

Advanced Healthcare Assistant Practitioner Apprenticeship

Information pack for employers



Griffith College

Coláiste Uí Ghríofa



**GENERATION
APPRENTICESHIP**
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INTRODUCTION

This document aims to provide employers with information about the Advanced Healthcare Assistant Practitioner (AHAP) Apprenticeship.

The information provided by the Consortium Steering Group in this document and any additional files included with the pack, do not form part of any approval process. Their sole purpose is to provide information to facilitate an employer in deciding on whether they want to participate in the apprenticeship programme.

For the apprenticeship there are two entities which need to know employers are interested in participating in the apprenticeship:

1. The Consortium Steering Group – if you have not already registered your interest for the apprenticeship please register your interest for the AHAP Apprenticeship
2. SOLAS – Generation Apprenticeship, the agency with statutory responsibility for national apprenticeships. We will guide you through the SOLAS registration process once you have registered your interest.

[Click here to register
your interest](#)

Employers who wish to deliver the apprenticeship programme and employ apprentices are required to complete an approval process with SOLAS. The approval process includes a site or virtual site visit by SOLAS authorised officer. The Griffith College team will guide you through the process once they have received your expression of interest.

Approved employers who wish to employ apprentices on a particular apprenticeship must be able to agree to:

- an initial assessment to assess your organisations suitability to jointly deliver the programme
- provide a suitably qualified staff member to act as mentor to the apprentice
- provide the apprentice with a suitable and relevant role where they can practice and acquire the programme learning outcomes
- provide the apprentice with an employment contract for a minimum of 2 years
- cover the full-time employment costs of the apprentice including the days for off-the-job training. Current guidelines state the apprentice should be paid at least a salary commensurate for the entry level positions within the sector

Further general information about apprenticeships can be found on the [apprenticeship web site](#)

Further information about the AHAP apprenticeship can be found by clicking on the A



The apprenticeship programme is delivered collaboratively between the employer and Griffith College as the academic provider. Each party needs to be willing to commit to working together to achieve a successful learning outcome for the apprentice and the employer organisation.

Apprenticeship programmes are delivered using a combination of on the job and off the job learning. The on the job element is delivered by the workplace mentor to facilitate the development and practicing of skills and competencies. The off the job element is delivered by Griffith College as the coordinating provider, it includes the transfer of new knowledge and the development of new skills and competencies in the classroom.

BENEFITS FOR EMPLOYERS

The benefits for employers of engaging with the apprenticeship are typically but not limited to:

- Key employee retention for the duration of the programme
- Increased loyalty and motivation for apprentices to stay based on your investment in their training
- Introduction of new knowledge, skills and competencies to your workplace with a movement towards becoming a learning organisation
- Apprentices can bring fresh perspectives and dynamics to a team and share their new learning with colleagues
- Improved productivity
- Enhanced quality of care
- Marketing advantage in being able to show you are actively supporting staff training
- Increased motivation in the healthcare team
- Increased level of support for your nursing staff

EMPLOYER COMMITMENT REQUIRED

The employer will need to:

- be willing to employ their apprentice for at least the 2 years duration of the apprenticeship
- appoint a suitably qualified workplace mentor to support the apprentice over the duration of the apprenticeship
- release the mentor for a short period of training at the commencement of the programme each year
- carry out an annual appraisal of the workplace mentors mentorship skills
- register with SOLAS Generation Apprenticeship to become an approved employer
- work collaboratively and effectively with Griffith College the academic provider to deliver the programme
- provide access for the apprentice to all the learning outcomes either internally or externally
- provide the apprentice with the opportunity to practice all the learning outcomes of the programme
- release the apprentice from the workplace for the classroom sessions
- commit to and sign the [Apprenticeship Code of Practice for Employers and Apprentices](#)

THE IMPLEMENTATION TEAM

The following are the roles involved in the delivery of the apprenticeship programme:

Role	Description of the role
Programme Director	Overall responsibility for the delivery of the programme
Course Administrator	Responsible for all administrative matters and the collation of apprentice results
Module leaders (Lecturers/Tutors)	Responsible for the delivery of the individual modules and correction of assessments
Academic Success Coaches	Each apprentice is assigned an ASC at the start of the programme. The ASC is responsible for: <ul style="list-style-type: none">• coaching and monitoring the apprentice's progress through the 2 years of the programme• providing advice and support where required• providing a Link between the workplace and the classroom• providing support to the workplace mentor• monitoring the apprentice's portfolio of work
Workplace mentor (WM)	The WM is responsible for teaching and facilitating the apprentice practicing the module learning outcomes and authenticating their portfolio of evidence which includes selected pieces of reflective practice and provide effective feedback. The workplace mentor is an integral member of the programme delivery team.
Employer	Providing employment, supporting the apprentice in the workplace, and facilitating classroom attendance. Committed to assisting with the delivery of the programme.

