



the training
& learning co.

TLC Curriculum

2020/21



Context

The foundation of TLC's apprenticeship curriculum is built upon our companies' vision to be the UK's leading apprenticeship training provider for leadership and health and social care.

In order for TLC to succeed and indeed fulfil our ambitious vision we require the same level of ambition from all stakeholders. Our delivery team will be required to be at the forefront of their respective fields, our employers must share our passion and vision for an apprenticeship provision that stands out from its counterparts and most importantly our learners must be engaged and eager to be challenged and to improve their occupational skills, personal skills and to understand what is expected of them by the sector, their employer and life in modern Britain.

TLC's curriculum will expand a learner's knowledge and skill level through industry experts, innovative learning and flexible delivery.

Continuous development will form an essential part of our curriculum and we strive for improvement. We will expect continuous improvement from our delivery team, in the form of occupational training, standardisations and qualifications. Our employers are a vital source of feedback and will be required to contribute to our development and form part of our quality team and our learners will be asked to demonstrate their learning through a know it, show it, live it model, throughout their apprenticeship.

The success of the curriculum can only be determined by the impact that has had on the learners and their employers. Our goal is to ensure that all learners fulfill their personal and career objectives and TLC will set out, as part of the curriculum the demonstratable outcomes and destinations that will measure our success.

TLC's mission is to provide an outstanding service that fulfil the needs of our learners, employers, and the community.

Our mission can only be achieved by collaborative working. TLC will only achieve its mission by working with like minded individuals, from our learners to employer, partners to employees we must all share the common goal of outstanding learning and development.

TLC will expect commitment from all stakeholders; an outstanding learning experience cannot be achieved by an individual, it will take a dedicated team to achieve a learning experience that provides a long-term benefit to the learner, employer, and the community.

Background

TLC's curriculum is focused on two main areas, leadership, and Health & social care. The need for flexible long term learning pathways in these areas is evident from the national skills shortage in both management and social care.

Our research into the skills shortages on a national level as well as our own experience in these areas has provided overwhelming evidence that there is a real and urgent requirement for apprenticeship delivery and lifelong learning in both sectors.

The curriculum will set out long term development pathways for learners and provide a much-needed boost to the talent pool in management and adult social care. The timescale of the apprenticeship provides an alternative to the Online and short course provision available to most individuals and addresses a common concern of retention in both areas.

Individuals with insufficient skills in management and social care are at risk of mental health issues, including stress and anxiety as they do not have the confidence, experience, or skill-set to execute the role they have taken. Our curriculum sets out to bridge the gap that both learners and employers need to continue to promote from within.

Employers in both sectors express the desire to promote from within and the main barrier to this is the skill level and resilience required to progress as a leader or care worker is substantial and a vast majority of individuals fall short of expectations when measured against national and employer standards.

Our apprenticeship offering will fill the gap and create a sustainable and gradual pathway for learners to make the next step in their career and move forward in sustainable employment.

The link we create between the employer requirements and national standards will provide learners with expert knowledge of the subject matter and an understanding of how that knowledge relates to their workplace. In doing so we will provide employers with a valuable and capable workforce that have an expert understanding to their specific workplace requirements.

Background - Adult Social Care

TLC's adult social care curriculum has been designed to meet the needs of the sector. Health & social care workers are under extreme pressures within their role and support in the industry is limited. The impact of Covid-19 has proven that the social care industry has an urgent need for learning development and career longevity.

The world health organisation estimates that there will be a global healthcare workforce gap of around 14.5 million by 2030. The work force crisis has been described as the worst problem facing the NHS, and the quality care commission's state care report for 2018/19 said, it is having a direct impact on care.

Around 78% of social care jobs are in the independent sector. Providers across England are reporting a shortage of around 100,000 full time staff. These figures equate to a vacancy rate of around 8% in the adult care industry, nearly three times the UK jobs average.

