

AHP Support Workforce Apprenticeships



Apprenticeship Training Provider Webinar
26 September 2022

Welcome

Hello and Welcome!

This event is a Microsoft Teams Live Event, which means that you won't be able to be seen or speak, but there will be a Q&A bar to send in questions for discussion

This webinar will be recorded and will be shared

Slides will be shared after the webinar

Agenda

13:00: Welcome, house keeping and aim of today's webinar

13:05: National AHP Support Workforce Programme – background and context

13:15: AHP Support Worker Competency, Education & Career Development Framework

13:25: Apprenticeship procurement – purpose and process

13:40: Implementation of apprenticeship programmes

13:50: Q&A

Webinar Team Today

- Suraiya Hassan, AHP Workforce Lead, HEE National AHP Support Workforce Programme
- Gaby Ford, AHP Clinical Fellow, HEE National AHP Support Workforce Programme
- Lucy Hunte, National Programme Manager – Apprenticeships, Health Education England - Talent for Care
- Simon Dennis, Head of Commercial, Salisbury NHSFT
- Loretta Achiekwelu, Project Manager, HEE National AHP Support Workforce Programme

Aim

- HEE is seeking high quality training providers to develop and deliver Senior Healthcare Supporter Worker Level 3 and Assistant Practitioner Level 5 apprenticeship programmes for **AHP support workers**.
- This webinar will provide an overview of the purpose of the AHP support workforce programme and the procurement opportunity that is currently available.

National AHP Support Workforce Programme



Suraiya Hassan, AHP Workforce Lead, HEE National AHP Support Workforce Programme

Why are we doing this?

What support workers and employers are telling us they need:


- Better recognition and clearer career pathways
- Consistency of training and education
- High quality apprenticeship provision that meets the needs of services
- Transferable learning
- More flexible entry requirements into pre-registration programmes – e.g. level 3 into level 6
- Career progression through the existing assistant practitioner role
- Profession and role specific learning and content



What are we trying to accomplish?


Our work will ensure that:

1. Patients and service users have access to skilled and consistently well-trained support workers who have a defined role within their team.
2. AHP support workers have access to development structures that provide opportunities to follow rich and rewarding career pathways.
3. Services and systems can address the current variation in support worker roles, banding and progression.
4. Support worker roles can be at the heart of improvements in service delivery and transformation, including new models of care.



Health Education England

“We’re committed to ensuring the contribution of AHP support workers are fully realised. The AHP Support Worker Competency, Education and Career Development Framework will ensure they have the right skills, knowledge and training to work at the top of their scope of practice, supported by high quality education and are able to progress their careers, ultimately improving care and safety for patients.”



Navina Evans
Chief Executive

“Many lower paid NHS workers report a lack of opportunity to progress to better paid roles and say that they feel undervalued and unsupported at work, with a sense of feeling ‘invisible’ unless something goes wrong. And while having a sense of autonomy at work is closely linked to job satisfaction, lower paid workers often feel they have no autonomy at all”

Health Foundation, 2021



Our plans in 2021/22

Objectives 2021/22:

1. Consult on and publish national AHP support worker education and career framework by autumn 2021.
2. Develop a comprehensive suite of implementation support and targeted funding to NHS trusts.
3. Plan and implement national procurement approach for level 3 senior healthcare support worker and level 5 apprenticeships.
4. Provide effective governance and assurance of all related commissioned activity, including new national AHP support worker steering group.
5. Plan and implement a schedule of supporting communications and engagement.

National publications and developments

- **AHP Support Worker Competency, Education and Career Development Framework** (consultation June/July 2021; publication Sept/Oct 2021)
- Series of **Quick Guides** (published)
- **Readiness toolkit** (published)
- **National apprenticeship procurement**: level 3 senior healthcare support worker and level 5 apprenticeships (Sept 2021)
- **Webinar series** (from Autumn 2021)
- **Economic evaluation** (by March 2022)
- **HEE webpages** and case studies (ongoing)
- **Funding** to trusts and AHP faculties
- **Advice and support** to AHP Councils and faculties

