

T-Level College Information

Name of T level	Health
Course Summary	<p>The Health T-Level is designed to provide students with the knowledge and understanding of contexts, concepts, theories and principles relevant to the health sector. This will ensure students are able to apply their skills in a variety of contexts and for a variety of different purposes to support and develop professional competencies.</p> <p>The T Level Health is a technical study programme which prepares young people for progression into employment, further academic study or higher-level apprenticeships; with a focus on progression into health-related careers. The course is compiled of an approved technical qualification (TQ), which includes the opportunity to specialise in a health-related work role in the second year of the course. Within the technical qualification learners develop knowledge of not only health care related concepts but also contextualised scientific content, prudent to a future working role within the health sector. Alongside academic study, learners engage with a programme of employability, enrichment and pastoral support that enriches the technical knowledge of learners and facilitates the application of theory to practical experience. Through simulated activities within our state-of-the-art SIM ward, engagement with employers and health professionals, work related training roles and enrichment trips and visits, learners are given the opportunity to bring their learning to life; developing the knowledge skills and behaviours they require to become the future health workforce.</p> <p>Learners are assessed via exams, synoptic assessment and an employer set project which includes simulated role plays, presentations, and professional discussions.</p> <p>Learners are also required to complete a minimum of 315 practice placement hours within a health-related industry placement. During this placement, learners will contextualise their learning and synthesise this into their practice.</p>
Modules	

	<p>Year 1 :</p> <ul style="list-style-type: none"> • Working within the health and science sector • The healthcare sector • Health, safety and environmental regulations in the health and science sector • Health and safety regulations applicable in the healthcare sector • Managing information and data within the health and science sector • Managing personal information • Good scientific and clinical practice • Providing person-centred care • Health and wellbeing • Infection prevention and control in health specific settings • Safeguarding • Core science concepts • Further science concepts <p>Year 2 performance outcomes to be achieved:</p> <ul style="list-style-type: none"> • Carry out a range of therapeutic techniques to support allied health professionals • Assist with the therapy support process and provide advice to help individuals develop and improve their health and/or develop or maintain skills for daily living • Prepare and maintain the therapeutic environment, equipment and resource for use
Block or Day Release or Mixed	Mixed – predominantly day release
Start date of placement and Yr1 or Yr2 student	January Y12 onwards
Number of hours required for placement (Can this placement be shared with another employer)	315 hours 1 placement provider at one time Can only have 2 providers over the course of the T-level
Key Requirements for an Employer (Induction, H&S, Mentor etc)	<ul style="list-style-type: none"> • Induction - A full health, safety and work place induction as per any employed member of staff

	<ul style="list-style-type: none"> • H&S mandatory training related to the work role (Moving and handling and Basic Life support) • Mentors - An allocated mentor to be a direct line of contact for college to communicate with regarding student progress and to provide learners with a main point of contact for queries, to access support and to provide learners with relevant learning opportunities. • liability insurance • Opportunities for learners to not only observe practice but to be involved in direct tasks that solidify and build learners health related knowledge and skills. • To review the professional development portfolio to secure opportunities for learners to demonstrate identified competencies in practice. • To review with learners The Care Certificate core competencies workbook and sign off any skills that learners have successfully demonstrated
<p>Key Requirements for the Training Provider (their responsibilities)</p>	<p>Content below as answered as college as the training provider – I am unsure if this is what the question is asking.</p> <ul style="list-style-type: none"> • To provide learners with preparation for placement sessions to ensure that learners are work ready. • To ensure learners have completed an appropriate DBS check. • To ensure learners have the appropriate student industrial placement uniform prior to start of placement. • To deliver a sequenced curriculum that enables learners to have engaged with key knowledge to be ready to contribute effectively within the placement setting and with associated work tasks when the placement begins. • To liaise with employers to maintain a rigours quality assurance process and to ensure the placement meets employer and learner needs. • To visit learners to triangulate the quality assurance of placement with college, the learner and the employer.

	<ul style="list-style-type: none"> To communicate requirements of placement settings (mentors) in supporting learners to meet required competencies and to support in suggesting opportunities for learners to apply technical knowledge in practice.
What will the student learn while on placement?	<p>Placement provides an opportunity for students to develop the practical and technical skills required to work in the healthcare environment.</p> <p>The industry placement aims to ensure that learners have opportunities to contextualise their learning and apply this in a real-life health setting.</p> <p>Learners are to be supported to become a member of the staff team, supporting the direct care of patients within the scope of the training provided to them during induction and further training on placement. Learners will not deliver care unless they have been given appropriate training to do so.</p> <p>They will be supervised by a workplace mentor and have opportunities to engage with tasks that link to the aforementioned learning modules and care certificate standards – noted in the professional development portfolio.</p>
Placement structure and learning goals (agreed learning objectives) including activities required and a list of “Do and Don’ts”	<p>Students will work through their Professional Development Portfolio which outlines competencies that students should be able to evidence throughout their placement. Upon entering their placement, providers will be given a list of Dos and Don’ts that students can participate in.</p>
How will the student be assessed while on placement	<p>Students will work through their Professional Development Portfolio during their placement which is used to guide students and their mentors on objectives, tasks and competencies that they should be carrying out and completing. Students will receive 3 visits by the Placement Offices who will complete assessments. Learners will seek professional feedback from mentors and colleagues to reflect upon and use to improve practice.</p>
Does the student require supervision?	Yes
Risk Assessment required Yes/No	Yes
Any insurance required for the employer supporting a student?	Public Liability Insurance

DBS – Type e.g. Enhanced, transferrable – Adult/children	Enhanced
Progression (Apprenticeship programmes/Job Roles etc)	High level apprenticeship/ University / direct progression into health care work roles at level 3.
Funding - Yes/No - How to claim	No

(Please can you add your College Logo Here)