Analysis provided by the King's fund suggests the NHS workforce gap could reach almost 250,000 by 2030. In the adult social care sector, around one in ten social workers and one in eleven care worker roles remain unfulfilled.

The demand for social care workers is expected to rise in the UK in line with an aging population. Skills for care have estimated a need for 650,000 to 950,000 new adult social care jobs by 2035.

The national and indeed global shortage of care workers is made increasingly difficult the retention rate within the sector. The very high levels of care worker churn or turnover in social care are widely acknowledged as one of the most difficult challenges companies providing care are faced with. The current turnover rate in social care is around 31% and rising, more than double the UK cross-industry average of 15%.

Skills for Care undertook research of care companies with a turnover rate of less than 10%, asking them what they consider are the factors that contribute to their success in retaining staff. The results included:

- investing in learning and development (94%)
- embedding the values of the organisation (92%)
- celebrating the organisation's and individual achievements (86%)
- involving colleagues in decision making (81%).

Background - Adult Social Care

Staff recognition, strong, well-embedded caring values and culture are also recognised by all of the UK's social care regulators (CQC, Care Inspectorate Scotland/Wales, RQIA) as a key element of providing high quality care.

There is overwhelming evidence that there is clear need for highly skills social care workers, the sector development and stability is of both national and local importance. The feedback that we have received, not only, from current and prospective clients but LEP's and local stakeholders is that the issues facing social care providers needs to be addressed.

Our research from employers in the sector has suggested that there is a clear need for a learning offer that includes more than the basic short courses that are the norm in the industry. The main offering to employers is generic online learning and one day courses. Most companies offer induction training and mandatory annual refresher training.

Background - Leadership

Our research and employer feedback suggest that employers find the current offering for long term learning is ridged and, in most cases, learners are expected to attend classroom sessions that don't fit around their working patterns. Employers also recognise that due to the strain of current resources, managers are not as available to support individual learning as they would like to be.

According to ILM research 9 out of 10 firms think a lack of leadership and management skills is harming their business. More than nine out of ten (93%) UK businesses believe they are at risk of being held back by a shortage of skilled managers. The research revealed a significant weakness in leadership and management skill levels, particularly at first line management level.

The leadership and management talent pipeline also revealed a lack of succession planning within UK businesses, with 43% of businesses having no talent plan in place at all. Because of this, organisations are failing to capitalise on internal talent, with only 55% of managerial vacancies filled internally. At senior level, just half (50%) of companies recruit from their internal talent pool, with critical leadership skills like strategy and financial acumen undervalued and underdeveloped at lower management levels.

Background - Leadership

Meanwhile, less than one in five (18%) employers expected candidates to have received management training prior to being appointed to a management position.

The findings also revealed a shortage of 'softer' leadership and management skills as a particular challenge facing UK employers, with organisations consistently struggling to find managers – at every level – who are emotionally intelligent, inspirational, and creative.

The skills shortage in leadership is a national issue, that is even more evident in large organisations and the care sector. The NHS interim people plan has set out three to improve the leadership culture in healthcare. Many care workers are offered clinical progression routes and our experience in the sector has provided evidence that there are fewer job opportunities to highly qualified clinical staff than there are senior level vacancies.

To address the leadership skills shortage there needs to be a greater focus on leadership of front line and middle management. Our curriculum will offer learners opportunities to explore non-clinical management skills and alternative academic progression routes, so that the leadership culture can be improved in the sector. Many local offers in leadership are unable to address the national delivery that most large employers require, as many apprenticeships require classroom attendance.

Many local offerings do not accommodate the care sectors leadership skills shortages as they mainly focus on technical qualifications that do not address the management skill required for higher level care work.

TLC's curriculum sets out to achieve a flexible, long term leadership programme for new to management leaders as well as higher level management progression. The focus of our leadership delivery plans will be on learners' personal skills as well as technical management skills.

Core values

A delivery team dedicated to providing an outstanding learning experience will require shared values. TLC will expect all involved in the delivery of an apprenticeship to adhere to common values and behaviours that are in line with our core values as a business and that of modern Britain.

