

Healthcare Science Apprenticeships

Employer Guidance



A guide to Healthcare Science Apprenticeships

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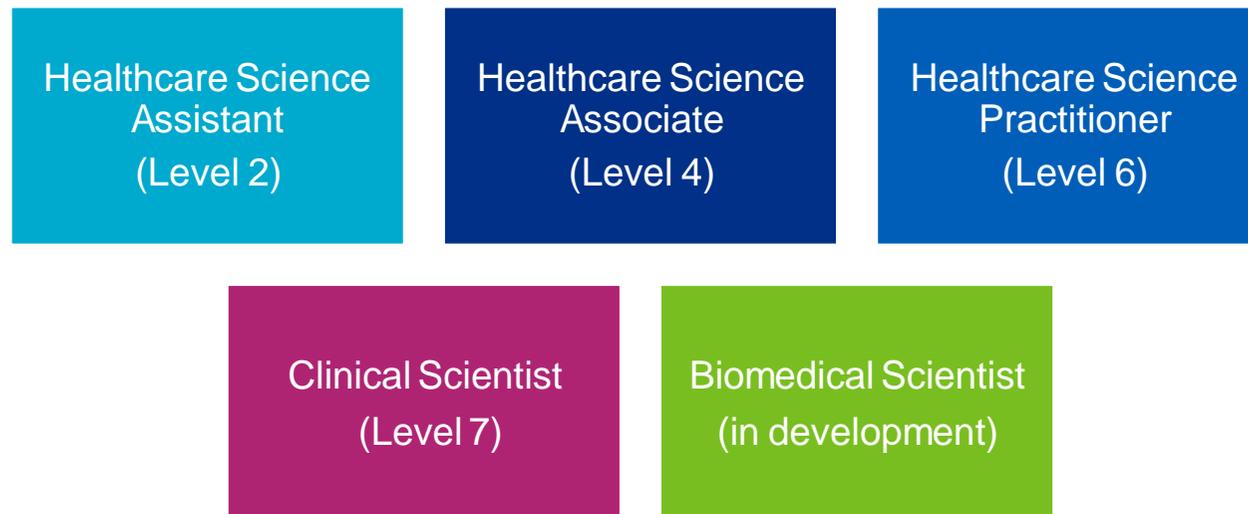
About Healthcare Science Apprenticeship's

Healthcare Science Apprenticeships are an employment-based route into the profession. To undertake an apprenticeship learners must be employed within a department that allows them to practice and use their skills. Typically, apprenticeships combine extensive workplace learning and practice within your department, supported by academic learning at college or university and distance learning.

Context

Apprenticeships are a key Government and HEE priority, since the introduction of the Apprenticeship Levy and Reforms in 2017. Specifically, HEE has been mandated to contribute to the development of apprenticeship standards in health and to date has worked with colleagues at the Institute for Apprenticeships and Skills for Health, as well as Trailblazer Chairs to develop over 80 health specific apprenticeship qualifications.

Healthcare Science employers have worked with the [Institute of Apprenticeships and Technical Education](#) to design healthcare science apprenticeship qualifications for the scientific workforce. As a result, we now have the following apprenticeships:



What is an apprenticeship?

Apprenticeships are work-based training programmes which are designed to help employers train people for specific job roles. At the same time, apprentices get a paying job with valuable training while they work towards a nationally recognised apprenticeship standard or framework.

Apprenticeship qualifications or standards range from levels 2-7. This is the equivalent of GCSE level up to master's degree level. Anyone in England aged 16 years old and above, whether employed, unemployed or leaving school, can do an apprenticeship. There is no upper age limit however where there is a statutory or professional body requirement for people in a particular role to be aged 18 or over, a minimum age limit would apply.

What are the benefits?

Apprenticeships bring a number of tangible benefits to NHS and other organisations they can create skilled, motivated and qualified employees and, if used properly, can help to address skills shortages across the workforce. Apprenticeships allow employers to diversify and freshen up their workforce. 86% of employers say apprenticeships develop skills relevant to their organisation and 78% reported improved productivity.



