitments to their training programme.

Modern Apprentices' responsibilities include:

- Observing the company's terms and conditions of employment
- Agreeing a training/development plan with all parties involved
- Undertaking development in line with agreed training plan
- Attending meetings with trainers, assessors and verifiers as required
- Attending college/off-the-job training where required
- Providing evidence of competence
- Developing a collection of evidence (portfolio) and retain ownership of this throughout
- Behaving in a professional manner throughout

APPENDIX 2

Modern Apprenticeship Centres (MACs)

Modern Apprentices may only be registered through organisations approved by the SSC to deliver this Framework. Such approved organisations are called Modern Apprenticeship Centres (MACs)

The MAC may be the employer of the Apprentice or a separate organisation such as a training provider, further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

In order to be approved, organisations must make a formal application to the SSC, seeking approval and establishing that the centre satisfies the following criteria:

Either

- 1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant SVQ/ CBQ (and Core Skills if these are being separately certificated)

or

- 2 be capable of demonstrating a contractual relationship with another approved centre for the assessment of those units for which the MAC does not have approval from an appropriate Awarding Body.

In addition

The SSC will maintain a database of MACs for the delivery of the Framework within Scotland, which will be available to employers and others.

Organisations wishing to become MACs who have yet to obtain the necessary Awarding Body approval for assessment should first contact the Awarding Body direct.

Organisations wishing to be accredited with SQMS (or other appropriate quality system) should contact Skills Development Scotland.

In addition to the assessment of the Modern Apprentice against the relevant standards set by the selected Framework outcomes, the MAC has responsibility for:

- Entering into a formal training agreement with the employer and Modern Apprentice
- Registering Modern Apprentices as candidates for the relevant SVQ/ CBQ (s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Modern Apprentices
- Informing the SSC of any material alterations to Modern Apprentices' training plans or desired changes to the selected Framework outcomes.

APPENDIX 3



MODERN APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

Name of Employer:	
Name of Modern Apprentice:	
Name of Modern Apprenticeship Centre:	

The **Employer’s responsibilities** are to:

- 1 employ the modern Apprentice subject to the employer’s usual terms and conditions of employment;
- 2 provide the modern Apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the Apprentice’s personal training plan;
- 3 pay the modern Apprentice an agreed salary which reflects the obligations of the employer and the opportunities for the Apprentice;
- 4 in the event of the employer becoming unable to retain the modern Apprentice after completion of the Apprenticeship, to use reasonable endeavours to secure employment elsewhere;
- 5 in the event of the Apprenticeship being terminated prematurely by either the employer or modern Apprentice for any reason other than dismissal for unsatisfactory performance or misconduct, to use reasonable endeavours to secure employment and continuation of this Apprenticeship elsewhere;
- 6 operate a formal Health and Safety policy and undertake the necessary legal and contractual responsibilities for health and safety of the modern Apprentice; and
- 7 operate an Equal Opportunities policy which meets all legal requirements.

The **Modern Apprentice’s responsibilities** are to:

- 1 work for the employer in accordance with the agreed terms and conditions of employment;
- 2 undertake training, attend courses if required, keep records, and take assessments to be determined by the employer and/or Modern Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected Framework outcomes specified in the Apprentice’s personal training plan;
- 3 be diligent, punctual, behave in a responsible manner and in accordance with the requirements of Health and Safety legislation relating to the Apprentice’s responsibilities as an individual; and
- 4 promote at all times the employer’s best interests.

The **Modern Apprenticeship Centre’s responsibilities** are to:

- 1 agree the content of the modern Apprentice’s personal training plan as confirming that the selected Framework outcomes and training plans meet the criteria of this modern Apprenticeship
- 2 contract with the employer to provide the training and assessment necessary to enable the modern Apprentice to achieve the selected Framework outcomes specified in the Apprentice’s personal training plan; and
- 3 use its best endeavours to ensure that the employer provides the modern Apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the Apprentice’s personal training plan.

This agreement to be signed by all parties:

Employer		Date:
Modern Apprentice		Date:
Modern Apprenticeship Centre		Date:



MODERN APPRENTICESHIP TRAINING PLAN

The Modern Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Modern Apprentice

Full name:
Home address:
Work address:
Date of birth:

The Employer

Name:
Address:
Telephone:
Contact:

Skills Development Scotland office

Name:
Address:
Telephone:
Contact:

Framework selected outcomes

Mandatory outcomes

SVQ/ CBQ Level (please identify level) <i>(List mandatory and optional units)</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
SVQ/ CBQ level (please identify level) <i>(List mandatory and optional units)</i>				
Enhancements				

Core Skills <i>(Include details of the minimum level required)</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
1	Communication			
2	Working with others			
3	Numeracy			
4	Information and communication technology			
5	Problem Solving			

Optional outcomes

Additional units (if any) <i>These are optional and should reflect the individual training needs of the Apprentice</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
	(specify unit)			
	(specify unit)			
	(specify unit)			
	(specify unit)			

Summary of Modern Apprentice’s accredited prior learning:

If you require assistance in completing this form, please contact:

**Skills for Health,
Head Office,
4th Floor,
1 Temple Way,
Bristol,
BS2 0BY
skillsforhealth.org.uk**