

Physician Associate Apprenticeship



Apprenticeship Implementation – Talent for Care, Health Education England

Welcome

Please place yourselves on mute

Introduce yourselves via the chat box

Please use chat box and hands up function for questions and suggestions

Slides will be shared

Schedule

Item	Presenter	Time Slot
Welcome and Introduction	Gemma Hall	2pm
Introduction / Scene Setting – The Physician Associate Role	Laura McEwen-Smith	2.10pm – 2.30pm
The Physician Associate Apprenticeship	Lucy Hunte	2.30pm – 2.50pm
Apprenticeships – NHS and Employer Perspective	Gemma Hall	2.50pm – 3.10pm
Apprenticeship Procurement	Simon Dennis	3.10pm – 3.25pm
The Apprenticeship Providers and Programme Details	Gemma Hall	3.25pm – 3.50pm
Next Steps – Implementation	Gemma Hall	3.50pm – 4pm
Questions	Panel	4pm – 4.30pm
Session Close		4.30pm

Webinar Team Today

- **Lucy Hunte** - National Programme Manager – Apprenticeships, Health Education England - Talent for Care
- **Gemma Hall** - Talent for Care Relationship Manager (Apprenticeships) | North West, Health Education England
- **Laura McEwen-Smith** – National Programme Lead, Medical Associate Professions – Health Education England – Directorate of Education and Quality
- **Simon Dennis** - Head of Commercial, Salisbury Managed Procurement Services

Setting the Scene



Laura McEwen-Smith

National Programme Lead, Medical Associate Professions - Health Education England

Using / Introducing the PA role

- PAs have been practicing in the UK for over 10 years. They can be found working in primary and secondary care across 20 specialty areas throughout the UK
- Imperative that employers ensure the role and remit of a PA is what is needed by your organisation, so that you do not employ a PA where an alternative healthcare professional would be better suited (i.e., an advanced nurse practitioner, doctor, GP, practice nurse or other healthcare professional)
- In both primary and secondary care, it is useful to have one dedicated GP/consultant supervisor. Although the PA will not work directly with the GP/consultant each day, it allows both parties to get to know each other and form a professional relationship.
- Benefits of employing PAs are realised over time as relationship between the PA and clinical supervisor develops. Ensure that the job being advertised allows for variation in daily work and for opportunities to develop

Drivers for introducing the apprenticeship route to train PAs

- Demand is growing for PAs to support delivery of new service models outlined in the NHS Long-Term Plan, particularly in primary care.
- Limited access to the physician associate profession via the standard university undergraduate route
- Apprenticeships highlighted as critical in NHS People Plan, for attracting people to the NHS from less well represented groups and supporting the development of new roles.
- There is a need to build a more adaptable workforce through widening routes into the NHS and addressing geographical (particularly rural) and specialty issues.
- Further action is also required to increase participation and progression from under-represented groups.

Benefits propelling our work

- **Improving social mobility, particularly in underserved or deprived geographies**
- **Attracting a more diverse pool of people into the medical associate workforce**, a highly evidenced key contributor to **better care outcomes for patients**
- **Supporting effective utilisation of the apprenticeship levy linked to workforce issues and risk** (increasing the number of apprenticeship opportunities linked directly to long-term workforce plans)
- **Enabling a skilled, transferable and sustainable supply of physician associates into the future NHS workforce**

The offer of a Physician Associate (Degree) apprenticeship will play an important part in decreasing educational inequalities whilst helping to support productivity and skills, provision of NHS services, workforce diversity, social mobility and levelling up.

Enabling workstreams nationally

- National framework for PA apprenticeship provision
- Implementation task and finish group (predominantly employers)
- MAPs Career Development Framework – in development

Further information about the PA role, including case studies can be found:

<https://www.hee.nhs.uk/our-work/physician-associates>

<https://www.fparcp.co.uk/employers/guidance>

The Physician Associate Apprenticeship



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

Development of the Apprenticeship

- Trailblazer process
- What's different about the apprenticeship to the traditional route?
 - Parity with traditional route, same mandatory qualification, same occupational competence and outcome
 - Apprentices are employed and supported by apprenticeship levy
- Plans to update the standard to reflect the changes that will come with statutory regulation
 - aligning the outcomes, values and behaviours to the revised PA curriculum and GMC generic outcomes (being consulted on now and framework anticipated to be finalised by Summer 2022).
- Who will be responsible for taking this forwards when the time come?
 - Institute for Apprenticeships and Technical Education (Department for Education)
 - Employer led trailblazer group facilitated by HEE
 - Skills for Health

Employer Readiness

- HEE Talent for Care Team have supported the successful implementation of around 80 health specific apprenticeships
- This potentially opens a new talent pipeline / opportunity into the profession
 - Widening access and participation / benefits of apprenticeships
- Employer assessment of demand
 - National / Regional implementation – support available to work with employers and education providers to create viable cohorts
 - RMs to support regional implementation
- Physician Associate Apprentice Pay
 - It employer choice as to their employment model
 - Will depend on where they enter the workforce from a skills and post grad point of view - they are usually Band 7 NHS AfC once qualified
 - Primary care may have an alternative approach though if using ARRS that is Band 7.
 - Employers may need to think about level of entry, Agenda for Change Annex 21 applicability etc
- Employer engagement will be planned in once procurement has been completed

NHS apprenticeships – the year in figures

Largest employer in England 1.3m employees*

Expected to deliver 1/3 of public sector apprenticeships

Estimated to contribute over £220m of levy each year

To deliver 28,500 new apprenticeship starts per year

** Figure from NHS choices*

HEE Update

20/21 data shows **23,300** starts during a pandemic!

Growth from 2019/20 **20,300**

Top 5 standards

- L5 Nursing Associate
- L7 Senior Leader
- L3 Senior Healthcare Support Worker
- L6 Registered Nurse
- L2 Healthcare Support worker

Levy spend committed circa **£256 million** in 20/21 21/22

Apprenticeship Headlines 20/21

80%

Levy spent
so far



On track with
employer plans

24,000
starts

Top 5 NHS
Apprenticeship
Starts

1. Nursing Associates
2. Senior Leader
3. Healthcare Support Worker
4. Senior Healthcare Support Worker
5. Nurse Degree Apprentices

90

Health & Science
apprenticeship
standards

Around 900
multi-professional
Advanced Clinical
Practitioner
apprentices

Levy
Transfer

£15M levy transfer
supported across and
into the NHS

English for
Speakers of
Other Languages
(ESOL)

Supported national
delivery of resources
(co-created with
employers)

2,000

Functional Skills
Exams taken

Skills
for Life

16,000

Learners
have accessed national
support of study
software

Most common checks
2021 came from:
Philippines, Nigeria,
India, Jamaica and
Romania

1,000

Qualifications
equivalences checks
completed

Levy Transfer
Resources



Entry Criteria to the Apprenticeship

Health Careers – [Entry Requirements](#)

Typically entry requirements are a bioscience-related first degree or a Nursing and Midwifery Council Registered Nurse or Midwife or an Healthcare Professions Council Registered Allied Healthcare Professional.