TLC and its stakeholders must be respectful, honest, ambitious, and passionate. In addition to our core values, there is an overarching expectation of flexibility. A well-planned curriculum is essential to our vision and ensures that all stakeholders understand our aims and objectives.

However, we do acknowledge that we are working with people that have pressures and commitments both personally and professionally that can cause a deviation from an initial learning plan.

TLC's curriculum is both a guide and the benchmark for measuring our performance as a training provider but our commitment to flexibility allows provisions and opportunities to deviate from the curriculum where the learners experience is enhanced by the change.

Our delivery team are encouraged to work with employers and learners to get the best out of them.

The curriculum will set out, from our expertise and employer feedback, what we believe is the most effective approach to the delivery of an apprenticeship, but our quality monitoring strategy will allow for updates and changes if there is evidence of environmental, personal, or occupational rational behind the decisions.

Professional Development

The curriculum is designed to provide learners with expert knowledge of the sector and enhanced skills that have been demonstrated over time and followed through to mastery via blended and experiential learning opportunities and assessments.

The expectation on our learners, employers and delivery team is high, we expect employers to provide an environment for the learners to develop and demonstrate their skills. Learners are expected to be self-disciplined and motivated and in turn our delivery team are expected to be highly skilled and knowledgeable in their field.

The level of knowledge required to teach the skills in both the leadership and social care sectors is vast and TLC has recognised that a team of highly skilled individuals is required to accomplish the goals set out in this curriculum.

Each curriculum will provide opportunities for learners to make choices on their learning plan through their individual learning plans through optional and additional learning modules.

Masterclasses will be provided by industry experts and TLC's internal continuous personal development strategy for delivery team members will ensure that learners are taught and assessed by highly skilled individuals.

Understand Learning

Learning is key to the success of the apprenticeship provision and as part of the curriculum learners will be taught how to learn. Learners will be assessed to understand what learning styles will work best for them and our delivery team will be trained to provide a learning plan that is best suited to each individual.

Learners will be trained in learner concepts to gain an understanding of exactly what is learning and how they can apply these skills to everyday life both personally and professionally.

The curriculum is designed to encourage multiple learning routes that include self study, peer assessment, active learning, Online learning and discussions.

Our aim is to guide and enable learners to learn independently and continue to educate themselves beyond the apprenticeship.

Personal Development

Learners will naturally gain occupational knowledge and skillsets as part of an apprenticeship; TLC's curriculum will offer the opportunity for learners to go beyond sector knowledge in the pursuit of personal development.

Through the apprenticeship, learners will be shown how the skills they have developed can be transferred into their own personal development and additional training will be offered to create well rounded individuals that have used work-based learning to develop as a person.

Employers will be shown how a workforce that are embracing lifelong learning can provide exponential benefits to their company.

Our vision of a leading robust curriculum we must ensure that our learner understand the process of learning, we will provide opportunities to explore their learning and personality types, to reflect on how they can improve and develop, creating an ability to self-develop in the future. Learners will understand that learning is more than classroom training, it is a continuous skill that they can utilise in their daily lives both personally and professionally.

Learners will be provided with opportunities to better understand what it means to contribute to life in modern Britain and to explore how they contribute to society and the community.

Behaviours

TLC's flexible approach to the delivery of the curriculum is effective in breaking down barriers to learning and further education for learner that are in full time employment. However, we must ensure that flexibility is respected by all stakeholders.

The learning experience will be enhanced by some flexibilities, but we must ensure that we respect the overarching aim of the curriculum and the apprenticeship.

Learners must be committed to completing all tasks and learning set within the curriculum, employers must contribute to the embedding of skills and our delivery team must ensure that all components for the curriculum are achieved and that learners are being challenged to learn and develop.

The commitment statements set out the requirements of each party and the expectations we set for each other as part of the learner's delivery team. It is the responsibility of each member of the delivery team to ensure that learners are motivated and engaged. Punctuality and attendance are expected from all delivery team members.

