

“we’re helping
employers to
deliver effective
apprenticeship
programmes”

**A Skills for Care guide for:
employers implementing social care apprenticeship
programmes**





preface

“On behalf of the Skills for Care board, I am delighted to welcome this practical guide to help employers implement a social care apprenticeship programme.

Our recent ‘*State of the Adult Social Care Workforce*’ report revealed that demographic change means our sector will need a significantly higher number of workers by 2025. It is therefore clear that finding new apprentices will be absolutely crucial if we are to create a skilled and confident workforce in England.

We recognise that if we want to find the next generation of workers we need to provide practical and user-friendly tools to help the 40,600 establishments offering adult social care to create sustainable apprenticeship programmes.

In this guide you will find information about what a social care apprenticeship programme is, why your business should take on apprentices and practical steps to creating a programme for your business.

I would particularly draw your attention to the case studies in this document which clearly outline the business case for taking on apprentices, and demonstrate how an effective apprenticeship programme can provide you with highly motivated workers who are likely to stay with your business.

To support this document we are using a range of cutting-edge social networking tools including Facebook and Twitter to help young people and jobseekers to find out more about how apprenticeships can lead to long-term careers in adult social care. Our new social network platforms can be found at www.skillsforcare.org.uk/icareapprenticeships.

I hope you find this guide useful. Skills for Care looks forward to working with you to create social care apprenticeship programmes that will deliver the skilled, knowledgeable and confident adult social care workers we will need to meet the significant challenges ahead for all of us.”

Professor David Croisdale-Appleby, OBE
Independent Chair, Skills for Care

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The information in this Skills for Care guide for employers is correct as at 01 March 2011. Please note, however, that the information is subject to change from time to time.

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section 1 – what is a social care apprenticeship programme?

Background

Skills for Care and social care apprenticeships

Skills for Care, in partnership with the Department of Health, actively promotes apprenticeship programmes in the adult social care sector across organisations of all sizes in the public and private sectors. Working closely with the National Apprenticeship Service (NAS), Skills for Care ensures that those social care employers interested in apprenticeships get the help and advice they need and gain a better understanding of the business benefits of apprenticeships.

Skills for Care is responsible for creating the apprenticeship framework for the adult social care sector, whilst the Skills Funding Agency supports organisations with training funding. Apprenticeships appropriate for social care are primarily designed by social care employers to ensure that they meet the needs of the growing sector.

Changing demographics and the impact on social care

Our population is ageing and with it comes the need for a significantly higher number of employees in the social care sector. By 2041, the number of people in England aged 85 or more will rise from almost 1 million in 2005 to around 3.2 million. In addition, the number of adults with learning disabilities is expected to rise from around 47,000 to 113,000 in just ten years.

Skills for Care estimates that the number of paid adult social care jobs could increase from the current 1.54 million, to between 2.1 million and 3.1 million by 2025. By 2025 the sector will need to replace around 40% of care workers simply due to the retirement of the existing workforce. However, this figure doesn't take into account people leaving the workforce or moving into different sectors.

It is therefore necessary to vastly increase the number of trained and qualified employees in the adult social care sector, or risk having inadequate care provision in the future, with severe staff shortages that could potentially lead to rising wage costs.

It is becoming more evident that recruiting new apprentices today is absolutely crucial in securing a skilled, competent and confident social care workforce for the future. In fact, apprenticeships are high on the government agenda as a programme to address recruitment and skills issues. They offer many opportunities, including the chance for employees to develop a rewarding, long-term career in a growing sector.

What are social care apprenticeships?

Introduction

The apprenticeship for the social care sector is entitled 'Health and Social Care' as it shares its framework of qualifications with the health sector. This framework of qualifications is aimed at those who want to work and progress within a social care environment and/or within certain health-related roles, as well as those



who already work in the sector and want to formalise their knowledge, gain new skills and develop their careers. For the social care sector, the apprenticeship programme consists of both social care specific and generic components that provide a comprehensive structure to workforce learning and development.

An apprenticeship programme is a work-based training programme designed around the needs of both the employer and the apprentice. It is an industry-recognised qualification that is made up of a practical competency component, on-the-job training and off-the-job learning. Many employers consider the framework to be a useful learning and development route for their current employees, across all ages and experiences.

Typically, apprentices work four days a week and spend one day a week with a local training provider such as a local college, or in-house, if the training resource is available. Alternatively, this can be done as 'block release' where apprentices attend college for a week or two at a time. Sometimes, training providers deliver training elements at employers' premises.

Apprentices can be employed full-time or part-time as long as they are contracted to work a minimum of 16 hours per week. This will be agreed between the apprentice and the employer. While the majority of apprentices are directly employed, some employers work with apprenticeship training agencies that assume employer responsibilities, with the employer acting as a host.

Apprentices are employed and work alongside experienced staff to gain job-specific skills

and experience. Completion times for social care apprenticeships range from generally 12 months for a level 2 (intermediate level) to 18 months for an Advanced level. However, these times can vary depending on the skills, experience and the progress of the apprentice.

Pre-16 social care apprenticeships

Young apprenticeship courses for 14-16 year olds are becoming increasingly popular within some schools, where pupils start learning about working in the social care sector and take part in supervised work placements whilst still at school.

Post-16 social care apprenticeships

A post-16 social care apprenticeship is an industry-recognised vocational qualification for anyone aged 16 and above, which is not restricted by an upper age limit. It is a practical, cost-effective way to recruit and train new social care employees and to up-skill existing staff.

Post-16 social care apprenticeships are open to individuals who have been assessed either by the training provider or employer for their suitability to work in social care. They will be assessed for their ability to undertake and complete all of the required components of the apprenticeship framework. This may include preset entry requirements that will help to screen entrants, selection interviews, 'work taster' sessions and trial periods. The initial assessment would also inform the training plan, including any additional support required for the individual to successfully complete the apprenticeship framework.



Types of social care apprenticeship

Currently, there are two types of social care apprenticeships available:

- Apprenticeships in Health and Social Care - level 2, equivalent to five good GCSE passes. From April 2011, this will be called the intermediate level
- Advanced Apprenticeships in Health and Social Care - level 3, equivalent to two A-level passes.

Both apprenticeship programmes are open to new entrants into the social care sector, as well as existing employees.