HEIs often require evidence of Maths and English Functional Skills Level 2 or equivalent prior to enrolment

[Physician Associate Apprenticeship](#)

HEI readiness

- Provider Engagement Webinar –transition to delivering the Apprenticeship model – 4th Nov
- Employer assessment of demand
- Assessing readiness and capability of HEIs to adopt and teach the revised curriculum as well as performance against current one— will be included in the tender
- Apprenticeship Regulation – Ofsted and ESFA - HEIs
- Information and Resources
 - [HASO](#) – sign up to our newsletter

Apprenticeships – NHS Perspective



Gemma Hall - Talent for Care Relationship Manager (Apprenticeships) | North West, Health Education England

Apprenticeship Basics

- Apprenticeship Levy was introduced in 2017 to fund the provision of apprenticeship training
- All large employers in scope and pay apprenticeship levy
- Levy funds 100% of education costs for the apprentice (but not salary)
- Unlike a typical training course or degree, apprenticeships combine on-the-job training at an employer's site with off-the-job training provided by a training organisation or university
- Leads to a national qualification – apprentices are employed in a real job whilst training
- In the NHS we use apprenticeships to develop the skills and knowledge of both new and existing employees

What is an Apprenticeship?

- An apprenticeship is a job with training.
- Apprentices will gain the technical knowledge, practical experience and wider skills and behaviours they need for their immediate job and future career.
- The apprentice gains this through formal off-the-job training and the opportunity to practise these new skills in a real work environment.



Apprenticeships in Context

Workforce Challenges

- Increased demand on services
- Aging population
- Demand for more innovation in service delivery and skills
- Maturing workforce presenting short/medium/long term skill shortages
- Reducing funding for education and training for new and existing staff

The Opportunity

- Opportunity with apprenticeships to upskill and develop staff
- Enhance patient experience - **Patients experience high quality care from skilled staff**
- Create transformational change – new models of care
- Training is paid for by the apprenticeship levy
- Apprenticeships have been designed by employers to map to job roles
- You can have a greater say in how training is delivered
- Apprentices are more likely to become long term members of staff

Apprenticeships: The Opportunity

Priority	How apprenticeships could help
Retention of existing staff and attracting new talent	<p>Recruit existing appropriate staff to apprenticeships to develop skills and competence to meet service needs and create career pathways</p> <p>Support engagement with local communities, schools, colleges to market apprenticeships and future employment opportunities</p>
Supporting new roles and skills	<p>Standardise and promote new roles through development of appropriate apprenticeship.</p> <p>Apprenticeship development could support new roles and provide opportunities for rotation and flexible workers</p>
Whole system organisation development	<p>Shared understanding of apprenticeships, training education and career progression</p>

Why Apprenticeships

What does this mean for learners?

- Alternative to university path
- Debt free degree / training
- Earn as you learn
- Relevant work experience – skills employers want



Apprentices completing a **higher** apprenticeship could earn

£150,000

more, on average, over their lifetime

After finishing, 77% of apprentices stay with the same employer, 46% received a pay rise, and 36% reported getting a promotion

83%

of apprentices said their career prospects have improved



Apprenticeship Procurement



Simon Dennis, Head of Commercial, Salisbury Managed Procurement Services

Background

- Salisbury NHSFT's have been providing supported procurement services in education since 2016 through our strategic partnerships with HEE, NHSE/I and Professional Bodies
- We handle over £500m of apprenticeship spend, across over 200 client organisations and 450 education providers,
- We look after all sizes of employer from GP practices to running national apprenticeships
- All at no cost to employers – we become your extended Apprenticeship team
- We operate independently and also through our national and regional strategic partnerships
- Being an NHS Trust, we know your pressures, your priorities, and the support you need as employers

The right solution for each requirement

National Framework

- Employers can direct award any standard without a further competition should they wish
- High quality threshold set and evaluated by partner organisations with specialist knowledge
- Easier, streamlined process for employers where they know the provider they want to work with

Regional Collaborations – Employer Led

- Fully supported process for employers including further competitions
- Ability to set a higher degree of quality requirements through further competition
- Tailored to local / regional needs, including study methods, puts employers in the driving seat to manage the market

Why Salisbury?

- 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

Why procure?

- 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
- Apprenticeship levy funding is counted as public money and therefore demonstration of best value is required
- Public spending sits within Public Contract Regulations 2015, the underpinning legislation – a “light touch” regime is in place but this does not mean “no touch”
- From Jan 21, mandatory Social Value evaluations will be included in all procurements
- Procurement enables employers to be protected by the correct NHS / employer contract, (DHSC requirement)
- **Procurement is not about the cheapest** – it is about selecting the right providers to deliver the right “product” in the best way for both parties.
- 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 / Salisbury 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

Minimum provider requirements

- Minimum entry criteria applied:
- 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

Selecting Quality Providers

- **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

Who can use the Framework?

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

Procurement

- To support the implementation of the AHP apprenticeship standards, the HEE Talent for Care Team facilitate a Managed Procurement Service which is managed and owned by Salisbury NHS Foundation Trust, to deliver a range of support for employers to increase their uptake of Apprenticeships.
- This has facilitated several national and regional robust quality procurement exercises to secure the development of a strong provider market which meets quality ambitions for AHP apprenticeships, and as a result employer have started to use AHP apprenticeships to enhance their workforce supply.
- There is no requirement for Trusts to use this framework as some Trusts may have already run their own procurement. This framework is designed to enable those who haven't already procured (or who want to contract new providers) do so with minimum effort. **If you wish to use the framework, please contact Sft.commercial@nhs.net**

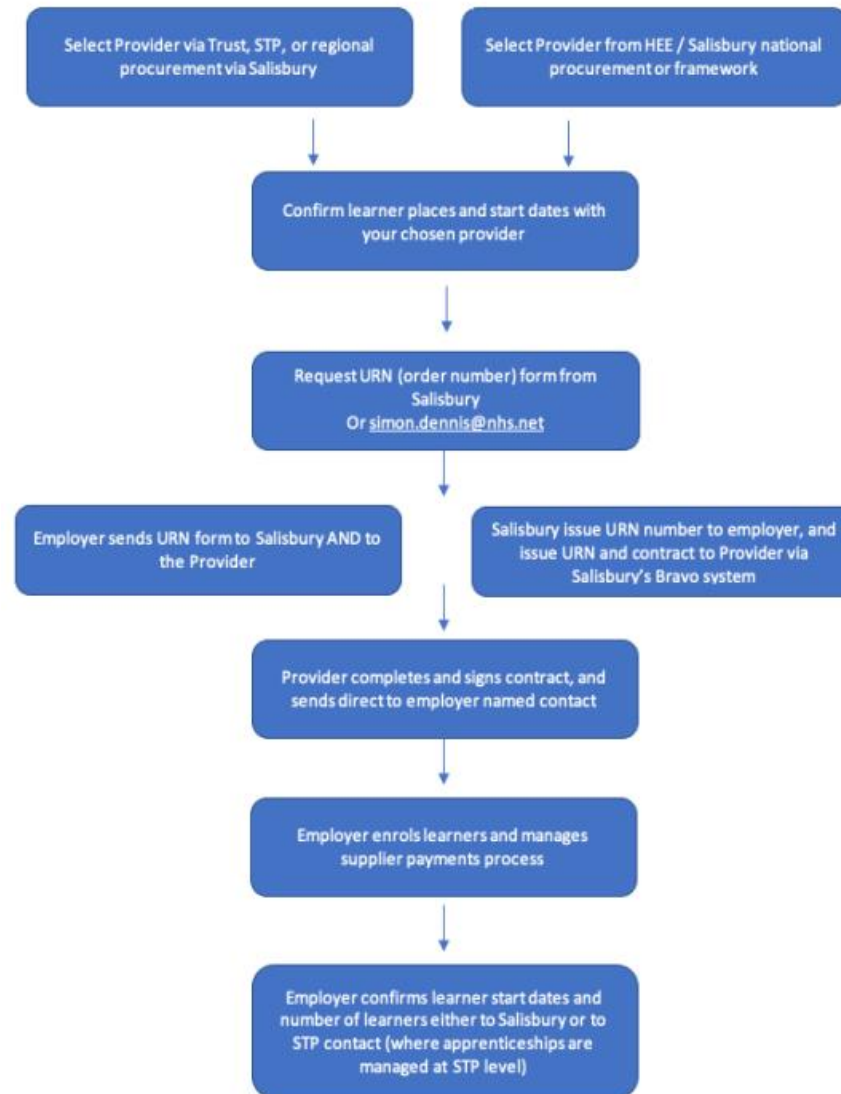
Using the Apprenticeship Procurement Framework