The curriculum delivery plans will set out the milestones of the apprenticeship, however, differentiation will form an important part of the learner's journey. Delivery team members will be expected to differentiate learning to ensure that all learners are given the best experience possible. The learning outcomes will always remain the same, but the delivery and learner journey will be individualised to create a culture of inclusion.

TLC's commitment to promoting a well-rounded curriculum that encourages learners to learn beyond the national standards will be demonstrated by its integration with British values.

TLC's curriculum, along with our quality monitoring plan will integrate British values in the following ways:

Rule of law

- All learners will be expected to complete the learning outcomes set out within the lesson plans, including work set above the national standards.
- All employers must conform to the apprenticeship requirements and allow learners to spend time gaining skills and knowledge outside of the sector specific training.
- All members of the delivery team must comply to the terms of the commitment statement.

Democracy

- TLC will provide opportunities to gather views of both learners and employers.
- Standardisation sessions will take place to gather feedback from TLC employees.
- Internal Quality Assurance will take place to ensure all stakeholders views are reviewed and actioned as appropriate.

Individual Liberty

- Differentiation opportunities will be provided to ensure all learners are given the best learning opportunities.
- Flexibility will be provided to ensure that each learner is accommodated and can gain skills and knowledge in a way that suits their personal needs.
- Open and honest feedback will be given to all stakeholder to drive the quality of the provision.

Mutual Respect

- Attendance and good timekeeping will be expected from all parties.
- All parties should expect to be treated respectfully and feel safe at all times.
- The delivery team all have a role in the apprenticeship curriculum and each role should be treated with respect.

English and Maths

Each apprenticeship standard will include English and maths functional skills as part of the gateway requirements and all learners will be expected to attempt or achieve level 2 in each function skill.

TLC's curriculum will aim to raise the expectation of English and maths above the minimum requirements and embed functional skill learning into the apprenticeship delivery plan to ensure that all learners have the opportunity to develop their skills in English and maths, including learners that have already achieved the required functional skill level through previous learning.

To promote ongoing development in English our curriculum will include activities in which learner will be required to read learning material and record their understanding of the material through written assignments. The inclusion of self-study and assignments will not only ensure that learners have the ability to learn, but it will also demonstrate that they have sufficient capabilities read and write in a working environment. All written work supplied by learners will be subject to grammatical checks by the delivery team and feedback will be given to learners as appropriate.

The application of maths will be embedded, where appropriate, into learning modules to ensure learners can apply their maths knowledge in a work environment such as the administration of medication or finance.

All learners will be provided additional opportunities to increase their abilities in English and maths. Learning resources will be provided as required.

Career Guidance

The apprenticeship is the start of a learner's journey into lifelong development and personal growth. Our curriculum will begin with an initial assessment that will demonstrate the learner's current skill set and abilities but more importantly we will establish the learner's career and long-term objectives.

A thorough understanding of the learner's personal objective will provide an invaluable insight into the aspirations of the learner as an individual which, in turn, will enable the delivery team to guide the learner onto a pathway of professional and personal growth. An understanding of the key drivers of a learner, as a person, will provide the tools we need to motivate them and ensure that attendance, completion of coursework and learning are linked to their career and personal goals.

Each apprenticeship in the curriculum provides further development pathways, our apprenticeship course selection is based on a learner's long-term journey into sustainable employment. Once a learner has achieved an apprenticeship, they we will complete an achievement review, where they will be provided with next step opportunities that include their employer.

If the next steps of a learner's journey do not include an apprenticeship or if they have reached their employers development requirements, TLC will offer the learner additional learning opportunities, this may include self-study, links to other organisations or alternative funding routes.

Governance

The curriculum will be governed by senior directors of TLC. Feedback will be provided on a monthly basis to present information on progression, learner views, employer views and internal quality monitoring.