An advanced level apprenticeship is the progression route from the level 2 apprenticeship programme. However, many employees start on the advanced level because of their previous experience in the workplace and /or because of their qualifications. The advanced apprenticeship offers the apprentice the opportunity to progress to foundation degree or degree level.

Young social care sector practitioners

March 2011 NMDS-SC data showed that only 0.3 per cent of social care workers are aged 16–17. This can be contrasted with the four-year average up to the same time from the Office of National Statistics showing that 1.3 per cent of the overall national workforce are 16 and 17—over four times the proportion in social care. Figures for 18–19 year olds in the overall national workforce are not available, but it is logical to expect that the 1.6 per cent of social care workers who are 18–19 might also under-represent their age group.

Skills for Care is working in partnership with the Department of Health to raise awareness of apprenticeships as an entry route into the adult social care sector, in recognition of the valuable contribution that young people (16-17 year olds) can make to the adult social care workforce.

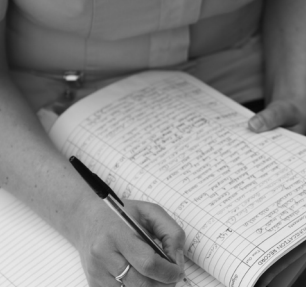
“The Care Quality Commission supports the view of Skills for Care that 16-17 year olds can make a valuable contribution to the adult social care sector. The most important thing is that services deliver good outcomes for people. Providers must meet the essential standards of safety and quality and take into account advice provided by relevant expert and professional bodies, including Skills for Care. This will help services to provide safe, quality care.”

Cynthia Bower CEO, Care Quality Commission

For further information, see the following link:
www.cqc.org.uk/guidanceforprofessionals/adultsocialcare/complyingwiththeregulations.cfm

In 2008, the then Commission for Social Care Inspection (CSCI) agreed with the Department of Health that the stipulation in the National Minimum Standards preventing the employment of staff under 18 to deliver personal care should be relaxed.

It is therefore important to note that apprentices, or other employees employed under the age of 18, are now allowed to provide personal care to people who use services. Young practitioners must have completed or be undertaking an approved training programme, such as an



apprenticeship, and be assessed by the registered manager or designated person as competent and confident to carry out intimate tasks.

Guidance for the employment of 16-17 year olds in adult social care

Young practitioners can be employed in adult social care settings providing:

- the young person has completed or is undertaking an Apprenticeship in Health and Social Care;
- the registered manager or delegated person assesses the competence and confidence of the young person to carry out all tasks, including intimate personal care. This should also apply to all workers;
- appropriate support is offered to the young person who is carrying out the care work. Again, this applies to all workers;
- the work is undertaken by the young person with the consent of the person being supported and/or their advocate. Again, this applies to all workers;
- inexperienced practitioners should not be left in charge of a care setting or be left to work alone.

Young apprentices help to future proof social care provision

The following case study examples illustrate the benefits to employers of recruiting younger apprentices into the social care sector.

Employer case study: Hertfordshire County Council

Hertfordshire County Council's adult care services department has a workforce of over 1,400, working in 22 day centres and 18 supported living units. The council introduced an adult social care apprenticeship programme in 2005 and was keen to attract a younger workforce through the apprenticeship route.

During the last five years the council has increased the percentage of staff aged 18–24 from 2.9% to 4.5%. This represents 47 young staff, including retained and current apprentices. Other posts have also been filled due to the enhanced employer reputation and the success of the apprenticeship scheme. Overall, staff turnover has reduced from 12.2% to 9.6%, an estimated saving of £19,817 per cohort of apprentices.

Within five years, 90% of apprentices have completed the apprenticeship programme and have gone on to permanent employment within the council. The retention of these apprentices currently stands at a staggering 90%. Apprentices have gone on to study a variety of care subjects including nursing, forensic psychology, social work, occupational therapy and community care work. In addition, apprentices have progressed to become senior support workers, supervisory staff and day service organisers, as well as deputy managers.



Paul Rainbow, senior learning and development officer of adult care services sees many improvements to the overall service from having more young people in the workforce.

He says: “Young people who use services really appreciate having peers caring for them, and these relationships have transformed the council’s approach to caring for young people.”

The council was also recognised for its apprenticeship programme, winning the ‘Most Effective Employer of Apprentices’ category in the Skills for Care Accolades in 2010.

Employer case study: Bethphage

Bethphage is based in Shropshire and the West Midlands. The care organisation employs 170 people and supports 70 people who use services in a supported living environment. Bethphage supports adults with a range of disabilities, mostly in their own homes, to live as independently as possible.

Bethphage’s Advanced Apprenticeship programme started with four existing employees. Two are senior support workers who already had their NVQ3 in Health and Social Care. The Technical Certificate provided them with some valuable development skills. Two are support workers who have benefited from developing their Key Skills, as well as gaining an NVQ3 in Health and Social Care. A second group of apprentices was recruited to fill existing vacancies, with all progressing well after two months with the organisation.

Bethphage used the renowned Advanced Apprenticeship framework as a way to recruit and tap into a larger and better-qualified pool of people.

By using a training provider, Bethphage saved recruitment advertising costs, interview room hire and a great deal of resources and time. The training provider placed the apprenticeship advert and screened 30 respondents. It also carried out the initial interviews with the seven shortlisted candidates, following a full brief from Bethphage. Five applicants were subsequently offered apprenticeships.

One example of a role taken up at Bethphage is that of the finance apprentice. Finance staff are usually recruited through an agency, which involves a significant placement fee. The apprentice is being paid a competitive trainee rate but this is less than the previous post holder was paid. The apprentice is well qualified with excellent A-level results and gets day release to complete his AAT qualification. There were no recruitment costs, as the local further education college advertised the vacancy to its Advanced Apprenticeship students. It was a ‘win-win’ situation all-round.

Bethphage found that the Technical Certificate component of the qualification offered a lot of freedom, in terms of making it bespoke to its organisation. It encourages the development of research skills, presentation skills and problem solving.

Bethphage believes that apprenticeships can provide a natural springboard onto further and higher education because of the number of pathways open to graduate apprentices.