Relevant apprenticeship standards across the AHP support workforce

- Healthcare support worker (level 2)
- Optical assistant (level 2)
- Senior healthcare support worker – with different options (level 3)
- Prosthetic and orthotic technician (level 3)
- Ambulance support worker (level 3)
- Associate ambulance practitioner (level 4)
- Mammography associate (level 4)
- Assistant practitioner (level 5)

Getting the right balance

Person centred
roles

Blended ('generic')
roles in care
pathways

Consistency with
other healthcare
support roles



Profession and
service specific
education content

Assurance of quality
and safety
supervision and
delegation

Entry requirements
into pre-registration
programmes

AHP Support Worker Competency, Education & Career Development Framework

Gaby Ford, AHP Clinical Fellow, HEE National AHP Support Workforce Programme



Allied Health Professions' Support Worker Competency, Education, and Career Development Framework

Realising potential to deliver confident, capable care for the future

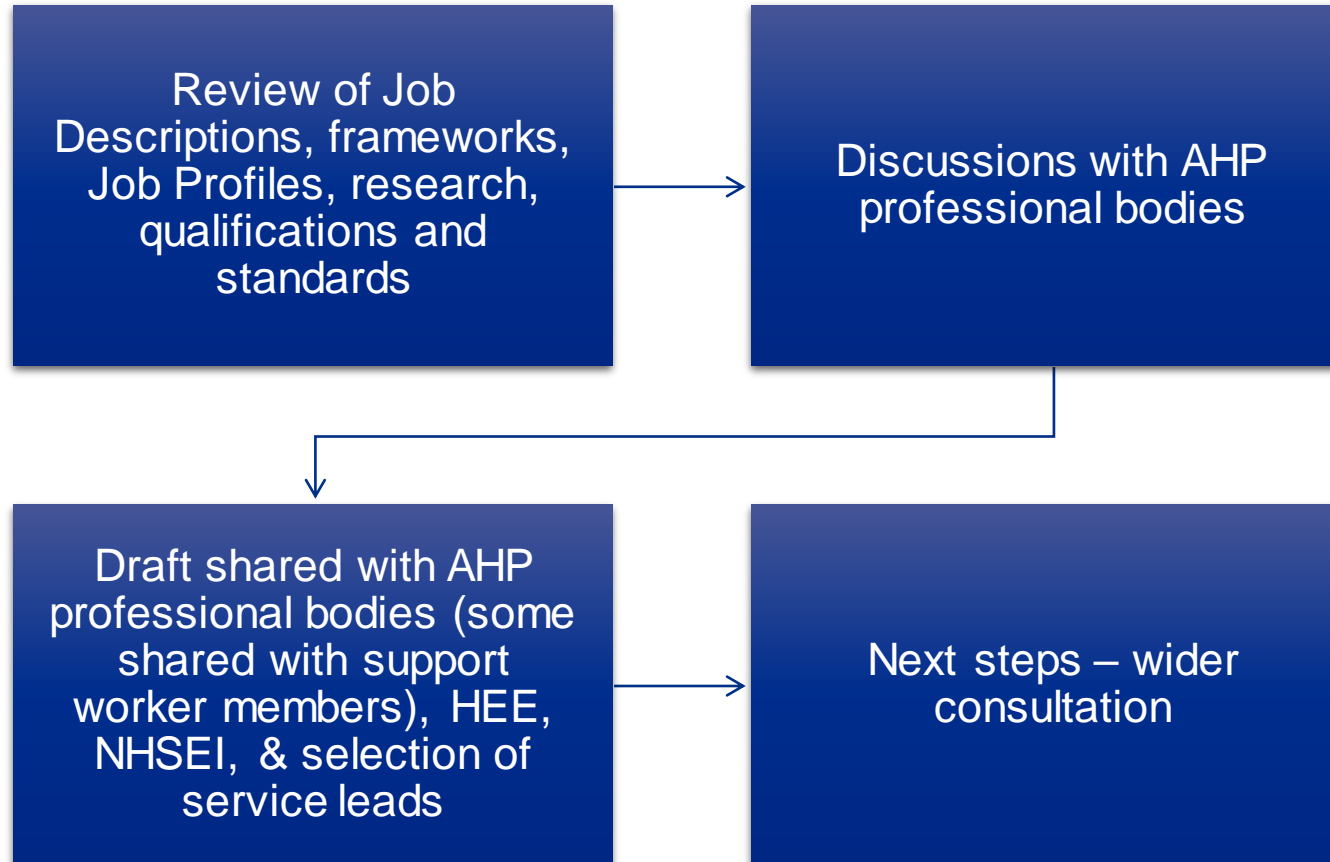


Purpose

- Consistency, standardisation & role clarity
- Career progression
- Supporting transformation and innovation
- Increase capacity and capability
- Underpins wider AHP support workforce strategy