- Is essentially a list of providers who have met approved quality criteria
- It enables a regionally and nationally consistent approach
- It provides for a ready prepared contract
- The providers on the framework provide good quality provision that meets sector needs
- Creates greater employer choice and access to a strong and well-adapted education provider
- To find out more and to access the framework contact - **Sft.commercial@nhs.net**

The Call off Process

- Apprenticeship procurement supplier guide provides details as to which providers have been procured
- You must complete the call off process to ensure you are completing the correct contracts – this will commit the providers to deliver on all of the commitments stated in their bid and what they were awarded on
- This starts with you completing the URN form and sending to Simon Dennis
- Do not complete the individual apprenticeship provider contracts – the contracts used will be NHS contracts and therefore protect NHS organisations

What do
you
need to
do?



The Apprenticeship Providers



**Gemma Hall – Apprenticeships Relationship Manager |
NW. Talent for Care, HEE**

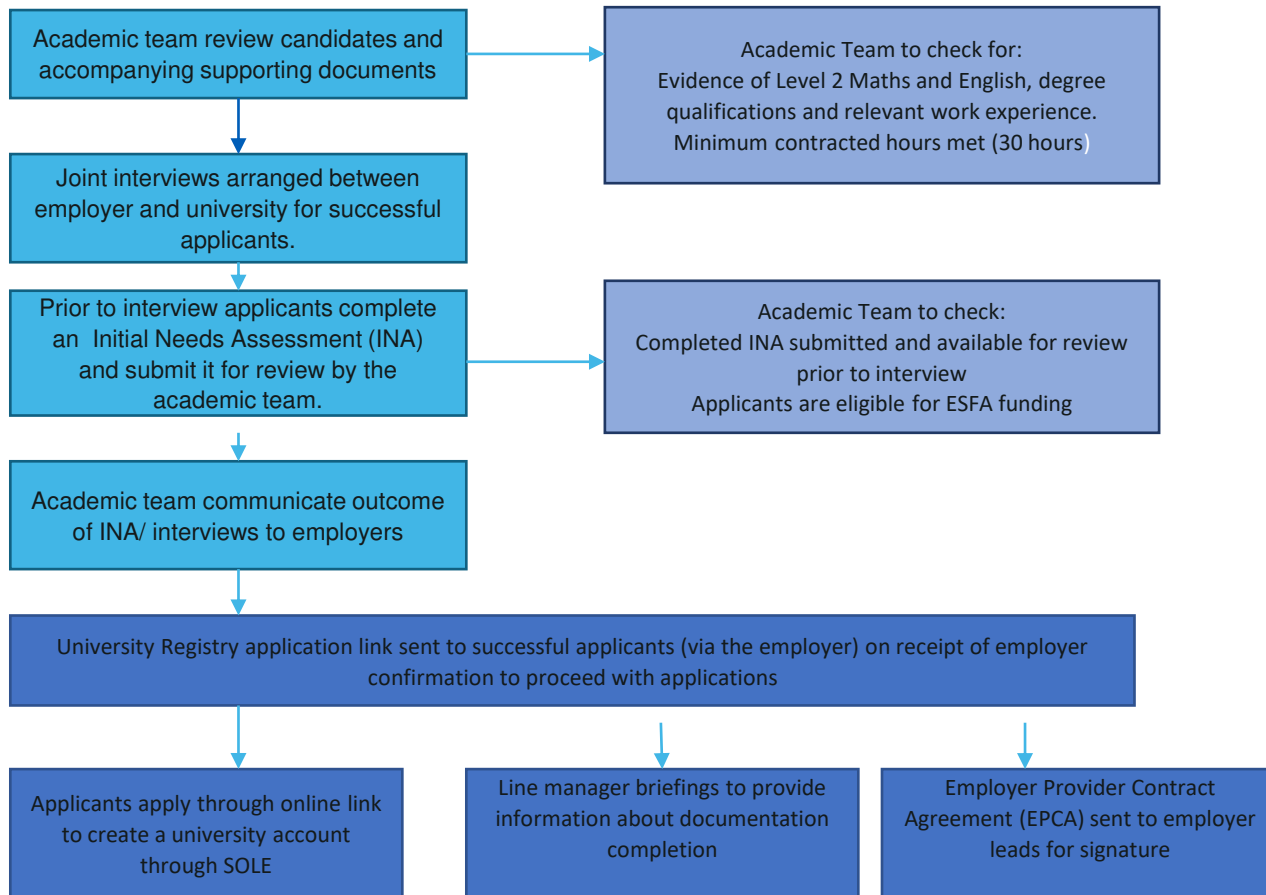
Apprenticeship Providers

The following providers were awarded as part of a national procurements for Physician Associate. These providers have been quality assured by Salisbury NHS Foundation Trust and an expert panel. Please contact the universities in the following slides for exact details.

University of Worcester

University contact	Neil Howie, Principal Lecturer in Physician Associate Education (n.howie@worc.ac.uk)
Cohort start date and finish date	September 2023
Length of Programme	Approximately 24-30 months depending of level of experience plus time for the End Point Assessment
Application deadline	May, for a September start.
Delivery Method (including location)	The apprenticeship has been designed to be responsive to employer and apprentice needs. There will be a choice of delivery modes with theoretical aspects of 'off the job training' delivered either in person on-campus and/ or via a highly blended delivery mode through synchronous and asynchronous online delivery. 'On the job training' will be delivered in person at the employing organisation. The final calculation for off-the-job hours requirement will be made in collaboration with the employer and apprentice. However, this must meet the EFSA requirement.
Placement Requirements	Year 1: Sept - Jan: Apprentices will have more 'off-the-job' training in order to develop a solid foundation of knowledge that can then be built upon. Approximately one day a week 'on-the-job' , which will then increase to approximately two days a week 'on-the-job' February. Year 2: Students will undertake a minimum of 1,400 hours of clinical placements, including the following mandatory allocation across specialities, Front Door Medicine – Emergency Department/Minor Injuries Unit, General Hospital Medicine, General Surgery, Paediatrics – acute setting, Obstetrics & Gynaecology, Mental Health, Community Medicine and Other specialties
Placement Supervision	Apprentices are supported in multiple ways whilst they are on clinical placement. We have a dedicated clinical placement lead (academic) and work-based learning educational coordinator (administrative) as well as the University's Placement Support Team. In placement / 'on the job', apprentices will work under the supervision and guidance of a clinical supervisor. They will work through a skills passport and will be assessed by mentors throughout the apprenticeship.