Apprenticeships open up opportunities across various care roles

Social care apprenticeships are a great way for employees to gain work experience, achieve recognised qualifications and follow a career pathway that can lead to a wide variety of occupations and graduate opportunities. Apprentices bring with them up-to-date skills, fresh ideas and a willingness to learn. They help to address skills shortages and the issues relating to an ageing workforce.

Social care apprenticeships cover a wide range of job roles within the sector. Apprentices can work with people from different backgrounds who have a variety of needs. They may include older people, asylum seekers, those with mental health issues, learning disabilities and physical or sensory impairment.

Apprenticeship roles can include:

- personal assistant
- care worker
- community, support and outreach worker
- administration / office staff
- ancillary staff not providing direct care, including catering and maintenance work.

Apprenticeship roles can work within various settings, including:

- day care
- extra care housing
- residential care
- domiciliary care
- direct employment by the person being supported.

There are a number of career pathways available at various levels, ranging from senior carer to senior manager, dependent on experience and related training. Examples include:

- social worker
- outreach worker
- counsellor
- occupational therapist
- manager.



section 2 – why introduce an apprenticeship programme

Return on investment

Apprenticeships offer clear financial benefits to employers, with the return on investment often evidenced by the apprentices staying on as part of the workforce after the programme and remaining in the social care sector.

The cost of employing an apprentice varies. Employers offer a range of starting salaries for apprentices, starting from the national minimum wage of £2.50 per hour. However, as skills develop, many employers tend to increase wages. Research has shown that some apprentices earn an average net salary of £170 per week.

Employers need to consider the associated costs of supervision and mentoring that needs to be in place to support the apprentice. These associated costs are not insignificant, but the National Apprenticeship Service (NAS) will match employers' commitment to hiring apprentices by covering the training costs, in full or in part (source: NAS).

Business benefits

There are many business benefits of the apprenticeship programme to employers, ranging from low-cost training to increased staff retention.

Benefits to employers

- apprenticeships can effectively address skills gaps in current and future workforce strategies;
 - apprentices offer employers a cost-effective, low risk way to grow the workforce. According to NAS, 79% think apprentices provide value for money (2010);
 - training and development support and government funding is available to organisations running apprenticeship programmes;
 - during difficult and increasingly competitive economic times, apprenticeships are a vital way of improving the skills of staff and generating a committed, valuable and cost-effective workforce. NAS reports that 72% of employers have benefited from employing apprentices during a recession (2010);
 - apprentices can offer employers a flexible resource, helping them to exploit new business growth opportunities;
 - employers can create and manage a completely tailored apprenticeship programme that meets the needs of their businesses;
 - employers can benefit from a more motivated, knowledgeable and competent workforce.
- apprenticeships can make workplaces more productive and profitable. They can introduce new skills and ideas and challenge long-standing practices. NAS reports that 80% of employers say that apprentices have improved productivity (2010);



Benefits to apprentices

- apprentices can earn a salary, whilst receiving training, gaining qualifications and learning job-specific skills;
- apprenticeships can offer a first step onto a career in social care, across a wide range of roles and employers;
- apprentices take part in a structured development pathway, often leading to a rewarding, long-term career in the growing care sector;
- existing employees can start an apprenticeship as part of their continuing professional development, whereas new employees can be recruited straight onto an apprenticeship programme from school, college or even another profession;
- employees that are indirectly involved in the delivery of social care can also participate in an apprenticeship programme, for example through catering, housekeeping or administration apprenticeships.

For up to date information on the national minimum wage for apprentices please visit the following website:

http://www.direct.gov.uk/en/Employment/Employees/TheNationalMinimumWage/DG_10027201

Research highlights the success of apprenticeships

In 2009, the Learning and Skills Council (LSC) surveyed businesses throughout the UK on the benefits of hiring an apprentice. Of those surveyed:

- 81% said that employing apprentices generated higher overall productivity for their company;
- 66% said that their apprenticeship programme made them more competitive in their industry;
- 92% said that their apprenticeship programme better motivated staff and increased job satisfaction;
- 74% said that apprentices tended to be more loyal, remaining at their company longer than non-apprentices;
- respondents also said that training apprentices is more cost-effective than hiring skilled staff, leading to lower overall training and recruitment costs.

(source: Populus)



section 3 – how to implement an apprenticeship programme

The apprenticeship framework

Until 31 December 2010, social care apprentices were able to sign up to framework 7.4 Health and Social Care. There will therefore be a number of existing apprentices working towards this framework over the next few years.

The current framework 236 version 7.5 Health and Social Care runs between 1 January 2011 to 31 March 2011.

From 1 April 2011, a new SASE compliant framework will be available. Please see Annex 1 for details of the new framework.

The apprenticeship framework is available at Intermediate and Advanced levels for the social care sector. It consists of six components:

1. Diploma in Health and Social Care (Adults) for England (QCF)

This is a competencies qualification at level 2 or level 3, designed to demonstrate competence in performing the skills relevant to the adult care sector. Apprentices can follow one of three pathways through the diploma – Generic, Dementia or Learning Disabilities, underpinned by the National Occupational Standards.

2. Certificate in Preparing to Work in Adult Social Care (QCF)

This is a technical knowledge qualification at level 2 or level 3, through which the apprentices demonstrate the knowledge and understanding of theoretical concepts relevant to the care sector, as underpinned by the National Occupational Standards.

3. Key Skills or Functional Skills

These apply to level 1 or level 2. They ensure apprentices meet good standards of literacy and numeracy.

4. Employee Rights and Responsibilities

This component is being assessed and accredited after April 2011 and will become the **level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Services (ERR)**.

5. Personal Learning and Thinking Skills

This will be identified and assessed as part of the new apprenticeship framework from April 2011.

6. Additional Employer Requirements

Employers, in conjunction with learners, can also specify additional training under this component, offering further flexibility to the apprenticeship framework.

Changes to the framework

Specification of Apprenticeship Standards for England (SASE)

The apprenticeship framework will change during 2011 to be 'Specification of Apprenticeship Standards for England' (SASE) compliant. SASE issues guidance as to what can be included in an apprenticeship framework and how much off-the-job training apprentices should undertake. It will also specify which qualifications can be undertaken.

All qualifications must be on the Qualifications Credit Framework (QCF). This means that all



qualifications must have recognised credits that can be carried forward for progression onto further qualifications.