Does not replace professional frameworks

Process



Structure

- Eight domains
- Three career levels: support worker/senior support worker/assistant practitioner
- Progressive (level to level)
- Education
- Functional/digital skills

Part Four: Education levels for AHP support workers



This section describes the key formal education programmes associated with each stage of the Framework.

Since 2015, all formal education qualifications in England and Wales have been placed within an overarching Framework called The Regulated Qualifications Framework (RQF). The RQF distinguishes between different levels of understanding and expertise, with each level being progressively more challenging than the last. The RQF continues up to Level 8 (which includes doctorates). Bachelor degrees are placed at Level 6.

Credits are the means of formally recognising learning achievement. Broadly speaking, one learning credit is equivalent to 10 hours of study and teaching. Together with the RQF levels, credits allow comparisons with other equivalent qualifications:

- Awards are between 1 and 12 credits,
- Certificates are between 13 and 36 credits,
- Diplomas are 37 credits or above.

Full information about the range of qualifications associated with each level of the RQF can be found on the [government website](#), and information about how qualifications convert to tariff points for university can be found on the [UCAS website](#).

Functional skills

Functional skills are an underpinning requirement of formal qualifications, as well as safe and effective care. It is essential that staff attain the appropriate level of functional skills in English and mathematics. There are three functional skill levels of attainment, which are different to RQF levels:

- Entry 1, Entry 2 and Entry 3
- Level 1 (equivalent to GCSE grades 1-3)
- Level 2 (equivalent to GCSE grade 4)

Most formal education programmes and qualifications relevant to health and social care, such as apprenticeships, include the requirement to achieve a Level 2 functional skill competence. While


Recruitment and progression pathways

	Qualifications on recruitment or started within first 6 months	Training and education once in post (and for existing staff)
Support worker	5 GCSEs (grades 9-4 or A*, A, B, C) or equivalent level 2 qualification(s) and Functional Skills (level 2) Or - as a level 2 apprenticeship, such as the Healthcare Support Worker apprenticeship	Care Certificate Level 2 or 3 occupation specific qualification(s), such as an apprenticeship Competency based development and other role specific local training Nationally available online learning
Senior support worker	3 A-Levels or Health and Science T-Level or equivalent level 3 qualification(s) and Functional Skills (level 2) Or - as a level 3 apprenticeship, such as the Senior Healthcare Support Worker apprenticeship (or other level 3 qualification pathway)	Care Certificate Level 3 or 4 occupation specific qualification(s) – such as the Senior Healthcare Support Worker apprenticeship Competency based development and other role specific local training Nationally available online learning
Assistant practitioner	Foundation degree Health and Social Care, or equivalent level 5 qualification; plus , A-levels and GCSEs or equivalent(s), including Functional Skills (level 2) Or - as a level 5 apprenticeship, such as the Assistant Practitioner apprenticeship Care Certificate	Competency based development and other role specific local training Nationally available online learning Ongoing professional development


Recommendations on recruitment and once in post:

- Greater consistency across roles and organisations
- Supports quality of care, delegation and supervision
- Flexibility to attract talent and develop Grow Your Own approaches and to use apprenticeships
- Fair access to development opportunities

Further resources

**Allied Health Professions support workforce: readiness toolkit 2021**

Realising potential to deliver confident, capable care for the future





www.hee.nhs.uk We work with partners to plan, recruit, educate and train the health workforce.

**AHP support workforce – grow your own workforce strategies**

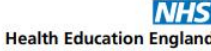



www.hee.nhs.uk We work with partners to plan, recruit, educate and train the health workforce.

**Making learning work for AHP support workers**



www.hee.nhs.uk We work with partners to plan, recruit, educate and train the health workforce.