Application Process / Information



Entry Criteria

Applicants should normally have GCSE (or equivalent) grade A-C/4 in Maths and English, a minimum of 250 hours of healthcare experience and, either a minimum of a lower second-class honours degree (2:2) or above in a relevant subject, such as medical, biological or life sciences or other health related subject from a UK university or an overseas equivalent. Or a minimum of a lower second-class honours degree (2:2) or above in a physical science or engineering subject or social work and appropriate modules in biology passed at a minimum of 55% at QAA levels 5 or 6.

Alternative professional qualifications (e.g. DipHE in Nursing, Paramedic Science, ODP) with appropriate professional registration and a minimum of two years post-registration experience may be considered.

Where applicants do not have sufficient healthcare experience, subject to confirmation of previous experience through initial needs assessment and in collaboration with the employer and university, the apprentice may be able to undertake an agreed period of on-the-job time prior to the start of the teaching of the knowledge component of the apprenticeship. In addition, employers will need to confirm occupational health clearance and DBS checks

For candidates that do not meet the criteria, we will work with the candidate and employer to identify possible options for them to improve their application or, in the case of GCSE (or equivalent) grade A-C/4 in Maths and English to confirm opportunities to achieve this during the apprenticeship.

APEL Process and Support

Prior learning, against the apprenticeship standard knowledge, skills and behaviours and module learning outcomes will be assessed during the Initial Need Assessment (INA). In this way, the university, employer and apprenticeship can take assurance that the apprentice will meet all elements of their programme. Should the INA demonstrate prior learning, the duration and cost of the apprenticeship would be negotiated with the employer and apprentice.

Applicants can apply for three forms of recognition of prior learning:

- a. Credit transfer,
- b. Recognition of prior certificated learning (such as professional development awards or employment-based awards) ,
- c. Recognition of prior experiential or informal learning.

In all cases, a member of the course team will support the applicant through the APEL process.

Queen Mary University of London

University contact	Laura Debrincat – Apprenticeship Manager for IHSE Brenda Manoharan – Programme lead
Cohort start date and finish date	Jan 2023 – June 2025
Length of Programme	30 months
Application deadline	Mid December 2022
Delivery Method (including location)	Mixed mode (F2F & online). F2F sessions based mainly across QMUL Whitechapel & Mile End campus. Clinical placements at relevant trusts.
Placement Requirements	To meet the mandatory 1400 hours to be able to sit the national licencing exam. Logbooks must be completed and signed off for each speciality.
Placement Supervision	Supervisor handbooks and briefings will be given. At the placement, apprentices should be allocated a clinical supervisor.

Application Process / Information

Please see attached for diagram of process.

APEL Process and Support

Based upon the outcomes of the pre-screening checks, which also includes the initial assessments of English and maths. Staff will then follow the agreed RPL process and then make a professional judgement based upon the candidate's initial starting points. See Appendix 4 for "RPL" flowchart

Entry Criteria

All applicants for the MSc Physician Associate Apprenticeship will be graduates. UK graduates

- All candidates must have a BSc (honors) in Life Sciences, Biomedical or Health Profession Degree. This will usually be a bachelor's degree or may be a four-year Masters, but the latter only if it is a first degree. The minimum academic entry requirements are:
 - A second-class honours (2:2 minimum)
- If an applicant is offered place, he/she must have completed this degree prior to enrolment. Candidates are required to complete their degree within the prescribed period allowed by their University.
- Candidates whose native language is not English will need to provide evidence of their English language ability.
 - o First degree taught in the English Language medium

Non-UK graduates

- We accept British Bachelor (Honors) equivalent qualifications gained in other countries. Non-UK graduates are required to send a full transcript of their degree together with a statement of comparability from UK NARIC confirming their degree is comparable to a British BSc (Honors) degree standard prior to making an application, which will be considered on a case by case basis. Only an applicant's first degree is considered.
- Applications from candidates who are in their last year of the degree are accepted provided they are predicted to achieve a minimum of second-class lower honours (2:2) degree or above. If these applicants are offered a place, they must have completed this degree prior to enrolment. Applicants are not accepted from degree students in the first or second year of their degree.
- Candidates whose native language is not English, you will need to provide evidence of your English language ability.

Candidates must meet one of the following English Language qualifications from applicants educated outside the UK who meet our other academic criteria:-

- o IELTS with a score of 7.0 overall (must have been taken within 2 years)
- o First degree taught in the English Language medium

Candidates must meet one of the following English Language qualifications from applicants educated within the UK but not in the English language medium who meet our other academic criteria; o IELTS with a score of 7.0 overall (must have been taken within 2 years)

University of Greenwich

University contact	Katherine Jennings k.Jennings@greenwich.ac.uk Caroline Marshall (Faculty Apprenticeship Manager) caroline.marshall@greenwich.ac.uk
Cohort start date and finish date	Start date: September Expected finish date: August/September
Length of Programme	3 years
Application deadline	15 th June annually
Delivery Method (including location)	Blended Learning: Online In person at Avery Hill campus SE9 2UG
Placement Requirements	Across each year of the course apprentices will spend 20 weeks (45% of their time) in 'on the job training'. An additional external placement experience has been set at 25%
Placement Supervision	All placement areas have an educational audit, reviewed bi-annually, which review and ensure capacity as well as the suitability of the learning environment, including appropriate resources, and processes. This review includes assessment of the numbers of supervisors and assessors against proposed student numbers.