Functional Skills

Functional Skills will replace Key Skills as part of the new SASE. It will replace the existing Key Skills qualification and is intended to be more relevant to work. Key Skills will still be included in the existing framework until September 2012.

Functional Skills in apprenticeships give learners the opportunity to develop, practice and apply skills in meaningful workplace contexts, thereby improving their employability and career opportunities. They will also help meet the needs of businesses that require an increasingly skilled workforce. Functional Skills will differ from Key Skills, as they are less generic and are geared towards supporting the apprentice in the workplace.

Personal, Learning and Thinking Skills (PLTS)

The Personal, Learning and Thinking Skills (PLTS) component covers six areas: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants. These are identified as essential to successful life learning and work, alongside functional English, Maths and potentially ICT that will provide apprentices with a solid foundation and the ability to transfer skills to other areas.

The framework can be delivered and assessed either internally in the workplace by suitably

competent and qualified staff who are approved deliverers, or externally by a training provider, where the apprentice goes away from the workplace.

However, if external training providers are involved, assessments for the competence-based elements of the framework will have to be assessed within the workplace.

Funding

Apprenticeship funding is available from the National Apprenticeship Service (NAS). The size of the contribution varies, depending on the sector and the age of the candidate:

- if the apprentice is 16–18 years old, employers will receive 100 per cent of the cost of the training;
- if the apprentice is 19–24 years old, employers receive up to 50 per cent of the cost of the training;
- if the apprentice is 25 years old and over, employers may only get a contribution. This depends on the sector and area in which they operate.

Funding is paid directly to the organisation that provides and supports the apprenticeship. In most cases this will be a learning provider. Large employers with a direct contract with the National Employer Service may receive the funding themselves.

Funding is subject to change from time to time, so for the latest information please visit: <http://www.apprenticeships.org.uk/Employers/Training-and-Funding.aspx>



Employer case study: The Manor House, Chatburn

The Manor House is a 50-bedroom residential and nursing home for older people in the village of Chatburn, Lancashire. The 93-strong workforce is augmented by apprentices in a variety of roles.

Starting in 2000 as an informal arrangement to help overcome recruitment problems, apprenticeships are now a vital part of the workforce development strategy at Manor House. Karen Walker, training manager, has looked after the programme since its inception and has been responsible for obtaining funding.

Today, Manor House operates a rolling apprenticeship programme in partnership with several local further education colleges, having a maximum of four and a minimum of two apprentices at any one time. Placements include professional cookery, housekeeping, administration and 'support services in care' as well as health and social care.

Karen needed to identify sources of funding to develop the programme further. Several local care homes decided to join together to access funding collectively. As a result, the Lancashire Workforce Development Partnership (LWDP) was formed. Today, LWDP manages workforce development grants, with the ultimate purpose of improving social care across the county. Skills for Care is a key partner of LWDP. Local colleges and the Train to Gain fund have been key sources of funding, as have local NHS PCTs and regional care charities.

Of the 25 apprentices that have been through the programme in the last ten years, 16 still work for Manor House and the rest have progressed into careers within social care or health. Karen believes that there can be no stronger indicator of the programme's success than this.



Delivering an apprenticeship programme

There are a number of routes to delivering an apprenticeship programme. Below are examples of the two most commonly used options.

1. Internal delivery: in-house / employer
2. External delivery: training / learning provider

	1. Internal delivery	2. External delivery
How each route works	The employer would deliver all the components within the framework.	The training / learning provider would deliver all the components within the framework.
Examples of how it works	<p>Barchester Healthcare runs an in-house apprenticeship programme.</p> <p>The key to setting up a successful apprenticeship programme is to set up a centre structure with all of the policies and procedures in place. So, if a centre wants to deliver, they need to sort out the assessment strategy and policy, setting out how they want the programme to be assessed.</p> <p>Most awarding organisations provide support with assessment documents. Once this is in place, the first aspects of quality monitoring can be implemented usually starting with the internal verification strategy and policy and the introduction of the paperwork.</p> <p>From this, employers would then be in a position to set out the delivery of the Quality and Monitoring Strategy and Policy. They will set their quality monitoring plan for the year and plan the activities to be monitored, for example, teaching, coaching, mentorship and assessment.</p>	<p>Hertfordshire College delivers all components to the apprentices on the Hertfordshire County Council apprenticeship programme.</p> <p>It is vital to work closely with the training provider. Hertfordshire College was involved with the selection, initial assessment and all aspects of the recruitment of the council's apprentices.</p> <p>During a robust, two-week induction programme, apprentices are given the contact details of the programme management staff, initialising the support networks available both at the college and at the council.</p> <p>The apprentices have weekly meetings with their tutor / NVQ assessor. Tutors gain insight into each work role, ensuring that learning is relevant to both the practice and service requirements.</p>



<p>Barchester Healthcare has implemented a quality improvement plan where the organisation looks at strengths and areas for improvement within the centre. These activities ensure that they are always looking at improving what they do and how they deliver programmes.</p> <p>Awarding organisations review all of this when they apply to run apprenticeships and other programmes and will accredit the centre as long as it is all in place. Another key to successful accreditation is for the centre to have personnel that are appropriately qualified in the social care sector and have the required teaching, training or assessment qualifications.</p> <p>As long as the centre has the correct and appropriately qualified staff to deliver the programme / qualification, the correct and appropriate strategies and policies, there is no limit to the qualifications they can deliver.</p>	<p>Discussion groups offer peer support and a college liaison worker hosts monthly meetings when apprentice concerns can be addressed and good practice monitored. The programme is positive when dealing with issues, providing prompt plans to resolve them.</p> <p>The apprenticeship scheme has been running for five years, initially with in-house services and North Hertfordshire College Network. The partnership has expanded to achieve higher standards and to become more inclusive.</p>
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Internal delivery

Awarding organisation

The term 'awarding organisation' is used to describe an organisation that is recognised to offer regulated qualifications. An organisation will need to apply to be recognised to do so, against the criteria published by Skills for Care. In the interests of brevity, the term 'awarding organisation' is used to mean 'recognised awarding organisation.' The legislation uses the term 'awarding body', but here the term 'awarding organisation' is used because a wide range of organisations may be recognised to offer regulated qualifications, including many whose prime function is not in awarding.