**AHP support workforce – understanding education, qualifications and development**



www.hee.nhs.uk We work with partners to plan, recruit, educate and train the health workforce.

Apprenticeship Procurement - Purpose



Lucy Hunte, National Programme Manager – Apprenticeships, Health Education England - Talent for Care

Why?

1. AHP Support Workforce Competency Framework and Profession Specific Frameworks / Standards
2. Generic Assistant Practitioner Apprenticeship Programmes
 - Issues around entry and progression
 - Generic L5, can cause difficulty / prevent APEL/RPL into Level 6 Degree Apprenticeships resulting in limited options for accelerated progression due to generic focus
 - Extended learning duration through an apprenticeship pathway due to lack of specialist focus
3. Lack of consistency nationally regarding L3 apprenticeship achievement and entry to Level 6 Degree Apprenticeships – Link to HEE APEL project

What do we want?

- Effective mapping of competency and profession specific standards / frameworks to the SHSW L3 & Assistant Practitioner L5 apprenticeship – national standardised / consistent approach
- Development of Profession specific L5 Assistant Practitioner apprenticeships as deemed appropriate / necessary

Purpose

Apprenticeship Education Provision - Facilitating a robust quality exercise in AHP support workforce apprenticeship education provision in order to secure the development of a strong and well-adapted provider market which meets quality ambitions for apprenticeships applicable to the development of the AHP support workforce which will:

- Maximise opportunities to work with wider stakeholders to jointly procure apprenticeship education provision
- Develop an inclusive and participative approach to the implementation of apprenticeship education at a local system level through supported partnership working across the region in designing and delivering apprenticeship programmes applicable to the development of the AHP support workforce, particularly progression, development of specialisms, on the job learning, and the identification of regional challenges and solutions
- Ensure the development of local educational infrastructures to accommodate apprenticeships and their delivery models
- Maximising opportunities and ensuring efficiency in placement rotations within the system

Purpose

Workforce - Supporting the workforce pipeline which will:

- Ensure stability and sustainability of the AHP support workforce supply
- Identify priority workforce AHP specialisms in order to guide procurement activity
- Increase equity of access and apprenticeship experience for AHP support workforce apprentices

Demand - A facilitated strengthening of engagement with local systems around maximising the opportunities presented by the apprenticeship levy which will:

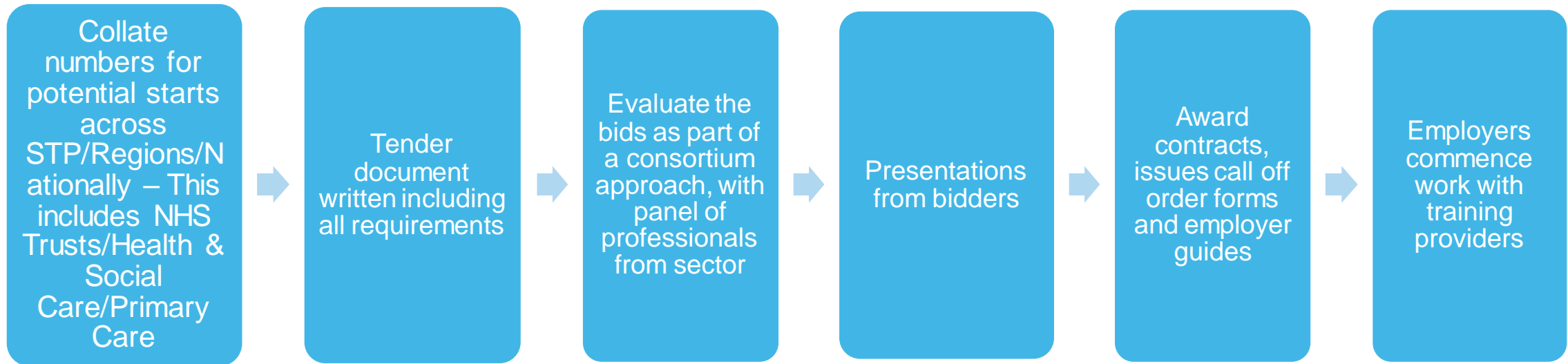
- Support the creation of development pathways for the AHP support workforce, from AHP support staff to registered practitioners, which satisfies local workforce demand projections
- Promote how apprenticeships can support an effective 'grow your own' approach to AHP workforce supply and development
- Support the development of local and National AHP apprenticeship strategies
- Support the accelerated uptake of apprenticeships applicable to the development of the AHP support workforce across the North West

