



RECOGNISING TALENT FOR CARE: PATHWAYS FOR PROGRESSION TO HE

AGENDA

- Welcome and context to the UVAC RPEL Knowledge Network
- Project overview and update
- National Progression Agreement
- Guidance for HE Providers and Employers
- Next Steps
- Questions
- Evaluation and Follow-Up





WELCOME AND CONTEXT

**RECOGNISING TALENT FOR CARE :
PATHWAYS FOR PROGRESSION TO HE**



PROJECT OVERVIEW AND UPDATE

**RECOGNISING TALENT FOR CARE :
PATHWAYS FOR PROGRESSION TO HE**

PURPOSE AND FOCUS OF THE PROJECT

- Health Education England (HEE) has commissioned Middlesex University in partnership with the OU, UVAC and Credit Works to establish **parity for non-traditional level 3 access and progression higher education (HE) within the healthcare sector.**
- The project aims to **promote career progression opportunities within the healthcare sector** to maximise widening participation, levelling-up, diversity, inclusion and social mobility, while meeting the workforce development needs of healthcare employers.
- The project will focus on:
 - *Ascribing a credit value for the level 3 Senior Healthcare Support Worker apprenticeship standard to gain Higher Education*
Provider recognition for the apprenticeship as a progression route for HE level healthcare programmes.
- All approaches will be tested and informed by **consultation with HEPs, employers and other key stakeholders.**



TALENT FOR CARE

- The HEE **Talent for Care** national strategic framework was designed to **develop the healthcare support workforce**
- **Drivers for this included** recommendations arising from the reviews of care failures in the Mid Staffordshire NHS Foundation Trust (the **Francis Report**), the subsequent review of healthcare assistants (the **Cavendish Review**).
- **The challenge is inconsistency**...even those who have good access to training and education may find their **qualifications or past training does not** transfer from one organisation to another or **enable progression into higher education**.
- **Talent for Care was about:**
 - *...valuing support staff, and **getting formal recognition through nationally consistent standards** that staff could carry with them from job to job.*
 - *...**simplifying potential progression routes for support staff**, especially for those who want **to get into training for registered professions**.*

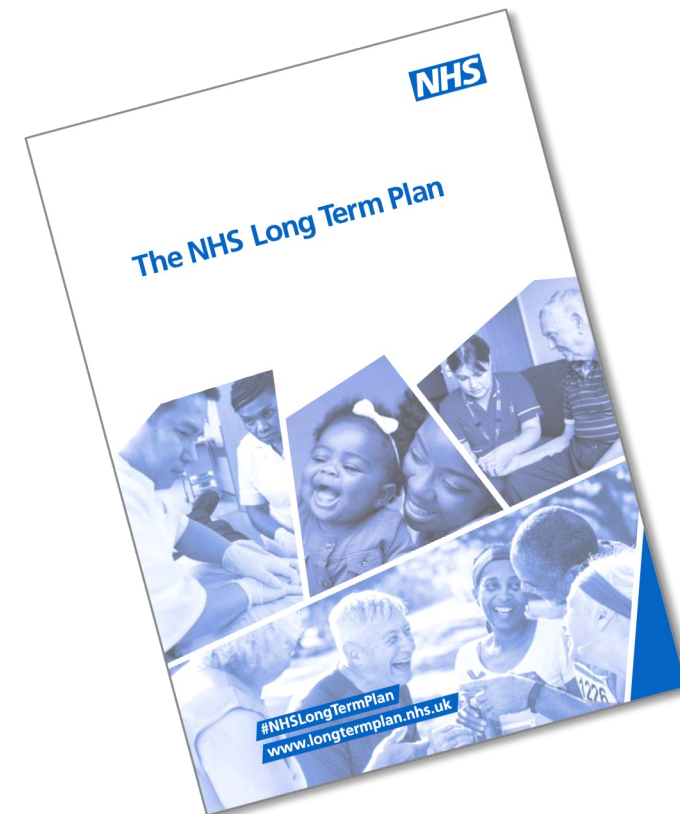
HEE, 2014



THE NHS LONG TERM PLAN

- **14,000 applicants to nursing were not accepted** onto courses. At a time of staff shortage across the NHS it is – to say the least – paradoxical that **many thousands of highly motivated and well-qualified applicants** who want to join the health service **are being turned away**. A number of Higher Education Institutions (HEIs) have **entry tariffs well above the levels** set by other HEIs and **deemed to meet appropriate standards by the Nursing and Midwifery Council**.
- **Apprenticeships** offer important opportunities **for widening social participation in the NHS workforce**. They also provide **career ladders for staff**.
- **One of the top reasons for people leaving** is that they do not receive the development and **career progression** that they need.