In order to be able to deliver an apprenticeship programme in-house, employers will need the following:

- accreditation from a recognised awarding organisation, such as Edexcel or City and Guilds;
- the capacity and appropriate infrastructure, including occupationally competent trainers, assessors, verifiers, mentors and coordinators;

- a current contract with the National Apprenticeship Service, National Employer Service or Skills Funding Agency to be able to access funding. This can be a direct contract or subcontracting arrangements can be made with a training / learning provider. The National Apprenticeship Service offers support to employers who hold their own apprenticeship contract.

External delivery

Employers need to engage with a training / learning provider that holds a current contract with the National Apprenticeship Service, National Employer Service or Skills Funding Agency to deliver apprenticeships. The National Apprenticeship Service can help organisations to identify suitable training / learning providers.

A training / learning provider is usually a local college or specialist training organisation responsible for apprentices' off-the-job training. When employers take on apprentices, the training organisation will appoint a mentor to work with them to make sure that training plans are well structured and effectively planned. Once the apprentice begins, the mentor will follow their progress and manage any issues that may arise.



Employer case study: Risedale Estates

Risedale Estates opened its first residential care home in 1987 in the North West. It now has a workforce of over 600 people, working in seven homes at four sites, caring for 300 residents. Risedale specialises in highly complex nursing care and as a result needs a highly trained workforce.

A philosophy of training and development has been built up over ten years, since the Risedale Training Centre was first established. Barbara Redshaw, director of nursing, wanted to see the transformation of learning into service delivery and set about creating an internal centre of excellence focused on quality outcomes.

Building a training resource from scratch was a challenging process. Risedale soon realised that an apprenticeship programme could underpin Risedale's workforce development strategy. By 2008, everything was in place and the first apprentices joined the company.

All apprentices go through the same two-week induction as any permanent member of staff. This in itself is such a comprehensive training course that it delivers assessment of prior learning (APL) of 50% of an NVQ.

After induction, an internal mentor supports apprentices' work and study, whilst its partner, Age UK, provides external support and assessor visits. Further help is available from Skills for Care, and members of staff from Risedale attend sub-groups to enhance the effectiveness of this valuable resource.

All Risedale apprentices are guaranteed a job at the end of their programme. They are supernumerary, but are offered employed status on apprentice wages. Age UK provides initial candidate selection, as well as technical skills training and assessment, providing funding for each stage.

The apprenticeship programme is now a fundamental element of the organisation's workforce development strategy. Every year at least 12 members of staff leave for nursing training, although in the last three years, 20 nurses have returned to Risedale after starting their career here. Apprenticeships help to replace the skills that would otherwise be lost.

Barbara Redshaw, director of nursing, comments: "As the economic climate begins to improve, employers will be fighting for skilled resource. Those that don't embrace apprenticeships as a way of developing the workforce will fall behind."



Recruiting apprentices

A robust recruitment and selection process is essential for ensuring the success of apprenticeships in social care. For the successful training of apprentices this should include:

- selection and recruitment;
- initial assessments, induction by both the employer and the training provider;
- individual learning plans;
- on-the-job training and assessments, which may include formal and informal training;
- mentoring by colleagues, including witness testimonials;
- off-the-job training and assessment, which includes the teaching of theory, key skills and sometimes practical training, with assessment and preparation for external testing;
- set reviews of each apprentice's progress and targets.

For more information, please refer to Skills for Care's **sample guides on the website**.

Below are some useful examples from organisations around England, that you might find useful when constructing your own recruitment and selection process. There are also documents that underpin this process, available in the appendix on the Skills for Care website:

www.skillsforcare.org.uk/apprenticeshipsguide

Different approaches

Apprenticeships are available for all ages. However, the examples below focus specifically on young apprentices in the sector.

Employer case study: Oaklands Community Care

Derby-based Oaklands Community Care is a social enterprise company and has been successfully delivering care and support services to people with learning disabilities and mental ill health for over 25 years. As a domiciliary care agency, it supports short and long-term care, enabling people to live where they choose and have access to education, training, employment and social activities.

Apprenticeship mentor David Glover, project manages the organisation's apprenticeship programme. In 2010, in conjunction with Derby College, he managed the first intake of five apprentices. Dave was responsible for recruiting, training and mentoring the young apprentices, who are aged between 18 and 24.

Working with Derby College, Dave pioneered a new recruitment process that doesn't only consider GCSE qualifications as the minimum entry level. He wanted to take into account life skills and the characteristics and personalities of the candidates. The right attitude, skills and values of an applicant were seen as pre-requisites for working in social care.

Dave designed a person-centred workshop that involved a number of the people who use services from Oaklands. He was keen to



promote the organisation's underlying ethos of dignity and respect. The candidates were able to interact with some of the people that they could be supporting in the future. Following the workshop, five candidates were recruited onto the programme.

Dave Glover commented: "At Oaklands we look for apprentices with positive attitudes and the potential to develop and grow, and those that relish the opportunity to embark on a career in care."

Following the initial apprenticeship programme, five apprentices completed the NVQ level 2 in Health and Social Care and were subsequently offered permanent, full-time positions within the organisation. They have become ambassadors for the programme and are ready to share their experiences with the new intake of apprentices. Oaklands will be working with Derby College, Connexions and Remploy to recruit the new apprentices.

Employer case study: Hertfordshire County Council

Hertfordshire County Council's aim was to recruit local people to work in various social care settings across the local authority area. Selection for this programme was robust and only those applicants who showed commitment and enthusiasm were successful.

The retention rate for the programme is 100% and achievement of the Framework also stands at 100%. To gain local interest, the council placed posters in village shops, libraries and youth clubs promoting a Saturday

open day event in the town centre. It aimed to attract young people aged 16-18, encouraging them to embark on a career in social care within the Hertfordshire area.

The event attracted 63 individuals and was facilitated by council staff including an area manager, care staff representing day services and a supported living unit, plus staff representatives from the learning and development team and a tutor from the partner college.

The main aim of the event was to interact with the young people and to exchange information about what working in social care is really like, focusing on apprenticeships within the social care sector.

The event also gave Hertfordshire County Council's personnel an opportunity to explore the commitment and interest from young people. The potential candidates were asked to complete a quiz and a self-assessment tool that identified their attributes and attitudes, and the suitability of the sector for them. It became obvious that young people were keen to achieve job satisfaction, undertake study and achieve qualifications through a structured career pathway.