Procurement

A robust competitive procurement activity will:

- Support employers in designing the programmes to meet their need and providing the best outcomes for learners and the future workforce
- Ensure NHS procurement compliance
- Significantly reduce procurement administration burden on individual organisations; only one set of mini competition documents needs to be produced
- Reduce bid fatigue by providers; one tender response per provider means less “mini competition fatigue”, resulting in more and potentially higher quality bids; the greater combined volume of apprentices required may be more attractive to training providers and HEIs
- Provide the opportunity to co-produce / bespoke programmes with providers, including subcontracting delivery
- Allow the evaluation of the bids to be split between employers which can be more efficient
- Be open to all public sector bodies
- Ensure the best value for money and best quality of provision whilst maintaining employer control and freedom of choice

A simple, supported process



Apprenticeships & Education Procurements Supporting Employers, Providers and Learners nationally

Simon Dennis, Head of Commercial, Salisbury NHSFT

Apprenticeships & Education Procurements

- Leading provider of specialist education, apprenticeships, and professional development procurements to NHS and wider systems
- Strategic Partner to Health Education England and other key organisations
- In depth specialist knowledge of the sector
- Work across employers, professional bodies, providers and trailblazers to co-develop innovative courses and programmes with a true employer led focus
- Supporting employers at every level to deliver their educational requirements
- Over £600m apprenticeship spend managed and contracted, across NHS, local authority, central government and third sector employers
- Full support for employers

Apprenticeships & Education Procurements

- Salisbury, with HEE are leading on national procurements for NHS (and other) employers, in support of the development of Apprenticeship and other routes into study, across all sector of apprenticeships and professional development education
- The principle objectives are to streamline provider selection for employers, to ensure consistent quality across courses, and to assist education providers in understanding, and planning for, the size of the marketplace. We also aim to increase innovation in support of the new learning methods discussed in the NHS Long Term Plan.
- This is not HEE selecting the provider – this will provide a menu of providers to enable employer choice all of whom have met certain criteria to ensure employers of a quality programme

Apprenticeships & Education Procurements

- Collaborations across sectors require a different approach to provider selection
- Apprenticeships put employers in the driving seat to co-design, and co-deliver if wished (and legally able), the training for their future workforce
- National approaches to smaller learner number professions help drive innovation and ensure employer needs are at the forefront
- Employer involvement from the start is key to a successful programme

Apprenticeships & Education Procurements

- Apprenticeship levy funding is counted as public money and therefore demonstration of best value is required
- Education sits within Public Contract Regulations – a “light touch” regime is in place but this does not mean “no touch”
- Procurement enables employers to be protected by the correct NHS / employer contract, (DHSC requirement)
- Salisbury contracts protect employers from detrimental clauses – e.g. early leaver charges, additional costs,
- Providers are contractually obliged to deliver all the commitments they made under national frameworks, etc
- A much shortened order / contract process for the employer

Apprenticeships & Education Procurements

- Salisbury's procurements are established at the outset for all public and third sector organisations, including health, local authorities, and education institutions. Additionally, any charity receiving public funds for their activities is eligible, along with smaller organisations such as GP practices, hospices and larger government departments and arm's length bodies.
- Other private sector organisations who wish to use the procurements to work in partnership with other organisations can join; they just don't need to meet the public contract regulations part of the contract, but they can certainly call-off providers through Salisbury so they get the same supplier commitments

Apprenticeships & Education Procurements

- Interested providers will need a supplier account on Salisbury's Bravo portal - https://nhs.bravosolution.co.uk/nhs_collaborative/web/login.html
- The opportunity when live will be published as a Contract Notice on <https://www.find-tender.service.gov.uk/Search>
- Existing Framework providers will receive an invitation via Bravo

Apprenticeships & Education Procurements

Minimum entry criteria will apply :