NHS, 2019



HEE – STRATEGIC FRAMEWORK CALL FOR EVIDENCE

Council of Deans of Health submission

- **New qualifications at Level 3 in England must ensure the ability to progress into healthcare higher education... Programme outcomes should enable student choice and be aligned closely with entrance requirements.**
- **The Government must ensure that...no decision about future provision restricts access to higher level education or has a negative impact on widening access and participation.**
- **Universities work in close collaboration with local employers to develop and deliver healthcare apprenticeships and widen access to healthcare careers. Apprenticeships provide another route into healthcare careers for learners.**

CoDH, 2021



SENIOR HEALTHCARE SUPPORT WORKER

- **Providing high-quality and compassionate specialist health and social care for a range of people.**

Senior Healthcare Support Workers **work in a range of settings** for example in a hospital, as part of a community team, in a day-case unit, birthing centre, individual's homes, operating theatres, nursing or care homes, hospices and in general practice.

The broad purpose of the occupation is to **support registered healthcare professionals** in the delivery of high quality and compassionate health and care services.

- **Pathway options**

- Adult Nursing Support
- Maternity Support
- Theatre Support
- Mental Health Support
- Children and Young People Support
- Allied Health Profession – Therapy Support

- **Example progression route**

- Nursing Associate

- **Qualifications**

- Level 3 Diploma in Healthcare Support
- Level 2 English and maths

- **Level** – Level 3

- **Duration** – 24 months

- **Starts** – 3101 in 2020/21

IFATE HEALTH PATHWAY OCCUPATIONAL MAP

Technical Occupations	Higher Technical Occupations	Professional Occupations
Health Assistant	Health Practitioner	Health Professional
Senior Healthcare Support Worker <ul style="list-style-type: none"> • Adult Nursing Support • Maternity Support • Theatre Support • Mental Health Support • Children and Young People Support • Allied Health Profession – Therapy Support 	Nursing Associate Healthcare Assistant Practitioner	Registered Nurse <ul style="list-style-type: none"> • Adult • Children • Learning Disability • Mental Health Midwife

instituteforapprenticeships.org/occupational-maps

See also the **Skills for Health Pathways tool**: haso.skillsforhealth.org.uk/pathways

BARRIERS TO SHCSW APPRENTICE PROGRESSION

- HEP admissions tutors want to be assured that the SHCSW apprenticeship is **an adequate preparation for HE level healthcare apprenticeships/programmes**
 - *Apprenticeships are **not allocated UCAS tariff points***
 - *Nursing Associate apprenticeship **entry requirements range from 0 to 120 UCAS tariff points***
 - *The Level 3 Diploma in Healthcare Support **mandatory qualification attracts low (32) UCAS tariff points***
 - *The **learning hours** indicated for the mandatory qualification (currently 650, proposed to be 830) **are relatively low***
 - ***Awareness and recognition by HEPs** of the value of the SHCSW apprenticeship as an adequate preparation for HE level healthcare programmes is **at best variable***
- These factors create barriers to apprentice progression, **it is these barriers that the project is aiming to address**