Application Process / Information

Application Process

- Applications, approved by the employer, are submitted to the Faculty Apprenticeship Manager with relevant certificates and residency documents to ensure that eligibility and entry requirements are met
- Eligible applicants will be invited for interview and successful candidates will be offered a place and invited to register with the university
- The Faculty Apprenticeship Manager and Programme Leader maintain regular communications with employer Apprenticeship/Education Leads to inform them in advance of expected start dates and to coordinate recruitment

Information

- Apprentices are taught alongside fee-paying students as the courses mirror each other
- Employers lead and work collaboratively with the university to ensure high-quality and wide-ranging off-the-job placements that will enrich the apprentice's experience enabling them to transfer skills to different contexts
- The apprentices/employers will have flexibility to determine with the University when and where off the job placement time will occur
- Academic face to face learning will adopt a blended approach using both on campus and on-line learning activities, across three terms for one-day a week
- Time is allocated for simulation/skills rehearsal, independent learning and personal tutorials
- The programme will have a staged structure; learners will be required to successfully complete each stage before progressing to the next:
- Year 1 – a medical model and systems-based approach, how to use and apply research
- Year 2 – a public health focus with a local and national context
- Year 3 – a focus on complexity, understanding the role and contribution of medical and non-medical professions and emergency/urgent assessment and diagnosis in primary and secondary care

Entry Criteria

Apprentices will normally have:

- A bioscience-related first degree or
- Be registered with the Nursing and Midwifery Council as a Nurse or Midwife, or
- Be registered with the Health and Care Professions Council as an Allied Healthcare Professional

Additionally, apprentices will need to demonstrate:

- Level 2 English & Maths
- If educated in a language other than English and/or in a country where English speakers are in a minority, apprentices should have a minimum IELTS score of 7.0 or an equivalent rating in another Secure English Language Test.
- DBS & OH clearance

APEL Process and Support

- Where learners have prior healthcare experience this can be recognised through the University's established RPL/RPEL policy, routinely used in Health Sciences to accelerate learners with experience through an accelerated Master's (in Nursing) programme.
- These learners will submit a RPL/RPEL portfolio as part of their application process which will be assessed.
- Confirmation of any RPL/RPEL will be confirmed up to a maximum of 50% of programme hours. These learners have a bespoke programme agreed with employers.
- Support given to the apprentice would be the RPL advisor.
- The apprentice and employer would be given a copy of our RPL guidance booklet which includes advice on how to write a submission and what kind of evidence is acceptable/recommended.

Keele

University contact	Dr Alison Pooler a.pooler@keele.ac.uk Apprenticeship specific queries to apprenticeships@keele.ac.uk
Cohort start date and finish date	September 2023 to March 2026
Length of Programme	30 months
Application deadline	July 2023 (6 weeks before programme starts)
Delivery Method (including location)	Hybrid delivery model, delivered at Keele University, either the medical school on main campus or the clinical education centre at University Hospital North Midlands site
Placement Requirements	Apprentices will be expected to spend time in a range of placement areas to enable full emersion of conditions across the age range and ethnic background of patients. These include physical and psychological conditions, chronic and acute
Placement Supervision	Each apprentice will have a lead clinical supervisor and additional ones depending on the clinical area. The clinical supervisors will have continual contact with the university tutor who will be carrying out tripartite visits (scheduled and ad hoc)

Application Process / Information

Under UK Government rules, apprentices must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). An apprentice cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the apprentice. All candidates must be employed in a role related to the subject matter of the apprenticeship and be sponsored by their employer. Applications can only be made through the sponsoring employer. The University will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

Each applicant will undergo an interview with three members of the HEI programme team.

Applications will be managed through our Aptem platform, following confirmation of employer eligibility. Applicants undertake a 'Skills Scan' where they are asked to self-assess against the knowledge, skills and behaviour of the apprenticeship standard. This is reviewed by employer and training provider. They are also asked if they want to make an application for Recognition of Prior Learning (RPL) through the University procedure.

Entry Criteria

The recommended minimum entry requirements for Level 7 entry to the programme are:

- 2:1 classification in a science or health care related degree
- English and Maths at Level 5/6 (B) GCSE.

We normally require applicants to evidence the above qualifications before starting the apprenticeship.

Applications are welcomed from those with qualifications equivalent to the above. Relevant or prior experience will be taken into account when considering a candidate's suitability for the programme.

APEL Process and Support

At application you are required to undertake a 'Skills Scan' where you are asked to self-assess against the knowledge, skills and behaviour of the apprenticeships standard. You are also asked if you want to make an application for Recognition of Prior Learning (RPL) through the University procedure. There is a requirement for new knowledge and skills to be developed through apprenticeships, with a minimum duration of one year.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: <http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

UCLAN

University contact	Jane Rutt-Howard
Cohort start date and finish date	September 2024 – August 2028 (if assuming a four year PT programme)
Length of Programme	48 months (to be confirmed)
Application deadline	January 15 th (see slide three)
Delivery Method (including location)	Blended learning Preston campus, predominately
Placement Requirements	Yes
Placement Supervision	Yes

Application Process / Information

We have experience of working with employers on our application process and will continue to work with employers to design a suitable process for the apprenticeship programme.

Learners could apply either through the University's online application portal or to the employer (individual or create a 'lead employer' scenario) between September and December and applications would be considered jointly between the PA Admissions Team and employer before shortlisting candidates for invitation to interview.

Interviews can take place over Teams or F2F and successful candidates would be invited to an Offer Holder Day at UCLan. Thereafter prospective learners will receive regular communications from the employer and University's central Admissions Team and from the PA Team (co-ordinated) to ensure they are well prepared for enrolment. It is unlikely there will be flexible start dates to the apprenticeship programme because of the need to front load knowledge to ensure all learners are sufficiently safe to enter on-the job training / placements.

Application Timeline – proposal for September 2024 apprenticeship start



Entry Criteria

Entry requirements have been set by the PA Apprenticeship Standard and align with current direct entry admissions criteria:

- Applicants with substantial relevant experience will be considered.
- Non-standard qualifications will be considered on a case-by-case basis. A postgraduate qualification in merit or distinction may be considered if the applicant's first degree is lower than a second class award.
- Applicants must have GCSE passes in English and Maths at Grade 4 or above, or equivalent. Following a successful application there follows an interview process prior to selection.
- If English is not the first language: English language IELTS 7.0 (or equivalent) will be required in each of the testing areas (listening, reading, writing and speaking).

Supporting Information:

- All applications must be accompanied by a reference.
- All applicants must provide a satisfactory enhanced DBS check or international equivalent.
- All successful applicants will need to undergo occupational health screening (including tuberculosis, hepatitis B and C and HIV) prior to enrolment.
- Typically, entry requirements are a bioscience-related first degree or a Nursing and Midwifery Council Registered Nurse or Midwife, or a Health and Care Professions Council Registered Allied Healthcare Professional.
- In relation to flexibility, as this is a level 7 entry programme there would be an expectation of minimum level maths and English. If further support is needed, we have numeracy skills as part of our prescribing content and a specialised WISER team for academic writing support.

APEL Process and Support

Recognition of accredited learning and accreditation of prior experiential learning is covered in E4 of our Academic Regulations

<https://www.uclan.ac.uk/assets/student-contracts/2022-23/academic-regulations-2223.pdf> and 5.9 of our Admissions Policy.

UCLan staff will work with employers through recruitment and selection and at the point of admissions, perform a detailed needs analysis of the apprentice and create an individual learner plan for them. This should include any additional skills support needed (including maths and English) or additional qualifications that they may need to meet the requirements of the particular standard.

This should also include an initial assessment of knowledge, skills and behaviours and an application of any relevant APL/APEL which should be agreed and documented as per standard university processes.

The initial assessment includes skills scan, individual baseline competency assessments and AP(E)L should be recorded on the commitment statement along with any additional required support for English and maths.

When assessing whether AP(E) L is applicable UCLan staff also need to be aware that only new learning can be funded and when considering what constitutes this to recognise the impact that higher level critical thinking can have on the advancement of skills and behaviours even if the apprentice has significant experience.