TLC's directors will challenge both the delivery and quality team to ensure performance tagret are achieved and will set expectations for continuous improvement.

The implementation of the curriculum will be monitored and evaluated through the quality monitoring process and data analysis.

The impact of the curriculum will be demonstrated through learners destinations, feedback from all stakeholders and outcomes.

Delivery Team

Development Coach

The role of the development coach is to ensure that the learner remains on track and is working in line with the milestones of the curriculum.

The development coach will be a main point of contact for the learner and will be the link between the learner's self-study, employer feedback, assessment, and attendance. The development coach will ensure that the learner has everything they need to learn well and achieve their goals.

Learning Coach

The assessor's role will be to ensure that the learner has the correct knowledge and skills to achieve the mandatory components of the qualification, including functional skills. The assessor will make judgements against the knowledge, skills and behaviours in the apprenticeship standards and ensure the learner is ready for the apprenticeship gateway. The assessor must have industry knowledge and occupational competency, including regular continuous professional development. The assessor must be trained in assessment principles to ensure all evidence is collected effectively and is of a high standard. The assessor will ensure that all learning is linked back to the workplace and the learner's personal development.

Masterclass trainers

The masterclass trainers will be experts in their respective field and bring unique experiences to the sessions. The learner may have several masterclass trainers as part of the apprenticeship delivery plan and will gain additional benefits from engaging with multiple trainers. All training will follow the delivery plans and have a common theme, but trainers will be encouraged to use their own experiences where relevant.

Employer engagement manager

The employer engagement manager will ensure that the learner is being provided with a safe and constructive learning environment, they will act as the linchpin between the learner, assessor, and employer. Learners' attendance and behaviours will be discussed and feedback about the learner's experience and employer feedback will be reviewed and actioned.

Quality Team

Employer / Mentor

Each employer will provide a mentor to their learners, the mentor will usually be the learners direct line manager or an employee that s working closely with the learner day to day. The mentor will provide expert evidence of the learners ability to demonstrate t new skills.

The employer will work closely with the training provider to ensure that the skills that are being developed are of benefit to the leaner and the business. The employer will be expected to provide ongoing feedback that will contribute to the continuous improvement of the apprenticeship.

Internal Quality Assurer

The IQA role will be surrounded by feedback, they will be responsible for gathering learner and employer views, reviewing, and feeding back on assessment practice and making key judgments on the effectiveness of the training. IQA's will use the quality monitoring plan and a sampling approach to ensure that feedback is taken on a diverse group of learners from different employer across both sectors.

End Point Assessor

The end point assessor will be allocated via the end point assessment organisation to provide a third party assessment of the learners knowledge, skills and behavior against the national standards of the apprenticeship.

Quality Manager

The quality manager will oversee the entire apprenticeship provision and ensure that feedback is reviewed regularly and actioned as appropriate. The quality manager will collect information from all stakeholders and provide an overview of the quality of the provision and implement the required changes as part of the quality monitoring plan.

Delivery Methods - Knowledge

Self-Study

TLC will provide learners with learner material and resources that will cover a learning theme in depth. The learner will be required to use self-discipline and motivation to ensure that they have read and understood the learning material. Learner will be asked to quantify their knowledge during their assessment session and any knowledge gaps will be addressed by the assessor. The self-study resources will accompany the masterclass theme for the module.

Masterclasses

TLC will provide learners with masterclasses on each learning theme, the masterclasses will be delivered by experts in the industry and will provide unique insight into the content of the module. The learners will use their own self-study and the masterclass sessions to improve their knowledge and understanding of a learning module. The masterclass trainers will provide real life examples of how they utilise the skills and knowledge they have into meaningful workplace examples and situations.

Assessment

Once the learner has a base level of knowledge the assessor will complete a professional discussion with the learner to assess the learners understanding of a learning theme against the apprenticeship standards. Assessors will make use of the assessment sessions to complete outstanding criteria from any mandatory units required in the monthly module.