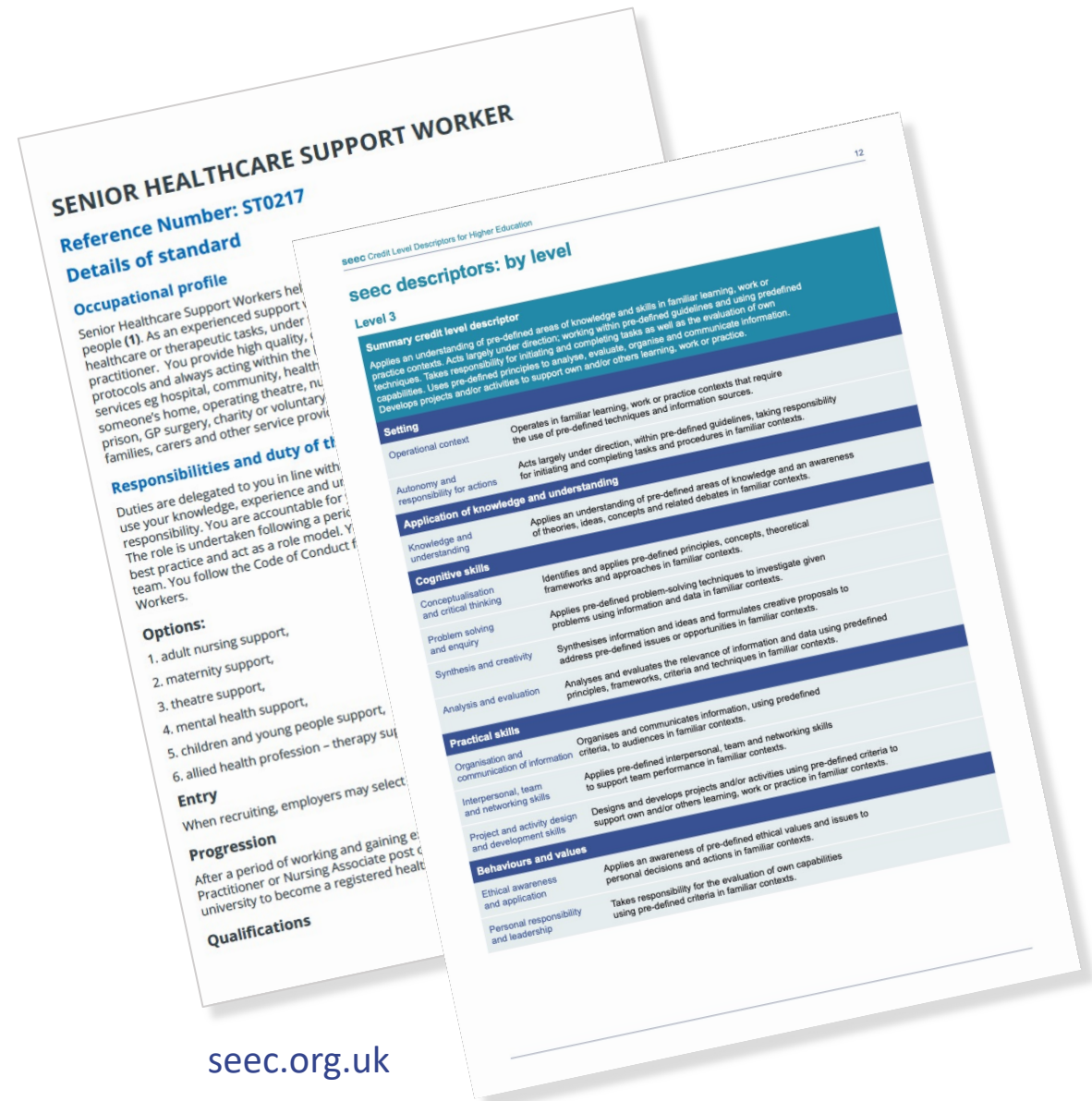
UVAC CONFERENCE SNAP SURVEY RESULTS

- 171 conference participants, 68 respondees – **40% response rate**
- Does your HEP provide HE healthcare apprenticeships/programmes? – **85% yes**
- Does your HEP provide HE nursing apprenticeships/programmes? – **82% yes**
- Before today were you aware of the level 3 Senior Healthcare Support Worker (SHCSW) apprenticeship? – **66% no**
- Does your HEP already recognise the SHCSW apprenticeship for entry to HE healthcare provision?
66% unsure / 19% yes / 15% no
- Now that the project has made you are aware of the SHCSW apprenticeship, how likely is that your HEP will recognise the SHCSW apprenticeship for entry to HE healthcare provision in future?
15% very likely / 20% likely / 56% unsure / 5% unlikely / 5% very unlikely