Apprenticeship Funding

Apprenticeship Levy

Employers with a pay bill over £3 million each year, pay the apprenticeship levy.

Levy paying employers can spend apprenticeship levy funding on apprenticeship training and end-point assessment (the assessment of apprentices by an independent organisation, required before they can complete the apprenticeship).

Apprenticeship levy can only be used to fund eligible training costs. It cannot be used to fund salaries.

Your organisation's apprenticeship lead will be able to support you to access your organisation's apprenticeship levy.

How to access funding if you aren't a levy paying employer

Non-levy paying employers can receive 95% of the apprenticeship cost through government funding. This is called 'co-investment'.

Non-levy employers pay 5% towards the cost of apprenticeship training. The government will pay the rest (95%) up to the funding band maximum.

The 95% funding is paid by the Government straight to the provider. The 5% employer contribution is paid to the provider by the employer.

Apprenticeships can also be funded via levy transfers; this is when a levy paying employer agrees to fund the course fees for an apprentice who is employed by a different employer.

How to fund salary

Apprentices are employed for the duration of their apprenticeship. This means that employers must find the salary costs for the student during training and manage their release time and backfill during study.

Option 1

Recruit to a vacancy, pay the apprentice annex 21 and utilise the remaining salary costs for backfill.

Option 2

Develop a board business case for rolling training posts – you can find an example business case [HERE](#)

Option 3

Calculate long term return on investment and utilise predicted future savings to fund salary costs.

Option 4

Utilise other income generation to fund salaries for apprentices.

Building apprenticeships into workforce strategy

Building apprenticeships into workforce strategy can ensure that the NHS explores all training and development opportunities for workforce planning activity. Apprenticeships form part of wider system and organisational solution to the recruitment and development of a sustainable workforce, by providing an additional entry point to the Healthcare Science workforce.

When developing workforce plans consider:

- How a scaled-up apprenticeship offer act as an enabler of future workforce strategy
- How apprenticeships enable the organisation to meet key actions from the NHS People Plan, Workforce Race Equality Standard (WRES) and the Workforce Disability Equality Standard (WDES)
- How apprenticeships enable the organisation to be more representative of the community they serve
- How apprenticeships can offer the skills/talent pipeline the organisation will need over the next five years
- How apprenticeships tackle the organisations key workforce challenges

A workforce strategy checklist:

- ✓ Have the endorsement of senior leadership and commitment among service managers – who is are your senior Healthcare Science champions?
- ✓ Ensure that Healthcare Science leaders are always visible promoting apprenticeship pathways
- ✓ Think about making Healthcare Science apprenticeships a standing item in agendas and reported on at ICS level
- ✓ Review your workforce strategy to ensure it makes clear what part you intend apprenticeships to play in addressing key workforce development goals (e.g., replacing an ageing workforce, creating multi-skilled staff who can work more flexibly, or providing cost-effective routes to addressing skill shortages across clinical and non-clinical roles)
- ✓ Develop a clear range of metrics by which to measure and report on the impact that your Apprenticeship provision has on performance relating to costs of recruitment; sickness/absence rates; uptake of training; staff retention etc.

Grow your team

How to plan, recruit and develop apprentices

Step 1: Identify

Assess your workforce development need: identify the skills gaps of your workforce and their current qualification level relating to their role. Think about any vacancies that could be considered as a future apprentice role.



Step 2: Funding

Estimate how much salary funding you would need to spend on apprenticeship roles.

(See [funding options](#) for some suggestions)

Step 3: Access Levy

Access apprenticeship levy funding to pay for the tuition costs of the apprenticeship.

Speak to your organisations apprenticeship lead who will be able to advise about apprenticeship levy.

Step 4: Training Provider

Choose apprenticeship training and assessments: find a training provider who will offer the right apprenticeship qualification and assess your apprentice over the duration of their qualification.

Browse apprenticeship training providers using the [procurement framework](#).