THE PROGRAMME

Aim

The programme aims to produce compassionate, competent and confident advanced healthcare assistant practitioners (AHAPs) who are qualified to deliver a wide range of clinical and care skills, can work autonomously within the context of their role, and who demonstrate the requisite interpersonal skills.

Objectives

The programme objectives are that apprentices:

- apply self-awareness in all their interactions
- can manage self
- engage in continuing personal and professional development
- communicate effectively with all stakeholders involved in the provision and receipt of care

- apply ethical and legal principles throughout their daily practice and understand the need for working within national standards and guidelines, and local policies and procedures
- can identify the factors associated with the delivery of safe, compassionate, person-centred holistic care
- demonstrate the competences required to deliver safe and compassionate care
- participate in health promotion and in the education of care recipients and their families around health literacy and advocacy

Duration

- The programme is a 2-year apprenticeship programme
- Each year is made up of three 14-week semesters (42 weeks per annum)
- For the first 10 weeks of each semester there is a 1 day a week classroom learning intervention. i.e. a total of 30 days per annum in the classroom. Classroom interventions may be delivered using a synchronous virtual environment.
- Each day is 8 hours which includes 1 hour for lunch

Entry requirements

Candidates for this programme must meet one of the following profiles:

- Employed healthcare assistants who have a relevant healthcare NFQ Level 5 Major Award (120 credits), with distinction in at least three components, or equivalent qualification, including those from another awarding body which is mapped to level 5 on the National Framework of Qualifications, plus a minimum of six months' work experience in the healthcare sector.
- Leaving Certificate: five subjects with O6 / H7 to include English and a minimum of foundation mathematics and at least two relevant NFQ level 5 healthcare components – 30 credits, or equivalent qualification plus a minimum of six months' experience of working as a healthcare assistant.
- A mature candidate, over the age of 23, who does not hold an NFQ Level 5 qualification as set out in categories (i) or (ii) above, or equivalent, but who has a minimum of two years' experience working as a healthcare assistant, is recommended by their employer, and demonstrates the correct attitudes, behaviours and literacy skills is also eligible to apply.

The English language entry requirements for the programme are CEF B2+ or equivalent. Candidates with English language levels below CEF B2+ must first reach this minimum standard before enrolling on the academic programme.

Candidates must have certified people moving and handling, and first aid responder skills, garda vetting and any relevant vaccinations for their work place in advance of their enrolment on the programme.

Workplace Mentors qualifications

Workplace mentors must be registered nurses with a NMBI PIN number and ideally have some experience of mentoring others.

Fees

The third level student fee for the programme is €1,000 per annum. All other training costs are funded by the Higher Education Authority (HEA).

Module Timetable

There is a total of 14 modules to be completed. Apprentices in association with their employer can choose the most appropriate one of three elective modules as their 14th module.

	Year 1	Year 2
Semester 1	<ul style="list-style-type: none"> Module 1 Communications and Interpersonal Skills Part 1 Module 2 Personal and Professional Development Part 1 Module 3 Sociology of Healthcare 	<ul style="list-style-type: none"> Module 8 – Introduction to Mental Health Module 9 - Communications and Interpersonal Skills Part 2 Module 10 - Personal and Professional development Part 2
Semester 2	<ul style="list-style-type: none"> Module 4 Clinical Skills Part 1 Module 5 Understanding the Body Part 1 	<ul style="list-style-type: none"> Module 11 - Clinical Skills Part 2 Module 12 - Understanding the Body Part 2
Semester 3	<ul style="list-style-type: none"> Module 6 Health Promotion, Nutrition and Hydration Module 7 Older Person Care and Dementia 	<ul style="list-style-type: none"> Module 13 - Ethical Legal and Palliative Care Module 14 - One of the following electives: <ul style="list-style-type: none"> Supporting Care in the Community Supporting Operating Theatre Care Practice Supporting People with Intellectual and Physical Disabilities Supporting People with Mental Illness

Module aims

The following table summarises the aims for each module:

Module title	Module aims
Year One	
Communications and Interpersonal Skills Part 1	The aim of this module is to introduce apprentices to the theory and practice of communication and interpersonal skills required for effective practice in the healthcare sector and to facilitate them in the development of their competencies and research skills.