University of Plymouth (UoP)

University contact	The organisational contact is the Apprenticeship and Higher-Level Skills Manager in UoP's Central Apprenticeship Hub (CAH) - Ms Jacqueline Franklin.
Cohort start date and finish date	Start Date: 1st September 2023 End Date: February 2025
Length of Programme	30 months, excluding the End Point Assessment (EPA) period
Application deadline	30 th June
Delivery Method (including location)	Blended learning within the student's employing locality. Where students are in placements local to Plymouth, some learning may take place on the University estate.
Placement Requirements	Students will complete a broad range of placements across the full 30 months of the apprenticeship. This will include placements in both varied secondary care clinical areas (including, but not limited to surgery, respiratory, cardiology, acute and front door care, renal, and general hospital exposure), plus community care, general practice, and mental health. Reciprocal agreements across providers will be required to support the full range of placement activity.
Placement Supervision	Apprentices will require a dedicated clinical supervisor, plus trained clinical assessors will be needed in all placement areas. Day-to-day supervision can be carried out by an appropriately qualified healthcare professional.

Application Process / Information

The Physician Associate Apprenticeship programme team and Central Apprenticeship Hub (CAH) will work closely with employers to agree an accessible and flexible application and registration process.

Employers should initially contact the Central Apprenticeship Hub and the CAH apprenticeship Recruitment and Admissions (R&A) team will be their point of contact throughout the recruitment process.

Once contacted, the R&A team will forward the Initial Needs Assessment (INA) form to the applicant within 48 hours. The completed INA will be assessed by the Programme Lead: the employer and applicant will be advised of the outcome within 10 working days.

The next stage will be an academic interview, arranged and undertaken within at 15 working days. On successful completion of the interview the applicant will then be required to undertake initial compliance checks which will take a further 10 working days to complete. Assuming successful checks, a formal offer made after receipt of completed forms. Assuming prompt responses from the applicant and employer, the process can be completed within 8 working weeks.

Entry Criteria

A recognised first degree (2:1 or above) in a life science, biomedical science, or healthcare subject or current healthcare professionals educated to honours degree level (2:1 or above).

To be accompanied by a minimum period of 2 weeks consecutive clinical setting exposure. Relevant 'on course' placement experience would count towards this exposure target. Alternatively, experience of working in a setting with customer contact, and 10 days clinical attachment experience in a hospital or general practice setting would also be considered.

Or

A recognised first degree (2:2 or above) in a life science, biomedical science, or healthcare subject or current healthcare professionals educated to honours degree level (2:2 or above). To be accompanied by a minimum period of 12 consecutive months clinical setting exposure. Relevant 'on course' placement experience could count towards this exposure target. If the award is >5years old then we would expect evidence of recent academic study or completion of an academic qualifying essay.

For a full list of considered professions please visit the programme website.

Applications from non-standard applicants will be considered on a case-by-case basis by the programme team. If you wish to be considered for admission, and have a significant level of healthcare experience, but do not fulfil the criteria above, please contact the admissions team to discuss this further.

Applicants must also have evidence of English and Maths at level 2 or equivalent.

University of Derby

University contact	Ben Cope
Cohort start date and finish date	September 2023
Length of Programme	2 years
Application deadline	May 2023
Delivery Method (including location)	Online
Placement Requirements	Managed by employer
Placement Supervision	Registered supervisor/assessor

Application Process / Information

The University of Derby application process commences 18 weeks prior to the start date of the programme. Once we have shortlisted names and email addresses we will send out paperwork to be completed and schedule an interview for 3-4 weeks after this date. For example, if we were to have a September intake then we would require candidate details by the end of May.

Interviews will be held in June and we would expect notification of successful candidates from the employer by the first week in July. We will then be entering the contract and signing of documents phase, which, once complete, will enable enrolment links to be sent out, allowing apprentices to commence programme in a timely fashion.

Start dates will be determined as part of consultation with employers during the development phase of the programme. We will continually monitor demand and look to add further intake points should they be required.

Entry Criteria

Level 2 Maths and English is an apprenticeship requirement and candidates must have evidence of either GCSE (Grade c or 4 or above) or functional skills as an entry requirement for this particular apprenticeship. For candidates that cannot evidence this, we will support them to attain the qualification through our online functional skills courses. Alternatively, they can be sign posted to a local college to be supported with face to face learning, if that is preferred. The candidate can then start with the next available cohort once the qualification has been attained.

Typically, candidates will have an Honours degree in a biosciences or health-related subject. The majority of current PA programmes require a 2:1, however, due to the nature of the apprenticeship the exact entry requirements would be discussed with employers as part of programme / apprenticeship development. Prior learning (work experience, education, training, qualifications) will be considered for applicants who do not meet the standard entry criteria.

APEL Process and Support

As part of the detailed onboarding process for apprentices, we will check any prior academic and experiential learning during the interview phase.

A skills scan document is used which each candidate must complete, in conjunction with their line manager to assess their current status against the knowledge, skills and behaviours of the apprenticeship standard. If a candidate has the evidence to demonstrate that they are already operating at the level against the standard and it is agreed after review, during an interview, then experiential learning can be applied, to reduce the cost of the apprenticeship, accordingly.

Any academic credit will also be reviewed during the same process and if any recognised prior learning is agreed then advanced standing against the programme can be granted and a reduced programme cost applied.

Here is the University of Derby's RPL policy - <https://www.derby.ac.uk/about/academic-regulations/recognition-of-prior-learning/>

We will check that apprentices are able to meet the academic requirements of the programme by applying the entry criteria of the programme as agreed during a robust validation process. We will also use the interview process to ensure that each candidate has the academic ability to succeed on the apprenticeship.

Edge Hill University

University contact	Professor Paola Dey
Cohort start date and finish date	1/6/23 subject to validation
Length of Programme	30 months
Application deadline	1/5/23
Delivery Method (including location)	Blended: one day a week off-the-job delivered remotely and three to four weeks a year face to face on campus On campus sessions will be held at Edge Hill Campus at Ormskirk and/or at Clinical Skills facilities at Aintree or Alder Hey
Placement Requirements	Placements must be an approved employer. EHU has an approved employer process for employers seeking to work with the University. During this process, we would discuss with employers how apprentices could access the range of placements required.
Placement Supervision	Apprenticeship mentors at consultant level will be required to oversee the entirety of the student journey within the employing organisation. On specific placements, clinical supervisors who will be registered health professional will be required to supervise the students.

Application Process / Information

Edge Hill University will work with employers on the recruitment process.

Initial application is through the employer. The employer will advertise within their organisation to inform potential applicants of the opportunity and explore entry requirements with potential applicants.

Edge Hill University will jointly vet all applicants with the employer and jointly interview to agree those who are suitable for the course.

When further development may be required Edge Hill University will work with employers to upskill staff.

Entry Criteria

An honours degree in a bioscience or health related subject. The minimum entry degree requirement accepted is 2:2, along with a minimum of GCSE English and Maths at grade C, or 4, or above or equivalent. Functional skills at level 2 are accepted. A lower degree level or diploma may be accepted when there is evidence of substantive employment as a health care professional and registration with a professional body, with evidence of professional training postgraduation.