The open day proved to be a cost-effective activity, with a number of young people successfully joining the apprenticeship programme with Hertfordshire County Council. The event gave those interested in working in social care the opportunity to find out more about the sector, ask questions and instilled confidence to take the next step of applying for an apprenticeship.



Employer case study: Norfolk & Suffolk Care Services (N&SCS) Ltd

Norfolk-based N&SCS Ltd started an apprenticeship scheme in February 2010, initially targeting unemployed 19-24 year olds. It carries out the recruitment of its apprentices in three stages. All applicants are initially invited to attend small group information sessions during which they are observed for their attitudes, interest and commitment towards social care. Some candidates prove to be unsuitable at this stage and some deselect themselves.

In 2010 thirty potential entrants attended 75-minute information and question and answer sessions about working in the social care sector. It was hosted by Skills for Care, the local council and N&SCS that runs the project. Jobcentre Plus was responsible for sourcing those people interested in social care apprenticeships.

During the second stage, N&SCS reviewed application forms, in conjunction with the observations made at the information sessions, and selected candidates for individual interviews. At the formal interview stage, candidates were asked questions that revealed their attitudes towards older people and those in social care settings, as well as their ambitions and passion for working in the social care sector. N&SCS believes that its thorough recruitment process has led to very high retention and achievement rates.

Support for the recruitment of apprentices

There are a number of sources that employers can tap into to gain support for the recruitment of apprentices. Some of the key services available are outlined below.

National Apprenticeship Service (NAS)

National Apprenticeship Service (NAS) is the Government's dedicated support service and single contact point for employers and apprentices. NAS has a team of Apprenticeship experts who can provide impartial advice to employers, helping them to make the most of Apprenticeships for their organisation and align Apprenticeships with their business priorities. NAS is a resource for employers and can offer practical tailored support to assist employers in navigating their way through the process of accessing, recruitment and training of apprentices.

Apprenticeship Vacancies forms part of the service NAS provides at no cost. Apprenticeship Vacancies is the on-line service where the Apprenticeship opportunity can be advertised. Potential apprentices can search, apply and manage their own applications for Apprenticeships and Advanced Apprenticeships anywhere in England.

Contact National Apprenticeship Service at:
www.apprenticeships.org.uk



Training providers

Training providers can also advertise employers' vacancies on the NAS website as well as invite young people to register their interest in undertaking an apprenticeship. The training provider can often match a vacancy with an applicant on its register and help an employer to select applicants for interview. However, the employer will always make the final decision on who to hire.

Connexions

Connexions is primarily aimed at 13-19 year olds. Since the Connexions services are managed locally, employers are advised to approach their local Connexions office to discuss their needs. There are a number of ways that Connexions can support employers, from advertising apprenticeship vacancies for young people to promoting future career opportunities to local schools and colleges.

Local office contact details for Connexions can be found at: <http://www.connexions-direct.com/index.cfm?pid=72>

Jobcentre Plus

'Employer Direct online' is a Jobcentre Plus service that allows employers to notify their job vacancies online. Vacancies posted using 'Employer Direct online' will be added to the Jobcentre Plus database, that is available for jobseekers to search on the Direct.gov site. See this link for more information: http://www.businesslink.gov.uk/bdotg/action/detail?type=PIP&itemId=1084193797&atom_id=0.PR306773

Training support

A Group Training Association (GTA) provides support to encourage employers' involvement in apprenticeships, in terms of accessing, managing and delivering training.

An Apprenticeship Training Agency (ATA) directly employs and manages apprentices that undertake their apprenticeship with an approved training provider, whilst being hired out to a 'host employer'. The ATA also coordinates the training activities for the apprenticeship programme that is delivered through Skills Funding Agency-contracted training providers. For more information go to: <http://www.apprenticeships.org.uk/Employers/GTA-ATA.aspx>

Getting started

Before starting the process of setting up an apprenticeship programme, there are a number of things for employers to consider. These include:

- identify opportunities for apprenticeship roles / vacancies across all occupational areas, including non-care roles;
- decide on the delivery route for the apprenticeship programme. Will it be delivered internally, externally or through a partnership?
- Ensure the infrastructure is in place to support the chosen delivery route. Identify a support supervisor, mentor, assessors and other necessary resources;
- identify and contact external organisations for any required support, for example the National Apprenticeship Service.



Recruitment process

Employers need to follow a step-by-step plan for the recruitment process, including dates and deadlines.

Tasks	Things to consider/include	Further actions
prepare the apprentice job description / overview	<ul style="list-style-type: none"> - job title - salary - number of hours - location(s) - reporting lines - essential requirements / key competences / responsibilities - personal specification 	
prepare vacancy advert	<ul style="list-style-type: none"> - job title - salary - number of hours - location(s) - reporting lines - essential requirements/ key competences/ responsibilities - application process and deadline(s) 	<ul style="list-style-type: none"> - advertise vacancy - track and manage applications - check minimum wage http://www.direct.gov.uk/en/Employment/Employees/TheNationalMinimumWage/DG_10027201 or visit www.direct.gov.uk
prepare selection process	<ul style="list-style-type: none"> - develop essential requirements / competences - arrange an assessment day timetable and interview times 	<ul style="list-style-type: none"> - shortlist applicants and inform unsuccessful applicants via letter. Invite shortlisted candidates by letter or telephone
prepare for interview / assessment day	<ul style="list-style-type: none"> - include questions based on essential requirements/ competences (and test if necessary) - provide details of job offer 	<ul style="list-style-type: none"> - during interview copy candidate's personal identification documents - prepare letters for successful and unsuccessful candidate(s)
post interview / assessment day		<ul style="list-style-type: none"> - notify candidates of outcomes - apply for references for successful candidate



contract of employment	<ul style="list-style-type: none"> - Employer details - Employee details - Job title - Status of employment and notice periods - Employing department - Date when employment commences - Hours of work, overtime and work / life balance - Current salary - Probationary periods - Paid holiday entitlement - Continuous employment - Notice periods - Sickness allowance - Deductions - Personal development - Maternity, adoption and family leave entitlements - Grievance procedure and disciplinary procedure - Pensions - Equal opportunities 	- obtain apprentice signature on contract
offer place on apprenticeship programme	Discuss the format of the apprenticeship programme	



Additional tasks

Following the formal offer of employment being made and accepted, the following should be undertaken by the employer or training provider, dependent on the delivery model, previously outlined.