- Providers must hold a valid UKPRN and be registered on the Register of Approved Training Providers managed by the ESFA (and RoEPEO where offering End Point Assessment)
- Where a provider has an Ofsted rating, this must be Grade 1 or Grade 2, which must relate to apprenticeship delivery
- Where a provider has an Ofsted monitoring visit report, this must be Significant Progress or Reasonable progress, which must relate to apprenticeship delivery
- Suppliers with no Ofsted rating/visit must be able to demonstrate success rates above the national average for apprenticeships
- Suppliers must agree to the published NHS Terms without amendment
- All sections of the bid documentation published must be completed as per instructions – we will reject incomplete or incorrect bids.
- Bidders must include 1 resit per module, and 1 resit at EPA, without additional charge to employers

Apprenticeships & Education Procurements

- **Innovation** – delivery methods that reflect the variety of work patterns, skillsets, and academic ability levels within the NHS (and wider) workforce
- **Social Value** – approaches that truly widen participation (e.g. entry criteria not reliant on UCAS points or recent A levels) and approaches that reflect [Social Value Modelling](#)
- **Sustainability of workforce** – programmes that help employers develop a long term workforce pipeline – not just delivering an education course
- **Genuine Apprenticeships** – responses that recognise apprentices are employees, not students, and that reflect the work-life challenges and support their educational journey

Apprenticeships & Education Procurements

- Please feed back to through HEE any criteria you would wish to see included in the Requirements for providers, especially delivery models, locations, and additional requirements (e.g. support for the apprentices' mentor, frequency of teaching, day or block study, etc)
- Consider specialist delivery areas / learner skills / patient pathways you wish to see reflected in the apprenticeship programme
- Planning potential learner numbers is really useful to enable a sustainable provider market,
- Front-load any functional skills need with potential learners before enrolment dates where possible,
- Following the national procurement, provider delivery models will be available from Salisbury

For further information
simon.dennis@nhs.net

Implementation



Lucy Hunte, National Programme Manager – Apprenticeships, Health Education England - Talent for Care

Employer Feedback and Engagement

- Priority of AHP Support Workforce Apprenticeships
- Which areas are a priority for the Level 3 Senior HealthCare Support Worker Apprenticeship
- Which areas are a priority for the Level 5 Assistant Practitioner Apprenticeship
- Benefits and Risks

Future engagement

Assessment of demand

Next Steps

- Implementation / Task and Finish Groups
 - Mix of successful providers, profession leads, professional bodies and employer representation to ensure:
 - Effective mapping of competency and profession specific standards / frameworks to the SHSW L3 & Assistant Practitioner L5 apprenticeship – national standardised / consistent approach
 - Development of Profession specific L5 Assistant Practitioner apprenticeships as deemed appropriate / necessary
 - Link to APEL / RPL HEE project - progression routes, flexibility of entry, knowledge and skills gaps impeding seamless progression provision
 - Demand Scoping
- Regionally led / Nationally led cohort planning and implementation webinars to guide employers on provision and access

HEE national support workforce team

National AHP Workforce Lead: Suraiya Hassan

National AHP Clinical Fellow: Gaby Ford

Project Manager: Loretta Achiekwelu

National Apprenticeship Lead: Lucy Hunte

National Programme Lead: Naomi McVey

Academic Advisor: Richard Griffin, Professor of Healthcare Management, Kings Business School

Email: ahp.supportworkforce@hee.nhs.uk

#AHPSupportWorkers

Web: <https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/developing-role-ahp-support-workers>




Health Education England

“AHP support workers provide high quality, life changing care and support - there has never been a more important time to recognise their skills, celebrate their impact, and support their development.”




Naomi McVey MCSP
Regional Head of Allied Health Professions (AHPs)




Health Education England

“Working closely with AHP’s is a great opportunity to gain knowledge and experience. These roles are a great entry into an area you are passionate about. It is never too late for a career change and to do a job you love! I feel very proud to be part of the dietetic team at SWFT, particularly over the last year and working through all the changes brought about by the pandemic.”



Nikki Smith, Dietetic Assistant Practitioner, South Warwickshire Foundation Trust



Thank You!

General apprenticeship enquiries
nhsapprenticeships@hee.nhs.uk

Procurement enquiries
simon.dennis@nhs.net