THE SHCSW APPRENTICESHIP AS PREPARATION FOR HE

- Clear alignment of the level 3 SHCSW apprenticeship standard with the level 3 SEEC descriptors.
- Alignment clear for both the existing and new apprenticeship standard.
- The new SHCSW Apprenticeship Standard indicates greater prevalence of:
 - *Problem Solving, Research and Enquiry*
 - *Project Design and Development Skills*
 - *Ethical Awareness and Application*
 - *Personal Responsibility and Leadership*



ESTIMATION OF ON-THE-JOB TRAINING HOURS

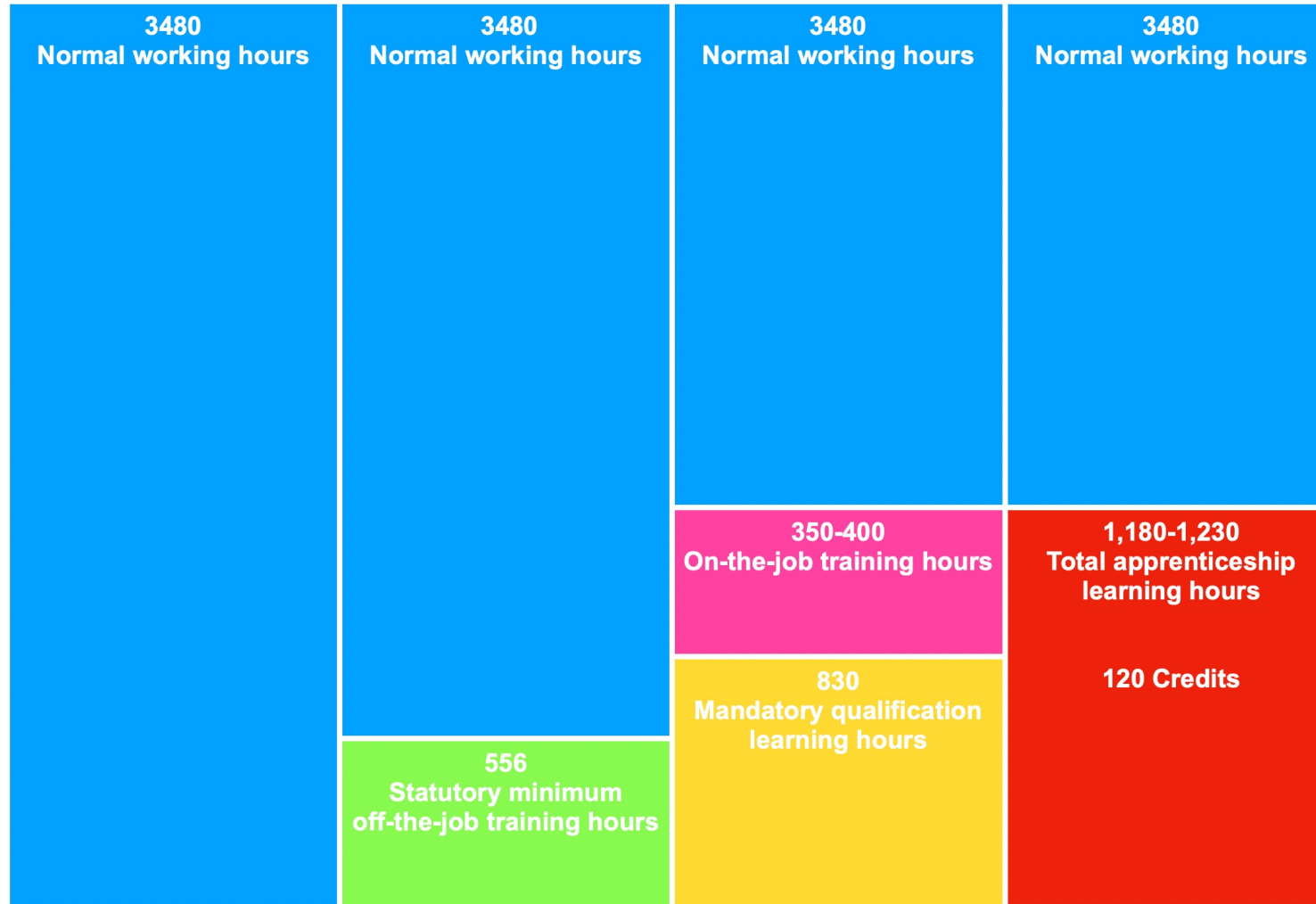
- In addition to off-the-job training, apprentices must have “**the opportunity to apply these new skills in a real work environment (in a productive job role) through on-the-job training**” (ESFA, 2022, p7).
- On-the-job training is undertaken during an apprentice’s **normal working hours** and contributes to the **development of the knowledge, skills and behaviours** specified in the apprenticeship standard.
- Establishment of an **Expert Employer Panel** from the Trailblazer Group
 - *Discussion about **on-the-job training activities** with employers*
 - *Employers discuss with their apprentices an **estimation of the number of hours during an average working week** that they undertake on-the-job training activities*
 - ***Employers submit evidence** to inform the estimation of on-the-job training hours*