Step 5: Recruitment

Advertise a vacancy: you can work with your training provider to help with advertising and shortlisting. They can also help you identify an existing employee as well as recruit new apprentices.

Step 6: Ongoing Support

Provide ongoing support for the apprentice: including, helping the new apprentices to adjust to the workplace, nominating a member of the team to be the apprentice's mentor, planning workload to provide the necessary opportunities to complete practical tasks in line with training goals. Also build in time for the apprentice to receive regular assessment / workplace reviews by the training provider.



Apprenticeship Course Details

Click the boxes below to find out specific details about the apprenticeship standards:



You can also find details about [Selecting the right units for your apprentice](#) and [Examples of credit allocations for a level 4 diploma](#)

Finding a Training Provider

National Procurement

To support the implementation of the Healthcare Science 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.

A national quality procurement exercise has been undertaken to secure training providers who can meet the quality ambitions for Healthcare Science apprenticeships.

32 universities, colleges and private training providers have been awarded to deliver the level 2, 4 and 6 Healthcare Science Apprenticeships. You can find a list of available Training Providers in our [Training Provider Guide](#).

There is no requirement for Trusts to use this framework as some Trusts may have already run their own procurement. **If you wish to use the framework, please contact Sft.commercial@nhs.net**

Typical entry requirements

Entry requirements will be stipulated by individual colleges, universities, and training providers. **Always discuss individual entry criteria with your training provider.** As an example, typical entry criteria could include:

Typical entry requirements for Level 2 - 4 apprenticeships

- Learners must be employed in a setting where they can gain and practice their competencies
- Some providers will ask for English and maths on entry, others will expect learners to achieve English and maths as part of the apprenticeship (GCSE Grade C or 4, or functional Skills level 2)
- The provider may also take experience for existing staff who lack traditional academic qualifications.

Typical entry requirements for degree apprenticeships

- Learners must be employed in a setting where they can gain and practice their competencies
- They should have achieved and can evidence level 2 in English and Maths (GCSE C or grade 4)
- Have previous study, such as a Foundation Degree, Apprenticeship or A Levels
- The university may also consider experience and evidence of readiness for level 4 study for existing staff who lack traditional academic qualifications

APEL and RPL

When recruiting apprentices, it is vital you work with your provider to set out each of your requirements and expectations for the entry criteria to the apprenticeship. For example, your potential apprentices may be recruited from existing workforce, and some may not have typical academic entry criteria, in this instance you would need to work with your provider to recognise their work experience and in-house training. The university may also offer a bridging module in they have a gap that cannot be evidenced through APEL/RPL.

APEL Accreditation of Prior Experiential Learning (APEL) is the process where credit is sought for learning which has not previously been assessed and awarded credit by an academic institution or professional organisation. It is learning which has taken place from a range of experiences and is often unstructured, personal and unconsciously gained.

Recognition of prior learning (RPL) allows you to convert relevant knowledge, skills, and experience into credits you can put towards a qualification. Credits are a standard way of measuring learning. RPL means you can start your course at the appropriate level and reduce the number of credits you need to study to gain a qualification.

English and Maths / Functional Skills

Achieving functional skills qualifications in English and Maths is a key outcome of all apprenticeships. For many apprenticeships, anyone without the appropriate English and Maths qualifications will need to complete these by the time they reach the End Point Assessment gateway.

For many regulated healthcare professions, apprentices will need to hold English and maths qualifications specified by the training provider and employer when they start the apprenticeship.

If someone has already achieved the correct level of English and maths, they must be able to produce their certificates as evidence. In the case of missing or lost certificates, apprentices will have to re-take functional skills as part of their apprenticeship journey.

You can find lots of resources and support, including free online learning tools on the [Skills for Life](#) section of our website.

Case Studies

[Hear what inspired Leah, Harry, Lee and Hannah to become an apprentice](#)

[My apprenticeship journey in Clinical Engineering by Larissa Thornley-Johnstone](#)

[My experience as a Decontamination Science apprentice by John Allen](#)

[My experience as a GI Physiology apprentice by Rebecca Mathers](#)