Module title	Module aims
Personal and Professional Development Part 1	The aim of the module is to increase apprentices' self-awareness and to encourage self-development and the implementation of reflective skills and processes, and to put the role of the advanced healthcare assistant practitioner in context with the other members of the healthcare team. It also aims to provide apprentices with the necessary team-working skills to operate effectively within the team.
Sociology of Healthcare	The aim of this module is to introduce apprentices to the stages of human development, the various concepts associated with healthcare and the application of these concepts within their own care setting. It also aims to have the apprentices focus on the care recipient's individual rights and needs.
Clinical Skills Part 1	The aim of this module is to provide apprentices with the skills and competences necessary to safely undertake clinical tasks under the direction of the registered nurse or other registered healthcare professional depending on the setting.
Understanding the Body Part 1	The aim of this module is to facilitate apprentices to develop a knowledge of the body, its systems and normal / abnormal physiology and to identify how each system is affected by infection and disease and be able to apply this in their care practice.
Health Promotion, Nutrition and Hydration	The aim of this module is to educate apprentices in health promotion, holistic approaches to health and how to use a variety of methods to promote healthy lifestyles with individuals and groups. It also explores the importance of maintaining a healthy nutrition and hydration status for the care recipient.
Older Person Care and Dementia	The aim of this module is to equip apprentices with the knowledge, skills and competence to enhance the quality of life of the older person (including persons with cognitive impairment) and to address their needs in a dignified, inclusive and holistic manner.
Year Two	
Introduction to Mental Health	This module aims to develop the apprentices' knowledge and awareness of mental health. It will also facilitate the apprentice to develop their ability to support care recipients who are experiencing a mental health difficulty
Communications and Interpersonal Skills Part 2	The aim of this module is to further develop apprentices' knowledge and practice of professional communication and interpersonal skills required by a healthcare assistant when dealing with a broad range of care recipients.
Personal and Professional Development Part 2	The aim of this module is to introduce apprentices to the theories and applications of leadership and management, and to further develop their personal / professional roles and responsibilities in the care context. The module also explores the role of teaching and research within this professional development for the advanced healthcare assistant practitioner.
Clinical Skills Part 2	The aim of this module is to provide apprentices with the skills and competences necessary to undertake clinical tasks under the direction of the registered nurse or other registered healthcare professional depending on the setting. The module further enables the apprentices to develop good practice in relation to providing privacy, dignity and safety for the care recipient.

Module title	Module aims
Understanding the Body Part 2	The aim of this module is to facilitate apprentices to extend their knowledge of the body (following on from understanding the body part one), its systems and normal / abnormal physiology and be able to apply this knowledge to their care practice.
Ethical, Legal and Palliative Care	The aim of this module is to introduce apprentices to the principles and practice of ethical, legal and palliative care within their scope of practice as a advanced healthcare assistant practitioner.
Electives	
Supporting Care in the Community	The aim of this module is to facilitate the apprentices in promoting optimal levels of independence among care recipients in the home and community. Apprentices are given an insight into best practice for lone working and associated safe practice. The module also provides apprentices with a broad knowledge of illnesses and disorders, and the specific care requirements for working with a care recipient who has a life-shortening condition.
Supporting Operating Theatre Care Practice	The aim of this module is to equip the apprentices with the knowledge, skills and competences to function as a support worker within the operating theatre department under the supervision of a registered nurse / midwife.
Supporting People with Intellectual and Physical Disabilities	This module aims to provide apprentices with the knowledge, skills and competencies needed to provide effective, person-centred, holistic care to people with disabilities. Upon successful completion of this module, apprentices are able to enhance their own work practices in order to provide empowering support, grounded in the principles of person-centredness and in line with relevant health and social care legislation, standards and guidelines.
Supporting People with Mental Illness	The aim of this module is to impart the apprentice with the knowledge, skills and competencies to provide appropriate support to care recipients with mental illness. It further supports the promotion of positive mental health and prevention, building on the outcomes from the core <i>Introduction to Mental Health</i> module. It also aims to build awareness of the legal and ethical issues in the context of mental health

Assessment

The programme is assessed using a combination of continuous assessment in the workplace evidenced by a portfolio of work including reflective practice (Pass/Fail) and graded assessments administered from the classroom. Classroom assessments are mostly based around activities or experiences in the workplace.

Certification

Successful apprentices will receive a level 6 National Framework of Qualifications - Higher Certificate in Healthcare Support Practice

ADDITIONAL DOCUMENTATION

The CSG has provided an employer self-evaluation form which employers can use internally to identify if they are likely to meet the SOLAS requirements to become an approved employer for the Advanced Healthcare Assistant Practitioner (AHAP) apprenticeship. This form includes all the learning outcomes for the modules. The CSG has also provided a MOA for apprenticeship learning which would need to be signed with each apprentice as part of the enrolment procedure. These documents are included with this pack.

This document should be read in conjunction with:

- AHAP curriculum
- AHAP Employer Self Evaluation
- AHAP MOA Apprenticeship Learning
- AHAP Employers FAQ's
- [AHAP Website](#)

FURTHER INFORMATION

If you require any further information or would like to discuss any of the points raised above, please email: ahap.apprenticeship@griffith.ie.



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your interest](#)