*entry requirements are subject to review during validation of the programme

APEL Process and Support

We allow a maximum of 50% RPEL. Applicants will be supported to submit, through a digital portal, evidence to apply for RPEL alongside an apprenticeship skills scan. This information will be assessed and discussed to determine the level of RPEL.

University of East London

University contact	Professor Janina Iwaszko
Cohort start date and finish date	Start Date:- 25 th September 2023 Finish Date:- 28 th August 2026
Length of Programme	36
Application deadline	30 th June 2023
Delivery Method (including location)	Blended Learning – mixture of face-to-face lectures, synchronous and asynchronous online lectures and tutorials, clinical simulation, virtual and augmented reality. There will be teaching and directed practice in all these modalities. In addition there will be structured independent learning opportunities supported by University of East London library and IT resources.
Placement Requirements	This will be organised to meet the current Faculty of Physician Associate requirements of 1600 signed off clinical practice hours in designated specialties. Each PA apprentice will have a clinical skills and placement handbook to complete.
Placement Supervision	This will be undertaken by appropriately qualified staff from University of East London and external clinical partners. It will be electronically reviewed by e-Portfolio and In Place software.

Application Process / Information

This will follow the existing nursing apprenticeship application process as implemented at University of East London. All applicant's qualification documents will be checked by the admissions department. If appropriate the APEL/RPL process will then be followed and applicants will be interviewed by HEI and external clinical partners.

Entry Criteria

Entry requirements are a bioscience-related first degree at 2.2 Hons or above. Nursing and Midwifery Council Registered Nurse or Midwife, or a Health and Care Professions Council Registered Allied Healthcare Professional qualification and documented healthcare experience.

APEL Process and Support

The APEL/RPL process will follow the University of East London existing process, which includes a professional discussion with the applicant to compare documentary evidence of competence from current or previous roles, including job descriptions, appraisal documents and qualifications certificates. Then comparing the documentary and discussion evidence against the knowledge, skills and behaviours set out in the apprenticeship.

Next Steps – Implementation



Gemma Hall - Talent for Care Relationship Manager (Apprenticeships) | North West, Health Education England

Apprenticeships – The Employer Journey

Where to Start...

- Workforce Planning
- Vacancy - Recruitment – New Staff
- Current staff development – Appraisals
- Support to apprentice
- Commitment to achievement
- 20% off the job training
- Training provider engagement

Understand Your Employer Responsibilities

Apprentice Recruitment

Who is your target audience?

- Existing workforce?
- New entrants?
- Or a mix?
- Entry requirements – maths and English

Job Role

- Must have a productive purpose
- Should provide the apprentice with the opportunity to embed and consolidate the knowledge, skills and behaviours gained through the apprenticeship



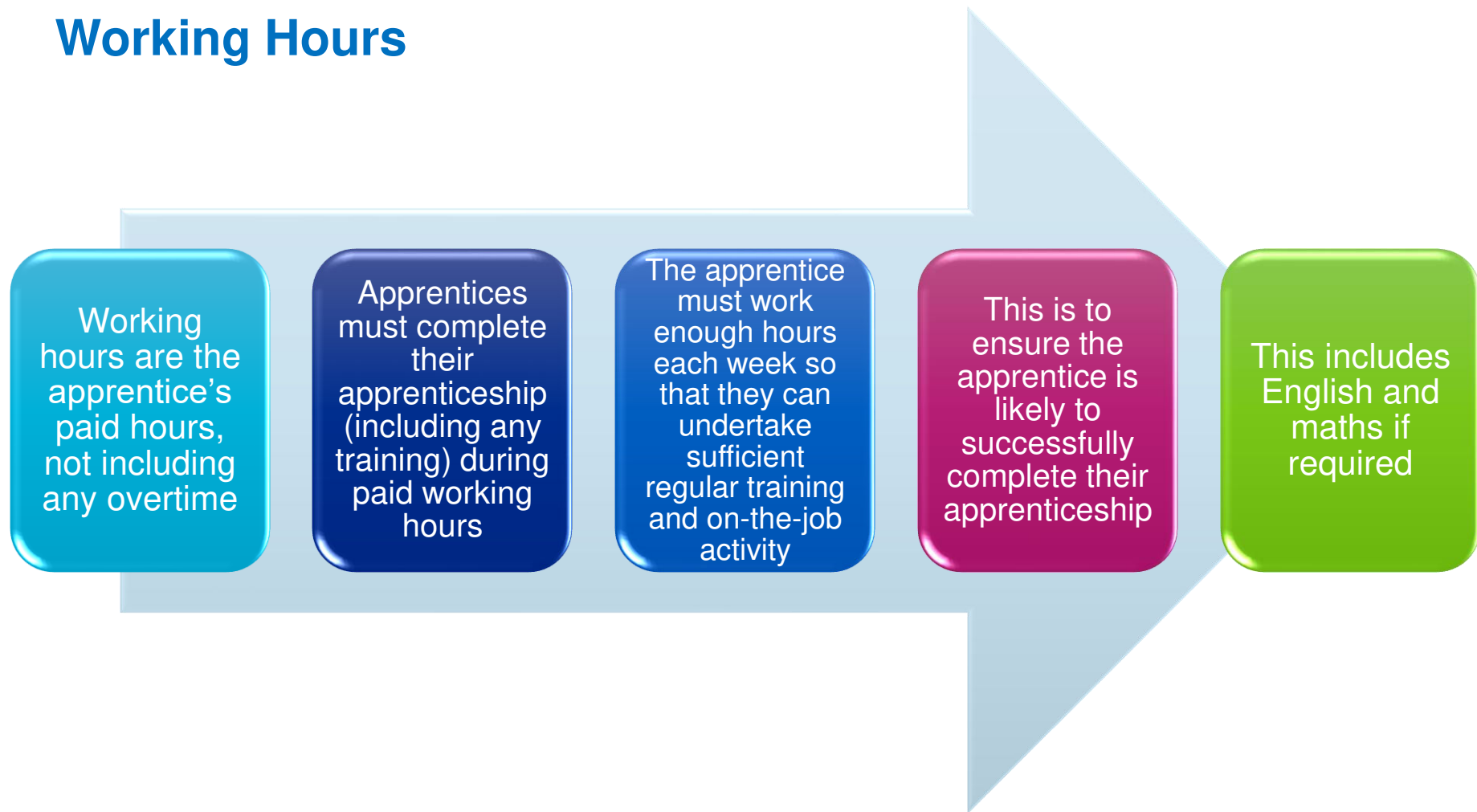
Responsibilities of the Employer

Pay, Terms and Conditions

- Ensure the apprentice has a suitable contract that covers the duration of their apprenticeship (including end point assessment).
- Pay the apprentice at least apprenticeship minimum wage - [click here for details](#) - the cost of the apprentice's wages must be met by the employer.
- Ensure the apprentice is given opportunity to complete
- NHS Trust / Local Authority – terms and conditions.
- SME's

Responsibilities of the Employer

Working Hours



Apprenticeship Information

Ensure, as an employer, you have full details of:

Eligibility

- Eligibility – ESFA funding rules – you / the apprentice will need to provide evidence
- Entry criteria to the apprenticeship – you / the apprentice will need to provide evidence. Get the certificates!