ESTIMATION OF ON-THE-JOB TRAINING HOURS

On-the-job training activity	Estimated hours per week	Estimated total days	Additional information
Orientation/Induction: Activities that introduce you to your role, working practices and working environment, such as organisation specific codes of conduct and procedures.			
Shadowing: Observing the working practice of an established member of staff for a period of time, to learn about relevant aspects of your job role.			
Co-working: Working together with another employee to carry out tasks and duties in the work environment that are relevant to your job role.			
Practice simulation: Practicing a real-life scenario or procedure through simulation before you undertake it with an actual patient/client.			
Demonstration: Watching a specific task or a particular process being carried out by an established member of staff to learn how to carry out the task/process yourself.			
Self-instruction: Taking time to find out about something or to practice a procedure yourself to help you develop the knowledge, skills and behaviours relevant to your job role.			
Delegation: Being assigned a task that would normally be carried out by a colleague to help you develop knowledge, skills and behaviours relevant to your job role.			
Job rotation: Where you engage in a range of job roles/activities to help you develop knowledge, skills and behaviours relevant to your apprenticeship.			
Other activities, please specify:			
Total			

PROPOSED CREDIT VALUE





NATIONAL PROGRESSION AGREEMENT

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NATIONAL PROGRESSION AGREEMENT

What is the National Progression Agreement for?

- **Recognition of the SHCSW apprenticeship** for entry to HE nursing, midwifery, and other healthcare programmes

What are the aims of the National Progression Agreement for?

- Promote **career progression opportunities** within the healthcare sector to maximise widening participation, levelling-up, access, diversity, inclusion, and social mobility
- **Simplify progression routes** for support staff into registered professions
- Increase the number of **SHCSW applicants accepted onto higher education** nursing, midwifery, and other healthcare programmes
- Offer a common understanding of **the value of the SHCSW** apprenticeship as **preparation for higher level study**
- Support the **Talent for Care** national strategic framework achieve its purpose of **developing the healthcare support workforce**
- Develop consistency of approach in the **recognition of apprenticeships** for entry into higher education

National consistency and local/regional agreements

- Overarching agreements to establish **national consistency**
- Identification of **specific HEP programmes** that will recognise the SHCSW apprenticeship as meeting entry requirements
- **Employer partner sign-off** to establish specific recognition expectations

NATIONAL PROGRESSION AGREEMENT

Benefits of the National Progression Agreement

- At a national level help the healthcare sector to recruit the nurses and healthcare workers we need to operate the NHS effectively and address staff shortages.

Learners	Employers	Higher Education Providers
<ul style="list-style-type: none">• Provide clear progression opportunities into higher education nursing, midwifery, and other healthcare programmes, including higher and degree apprenticeships.• Encourage a positive approach to career progression in and through work.	<ul style="list-style-type: none">• Enable greater recognition for learning achieved in and through work.• Make progression opportunities clear and visible to better support professional development.• Increase the number of learners accepted onto higher education nursing, midwifery, and other healthcare programmes, including apprenticeships where the levy can be optimised.	<ul style="list-style-type: none">• Encourage greater recognition of apprenticeship programmes for entry to higher education nursing, midwifery, and other healthcare programmes.• Help to improve recruitment onto higher education nursing, midwifery, and other healthcare programmes and support appropriate progression.