Online learning

Learners will be able to take part in eLearning modules for each of the learning themes. The online learning modules will require learners to complete activities, tasks and research topics, this will provide evidence towards their knowledge and understanding of the learning outcomes as well as ensure that they the required English skills.

Delivery Methods - Skills

Reflection

Learners will be asked to reflect on what they have learned and how they have used their new knowledge and skill to improve their professional and personal life. Learners will reflect on the impact that the new skills have has on their employer, their customers and the people closest to them.

Active learning

Learners will be required to demonstrate that they can use the knowledge and skills they have in the workplace over time. Experiential learning techniques will provide the learners with the opportunity to consistently utilise the skills they gain repeatedly over time until a new skill becomes a behaviour.

Peer review

Learners will be required to engage with other members of staff or, where possible, with other apprentice'. TLC will set learners tasks that will require input from line manager, co-workers and if possible, customers. Learners will benefit form the experience of those that work closely with them and indeed have the best understanding of the expectations of the employer.

Re-Assessment

Once the learner has demonstrated that they have the correct level of knowledge they will be assessed again at a later stage to evidence their competency against the apprenticeship standards and mandatory qualifications. Assessors will you a combination of employer statements, expert witnesses, and peer reviews to ensure that the learner has demonstrated their skill and mastery of a theme.



Adult Care Worker Level 2 - Delivery Plan

		Knowledge					
Learning Themes	Pre-Assessment	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Your Role	Establish starting points for each learning theme	Job & responsibilities (K)	Reflection	Understand your role (CC)	Reflection	Responsibilities of a care worker - M	Active learning
Professionalism		Digital Resource Launch	Professional Working (K)	Your development (CC)	Personal development in care settings - M	Duty of care (CC)	Duty of care (M)
Health & Wellbeing			Infection Control (CC)	Promoting health & wellbeing (K)	Health & Safety (CC)	Fluids & nutrition (CC)	Basic Life Support (CC)
Safeguarding			Safeguarding Adults (CC)	Reflection	Safeguarding (K)	Active learning	Safeguarding Children (CC)
Communication			Reflection	Handling Information (CC)	Communication (CC)	The importance of Communication (K)	
Values			Reflection	Reflection	Equality and diversity (CC)	Reflection	Values and behaviours (K)
Adult Care			Work in a person centred way (CC)	Implementation of a person centred approach (M)	Active learning	Privacy & Dignity (CC)	Mental Health & Dementia (CC)
Personal Development			Time management	Work related education	Prevent Awareness	Stress Management	British Values
Masterclass			Masterclass	Masterclass	Masterclass	Masterclass	Masterclass
Functional Skills			Functional Skill Preparation & Testing				

	Skill						End Point Assessment
Learning Themes	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12	EPA
Your Role	Job & responsibilities (S)	Active learning	Reflection	Peer review	Active learning	Reflection	Gateway preparation
Professionalism	Reflection	Professional Working (S)	Active learning	Reflection	Peer review	Active learning	
Health & Wellbeing	Health, safety and wellbeing in care settings - M	Active learning	Promoting health & wellbeing (S)	Reflection	Peer review	Active learning	
Safeguarding	Reflection	Safeguarding and protection in care settings – M	Active learning	Safeguarding (S)	Peer review	Active learning	
Communication	Communicate in care settings - M	Active learning	Handle information in care settings - M	Active learning	The importance of Communication (S)	Peer review	
Values	Reflection	Reflection	Reflection	Equality and inclusion in care settings - M	Active learning	Values and behaviours (S)	
Adult Care	Optional Unit	Optional Unit	Optional Unit	Optional Unit	Optional Unit x2	Optional Unit x2	
Personal Development	Cultural Awareness	Conflict Management	Change Mangement	Environmental Awareness	Revision	Revision	
Masterclass	Masterclass	Masterclass	Masterclass	Masterclass	Masterclass	Masterclass	
Functional Skills	Functional Skill Revision & Resits						