Initial assessment

All learners / apprentices must be assessed before or immediately upon entry to their apprenticeship programme. Providers must ensure that the information gained, as a result of the assessment, appropriately identifies the needs of the learner. The results of the assessment must include details of previous competence and must be recorded.

The purpose of the initial assessment is to ascertain the learner's suitability for the apprenticeship programme, their exact starting point and development needs. Therefore, the initial assessment will help to shape the programme and inform the Individual Learning Plan (ILP).

The initial assessment must therefore determine the following, as a minimum:

- the objectives of the learner and of the programme;
- the learner's current abilities, attitudes and aptitudes including prior learning and credits achieved from other qualifications;
- support and development needs;
- the most appropriate teaching and learning styles and methodologies;
- a realistic expected end date for the programme aims and objectives.

Probity / CRB checks

These should be carried out as per the employer's standard organisational procedures.

Induction

The induction should include the following as minimum:

- programme content, delivery and assessment arrangements;
- equality and diversity;
- health and safety;
- disciplinary and grievance procedures;
- terms and conditions of learning.

The apprenticeship induction can be undertaken in addition to that carried out by the learner's employer. It can be a combination of the employer's and training provider's induction processes. Providers will need to evidence that an appropriate induction has taken place. The induction on its own is not considered to be part of the learning activity.

Post-recruitment considerations

Individual Learning Plans (ILP)

Once the apprentice is recruited, the internal or external training provider will allocate an assessor, a trainer and a tutor to the apprentice. In partnership with the employer, the apprentice will then agree and commit to an Individual Learning Plan (ILP). Milestones for achieving the various components of the framework will be set and agreed in the ILP.



An Individual Learning Plan (ILP) sets out how the apprenticeship framework will be achieved for each apprentice. It sets target dates for each NVQ unit, key skills, technical certificates and achievement of the overall framework. The ILP helps to determine timeframes for successful completion of the programme. It includes delivery and assessment methods, support and additional qualifications and training opportunities. The ILP is a 'live' document and is used and updated continually throughout the apprentice's training programme so that everyone involved understands his or her individual roles.

The employer will meet with the apprentice and training provider to agree and sign the ILP. The employer must ensure the following is carried out:

- provide the apprentice with the necessary facilities, training and workplace opportunities to achieve the selected framework outcomes specified in the apprentice's ILP;
- ensure the elements contained in the training are carried out in a manner acceptable to the training provider, and that the premises, tools and equipment used for learning are maintained in a proper manner. Details of the agreed training will be given to the employer;
- allow the training provider's assessor reasonable access to the employer's premises for the purpose of evaluating and assessing the learner until completion of the programme;
- maintain a full and accurate record of attendance for each learner;

- make available, for the purposes of monitoring and audit, all records including insurance policies, records of attendance and hours worked relating to the apprenticeship programme provided by the employer. These may be required by the training provider and / or the Skills Funding Agency;
- allow reasonable access to the employer's premises for monitoring and evaluation purposes by the training provider, the Skills Funding Agency and officers of the Department for Innovation, Universities and Skills (DIUS) or their appointed agents, if required. Access will be arranged at the employer's convenience;
- carry out an initial induction with the learner. This should be an ongoing consideration;
- ensure any restrictions or prohibitions imposed on the learner are discussed openly and recorded in writing;
- ensure that adequate supervision is available at all times.

Mentoring

It is essential to manage the apprentice in a positive and nurturing manner. If resources allow, employers may wish to consider assigning a mentor to each apprentice. A mentor supports and helps to motivate a less experienced apprentice to reach his or her true potential. Mentoring is the process by which the apprentice can gain help and advice from a mentor who will be an experienced and knowledgeable practitioner in the social care sector.



Guidance for recruiting 16-17 year olds

It is important to remember that there are a number of guidelines to follow when recruiting 16-17 year olds into the social care sector. Please refer to section one of this guide for employers, where this has been covered.

Progress reviews / supervision

In line with common employment practice, a series of supervision meetings should be scheduled with each apprentice. In addition, there should be regular 8-12 weekly progress review meetings that involve the apprentice, their supervisor / mentor and their trainer or assessor, in line with National Apprenticeship Service / Skills Funding Agency contractual conditions. It is vital that these meetings are seen as a three-way partnership linking the training provider, who may be an internal employee, the apprentice and the supervisor or line manager.

During these reviews, progress against the apprentice's individual learning plan and achievement of agreed milestones will be monitored. If there are any issues or concerns, these can be discussed openly and an action plan agreed to keep the apprentice on track to complete the apprenticeship programme successfully.

Careers advice

Everyone should have access to information, advice and guidance for their career. Therefore, employers should offer apprentices opportunities to learn about career pathways and further learning opportunities. Completion of the Employment Rights and Responsibilities component of the framework is an ideal way to incorporate further career guidance.

Further information on career development can be found through Skills for Care's Career Pathways link at:

www.skillsforcare.org.uk/careerpathways

Skills for Care's overall guidance about career development is available in its *Keeping up the Good Work* guide to continuing professional development. This can be viewed under 'Developing Skills' at:

www.skillsforcare.org.uk.

Other sources of career development information are available through Jobcentre Plus, that offers advice and guidance for people of all ages, and through the Connexions service that is primarily aimed at 13-19 year olds.



section 4 – glossary

Below are some of the standard acronyms used in social care, along with their meanings:

ATA	Apprenticeship Training Agency
BTEC	Business and Technology Education Council
CEO	Chief Executive Officer
CPD	Continuing Professional Development
CRB	Criminal Records Bureau
CWDC	Children's Workforce Development Council
ERR	Employer Rights and Responsibilities
GCSE	General Certificate of Secondary Education
GTA	Group Training Association
HSC	Health and Social Care
HSC L2	Health and Social Care Diploma Level 2
HSC L3	Health and Social Care Diploma Level 2
IAG	Information advice and guidance
ILP	Individual Learning Plan
JCP+	Job Centre Plus
LSC	Learning and Skills Council
N&SCS	Norfolk and Suffolk Care Services
NAS	National Apprenticeship Service
NES	National Employer Service
NHS	National Health Service
NOS	National Occupational Standards
NVQ	National Vocational Qualification
PA	Personal Assistant
PLTS	Personal Learning and Thinking Skills
QCF	Qualification Credit Framework
ROI	Return on Investment
SASE	Specification of Apprenticeship Standards for England
SFA	Skills Funding Agency
SfC	Skills for Care
SfH	Skills for Health
SHD diploma	Society Health and Development Diploma
SSC	Sector Skills Council



section 5 – sample documents and additional resources

This Skills for Care guide offers supporting information to those employers considering social care apprenticeship programmes. Additional information is available at:

www.skillsforcare.org.uk/apprenticeshipsguide

A guide for partner employees on the Gateshead Apprenticeship in adult social care

A guide for apprentices on the Gateshead Apprenticeship in adult social care 2009

Example adverts

Apprentice timelines

Overview of the recruitment process

Job descriptions and personal specifications

Letter inviting potential apprentices for interview

Letter informing candidates that they haven't been shortlisted for an interview

Interview checklist and sample interview questions

Candidate interview assessment

Contracts of employment

Letter making a job offer

Letter requesting a referee

Initial assessments

Induction plans / programmes

Placement profile

Risk assessment form

A guide for mentors on the apprenticeship in adult social care

Progress review

Learner review

Apprentice log book

Useful web addresses

National Apprenticeship Service

www.apprenticeships.org.uk

Care Quality Commission

www.cqc.org.uk

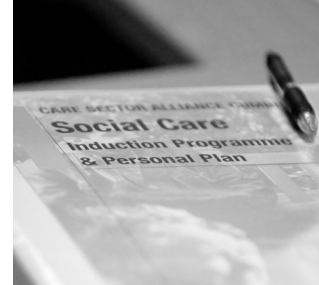
Skills for Care

www.skillsforcare.org.uk/apprenticeships

www.youtube.com/user/skillsforcare

www.facebook.com/icareapprenticeships

www.twitter.com/icareapps



section 6 – acknowledgements

Barchester Healthcare
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Connexions
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Hertfordshire County Council
Jobcentre Plus
National Apprenticeship Service
Norfolk & Suffolk Care Services (N&SCS) Ltd
Oaklands Community Care
Ofsted Report
Risedale Estates Ltd
Skills for Health
The Manor House, Chatburn

section 7 - annex 1: apprenticeship frameworks

SASE Compliant health and social care framework England - April 2011

Intermediate Level Apprenticeship	Level
Competency Qualification	2
Diploma in Health and Social Care (Adults) for England (QCF) This is a competencies qualification at level 2 or level 3, designed to demonstrate competence in performing the skills relevant to the adult care sector. Apprentices can follow one of three pathways through the diploma – Generic, Dementia or Learning Disabilities, underpinned by the National Occupational Standards.	
Knowledge Qualification	2
Certificate in Preparing to Work in Adult Social Care (QCF) This is a technical knowledge qualification at level 2 or level 3, through which the apprentices demonstrate the knowledge and understanding of theoretical concepts relevant to the care sector, as underpinned by the National Occupational Standards.	
Key Skills or Functional Skills	1
Key Skills- <i>ensures apprentices meet good standards of literacy and numeracy.</i> Application of Number Communication OR Functional Skills Mathematics English	

Employee Rights and Responsibilities	
<p>This component is assessed and accredited under this SASE compliant framework and is the level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Services (ERR).</p>	
Personal Learning and Thinking Skills	
<p>The Personal, Learning and Thinking Skills (PLTS) component covers six areas: independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants. These are identified as essential to successful life learning and work.</p> <p>This will be identified and assessed as part of the new apprenticeship framework from April 2011.</p> <p>These have been mapped against the care diploma and the knowledge qualification as well as the ERR.</p>	
Additional Employer Requirements	
<p>Employers, in conjunction with learners, can also specify additional training under this component, offering further flexibility to the apprenticeship framework.</p>	

Advanced Level Apprenticeship	Level
Competency Qualification	3
Diploma in Health and Social Care (Adults) for England (QCF) <p>This is a competencies qualification at level 2 or level 3, designed to demonstrate competence in performing the skills relevant to the adult care sector. Apprentices can follow one of three pathways through the diploma – Generic, Dementia or Learning Disabilities, underpinned by the National Occupational Standards.</p>	
Knowledge Qualification	3
Certificate in Preparing to Work in Adult Social Care (QCF) <p>This is a technical knowledge qualification at level 2 or level 3, through which the apprentices demonstrate the knowledge and understanding of theoretical concepts relevant to the care sector, as underpinned by the National Occupational Standards.</p>	
Key Skills or Functional Skills	2
<p>Key Skills - <i>ensures apprentices meet good standards of literacy and numeracy.</i></p> <p>Application of Number Communication OR Functional Skills Mathematics English</p>	

Employee Rights and Responsibilities	
<p>This component is assessed and accredited under this SASE compliant framework and is the level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Services (ERR).</p>	
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Additional Employer Requirements	
<p>Employers, in conjunction with learners, can also specify additional training under this component, offering further flexibility to the apprenticeship framework.</p>	

Please find details below regarding the previous apprenticeship frameworks. For further information please visit the Skills for Care website.

Framework 236 Version 7.4- 30 September 2009- 31st December 2010

The Support Services in Healthcare NVQ, code 319 is now included as a pathway in the Health & Social Care Framework.

As from the implementation date for the Health & Social Care Framework Issue 7.4, the following statements apply for all apprentices:

In health, apprentices must now undertake the Technical Certificate Working in / for the Health Sector (knowledge-based element) to support the competence-based NVQ in Health.

In a social care setting, apprentices can continue to undertake the Certificate in Health & Social Care (knowledge based element) to underpin and support the competence-based NVQ in Health & Social Care.

As from the implementation date 01.01.2011 for the Health & Social Care Framework Issue 7.5, the following statements apply for all apprentices.

Apprentices must undertake the Level 2 or Level 3 Diploma in Health and Social Care. Apprentices in the health sector should undertake the Certificate in Working in the Health Sector at the appropriate level. Apprentices in Adult Social Care should undertake the Certificate in Preparing for Work in Adult Social Care at the appropriate level.



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