GUIDANCE FOR HE PROVIDERS AND EMPLOYERS

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HEP GUIDANCE PRIORITIES

Raising awareness of the SHCSW apprenticeship as a preparation for HE healthcare programmes

- SHCSW apprenticeship **fully meets learning expectations for level 3** as indicated by mapping to SEEC Credit Level Descriptors
- A strong emphasis on: *problem solving; research and enquiry; project design and development; ethical awareness and application; personal responsibility and leadership* – **aspects not present in traditional qualifications**
- Two years **direct experience of supporting registered professionals** in carrying out their roles in a working environment

Tackling the problem with progression to HE healthcare programmes

- it is unacceptable that **14k highly motivated and well-qualified applicants** with appropriate work-based experience and work-integrated skills who wish to join or progress to registered healthcare roles **are being denied entry**

Recognising the value of on and off-the-job learning

- The SHCSW apprenticeship is **not just about the mandatory qualification**
- An apprenticeship must include both on-the-job and off-the-job learning to develop the knowledge, skills and behaviours to be **fully occupationally competent** – this is **not the case with traditional qualifications!**

Call to action

- Sign up to the **National Progression Agreement** and meet the needs of your healthcare employer partners

EMPLOYER GUIDANCE PRIORITIES

Barriers to the career progression of support worker staff

- Apprenticeships are not allocated UCAS tariff points and are **not consistently recognised** by HEP admissions tutors
- **HEP awareness** of the SHCSW apprenticeship is **variable at best**
- The value of SHCSW apprentice's **direct experience of supporting registered professionals** in carrying out their roles in a working environment is **not consistently recognised**

Tackling the problem with progression to HE healthcare programmes

- it is unacceptable that **14k highly motivated and well-qualified applicants** with appropriate work-based experience and work-integrated skills who wish to join or progress to registered healthcare roles **are being denied entry**
- **A main reason for people leaving the healthcare sector** is that they do not achieve the career progression they need or aspire to

Call to action

- Be part of a **national challenge to inconsistency** which has led to your staff being blocked from progressing to HE level professions.
- Establish a **clear expectation with your local/regional HEP partners** that the SHCSW apprenticeship **fully meets entry requirements** for identified HE healthcare programmes.
- Sign up to the **National Progression Agreement** to promote formal recognition of the SHCSW apprenticeship



NEXT STEPS AND QUESTIONS

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NEXT STEPS

- **Dissemination** and wider engagement with HEPs, healthcare employers and other stakeholders
- **HEP and employer sign up to the National Progression Agreement**
 - to promote **consistent national recognition** of the SHCSW apprenticeship standard for entry to HE level healthcare apprenticeships/programmes
 - To identify **specific HEP programmes** that will recognise the SHCSW apprenticeship as meeting entry requirements at local/regional level
 - To establish a **consistent employer expectation** that the SHCSW apprenticeship will be recognised by HEPs



QUESTIONS

- **Would you support sign-up to the SHCSW National Progression Agreement?**
- **If so, which HE programmes should recognise the SHCSW apprenticeship as meeting entry requirements?**
 - Registered Nurse degree apprenticeship
 - Midwife degree apprenticeship
 - Paramedic degree apprenticeship
 - BSc (Hons) Nursing
 - Allied Health and Therapeutic professions
 - Other healthcare professions



EVALUATION AND FOLLOW-UP

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Support for parity of non-traditional Level 3 access to progression/HE. : **Evaluation**

Support for parity of non-traditional Level 3 access to progression/HE. : Evaluation

- Performance of the project against each agreed Key Performance Indicator
- The internal Project Progress report to the Project Board (Credit Works, October 2022)
- A survey of individual HEE and project delivery team members
- What NHSE could do next to further achieve its objectives
- **A survey of UVAC event participants and members of the HEE HEI Quality Network to find out which supported the basic aim of the project, which did not and why.**
- A survey of employers asked to engage in assigning a credit value to the SHCSW apprenticeship standard.

Support for parity of non-traditional Level 3 access to progression/HE. : Evaluation

- **A survey of UVAC event participants and members of the HEE HEI Quality Network to find out which supported the basic aim of the project, which did not and why.**
- As you attended one or more of the UVAC events, and or are a member of the HEE HEI Quality Network we would like to know what you think.
- We understand your views may not be those of the institution.