Apprenticeship Standard

- Mandatory Qualifications
- EPA – process

Duration – may be different for different apprentices due to RPL

Price and Funding

- May be different for different apprentices due to RPL
- Arrange for levy funding – do not leave until the last minute!

Information sharing

- Attendance data – non-attendance process
- Learner progress Information

Make sure you are fully aware of the commitment and your responsibilities

Apprenticeship Information

Ensure, as an employer, you have full details of:

Delivery

- Face to face? When and where?
- Access to virtual learning resources
- Specific dates and deadlines
- Placements – where, when, preparation needed and who is arranging?

Meetings with the provider

- When and how?
- How can you make contact outside of the meetings?
- How will issues / concerns be raised?

DBS / Uniforms

Sign up / enrolment paperwork

- This must be completed fully and accurately to prevent delays

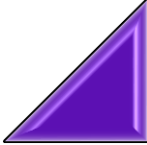
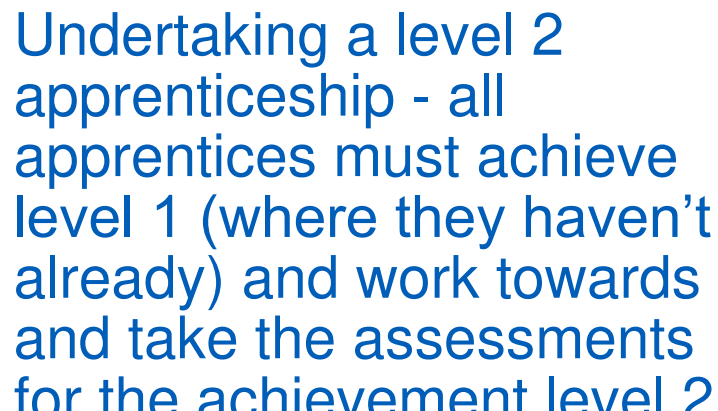
Support

- Make contact with regional / local support
- Apprenticeship leads / Training HUBs

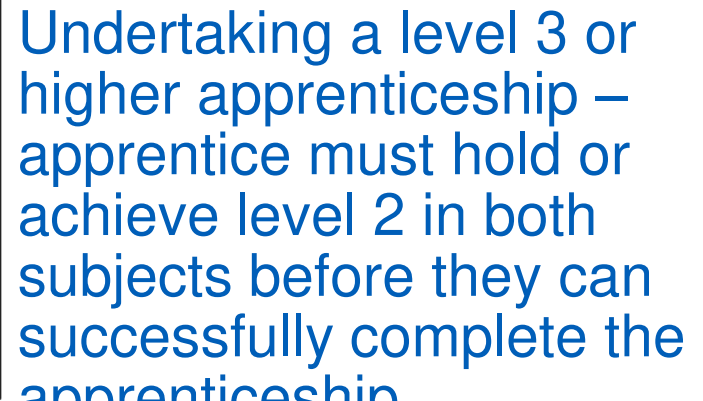
Read the commitment statement and apprenticeship agreement before signing it!

Make sure you are fully aware of the commitment and your responsibilities

Prepare Prospective Apprentices - Maths and English



Undertaking a level 2 apprenticeship - all apprentices must achieve level 1 (where they haven't already) and work towards and take the assessments for the achievement level 2 qualifications in both subjects.



Undertaking a level 3 or higher apprenticeship – apprentice must hold or achieve level 2 in both subjects before they can successfully complete the apprenticeship.

Functional Skills Provision

bksb

Basic Key Skills Builder, bksb. It helps someone to improve their own skills in maths (numeracy), English (literacy) and IT (digital skills).

- To study towards a functional skills exam. E.g. if you want to enrol onto an apprenticeship, or other programme of study that requires the equivalent of a pass at GCSE (grade 4, previously a C grade) in English and maths but do not have this level
- To generally improve competence and confidence, for job satisfaction and retention
- To improve quality of care and patient safety

Contact your L&D department (your organisation may already be signed up). If they are not, contact hee@bksb.co.uk with the following info: name of employer, details of contact person and anticipated number of learners.

For further details on all of the above, and to arrange your 30-minute consultation, please click on the dedicated webpage [here](#).

Apprenticeship Funding

There are three ways to access funding to pay for apprenticeship training, this funding does not cover salary costs you will have to fund the apprentice's salary.

- 1. Apprenticeship Levy.** Employers with a pay bill over £3 million each year, pay the apprenticeship levy. Levy paying employers can spend their apprenticeship levy funding on apprenticeship training (employer still need to cover salary).
- 2. Reserve government co-investment.** If you don't pay the apprenticeship levy you can reserve funding, where the government pays 95% of the training costs and the employer pays the remaining 5% (employer still needs to cover salary).
- 3. Levy Transfers.** Levy paying employers can transfer some of their annual levy to other employers. These transfers cover 100% of the training costs of the apprenticeship (employer still needs to cover salary).

Levy Transfers and Co-Investment Support

Regional Support – access via Relationship Managers

System Primary Care Training HUBs

[National Pledge Service](#)

[National Levy Transfer Support](#)

Source Support at the earliest opportunity – must be arranged and in place before the apprentice starts their apprenticeship.

National HEE Talent for Care Apprenticeship Relationship Managers Contact Details

- North West - Gemma Hall gemma.hall@hee.nhs.uk
- North East and Yorkshire – Fay Lane fay.lane@hee.nhs.uk
- Midlands - Liz Sahu liz.sahu@hee.nhs.uk
- East of England – Rob Brooks rob.brooks@hee.nhs.uk
- London – Jennifer Stone Jennifer.stone@hee.nhs.uk
- South East - Elaine Lancaster elaine.lancaster@hee.nhs.uk
- South West – James Orpin-Wright james.orpin-wright@hee.nhs.uk

Resources

[Healthcare Apprenticeship Standards online \(HASO\)](#)
[What apprenticeships are and how to use them](#)
[Apprenticeship Pathways Tool](#)
[Apprenticeship Information / Resource Packs](#)
[Apprenticeship Planning Tools](#)
[Allied Health Professional apprenticeships](#)
[An Introduction to AHP apprenticeships](#)
[A guide to implementing AHP apprenticeships](#)
[North West Apprenticeship Information webinars](#)
[British Dietetic Association - guidance for employers and higher education institutes on the dietetic degree apprenticeship in England](#)

Resources

[Skills for life](#)

[English and maths functional skills guidance for employers](#)

[Initial assessment and recognition of prior learning guidance](#)

[RPL / APEL guidance](#)

[What is 20% off the job training](#)

[How to have Apprenticeship conversations with your board](#)

[Achieving the benefits of apprenticeships](#)

[Using the levy to embed apprenticeships across the trust](#)

[Collaborating on apprenticeships](#)

[Steps to expanding placement capacity](#)

[Employer approaches to building placement capacity](#)

[Supporting disabled apprentices and those with LDD](#)

Questions?

Healthcare Apprenticeships Standards Online



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AN APPRENTICE?**

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<https://haso.skillsforhealth.org.uk>

@NHS_HealthEdEng

Thank You!

Getting in touch

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Talent for Care

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Healthcare Apprenticeships Standards Online

<https://haso.skillsforhealth.org.uk>