

Evidence Brief: Apprenticeships

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Produced by the Knowledge Management team Evidence Briefs offer an overview of the published reports, research, and evidence on a workforce-related topic.

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Key publications – the big picture

10 Year Health Plan for England: fit for the future

Department of Health and Social Care, July 2025

The 10 Year Health Plan is part of the government's health mission to build a health service fit for the future. It sets out how the government will reinvent the NHS through 3 radical shifts:

- hospital to community
- analogue to digital
- sickness to prevention

See Chapter 7: An NHS workforce fit for the future

A World of Difference: International apprenticeship policy and lessons for England

The Sutton Trust, June 2025

This report, authored by Simon Field, compares the apprenticeships system in England with those in a range of other countries, from often cited examples like Germany and Switzerland, to a wider number of systems in economies more similar to our own, including recent changes in Ireland. It explores how internationally, apprenticeships transition young people from school into skilled jobs. In particular, it focuses on what England can learn from apprenticeships system worldwide, to deliver more effectively for young people, particularly those from lower income backgrounds.

Government plans to reform apprenticeships

NHS Employers, June 2025

In recent months there have been a number of announcements around skills that we want to share with employers.

The Opportunity Index: The geography of opportunity and social mobility in England

The Sutton Trust, May 2025

In this report, we provide the most detailed ever look at the geography of opportunity and social mobility in England. We closely examine how socio-economic background, geography and opportunity interact, with data looking at both parliamentary constituency and regional level in England. From educational attainment, to opportunities in higher education and employment, the research compares the outcomes of young people across the country, with a particular focus on the chances of social mobility for young people from lower income homes.

Fixing the leaking pipeline

Royal College of Nursing, March 2025

In this RCN Policy report we assess the gaps in the domestic nursing supply pipeline which (1) limit the potential output (2) cause nursing students to leave their studies and (3) lead to early career nurses leaving. Based on this, we recommend a package of interventions to fix the pipeline and resolve issues of high attrition and low output.

Skills England report: driving growth and widening opportunities

Department for Education, September 2024

The first report from Skills England sets out the key skills challenges that limit growth and opportunity. It also assesses skills needs in the economy.

Apprenticeships in the NHS

NHS Employers, August 2024

This briefing explains the significance of apprenticeships in the NHS and offers guidance to employers on recruiting apprentices.

Impact of local economic growth interventions on minority ethnic and immigrant groups

What works centre, August 2024

This rapid evidence review looks at whether the studies in our evidence reviews and toolkits report different effects for

individuals from minority ethnic and immigrant groups. As the focus in our original reports was on overall effects, we did not systematically record these differences, and we sometimes excluded studies that targeted specific groups. This was an opportunity missed, as there is a large body of evidence showing that, on average, these groups often experience poorer economic and social outcomes. Understanding differences in effectiveness could help design interventions that work better for all.

Care and health career academies: what good looks like

Local Government Association, July 2024

Care and health career academies are relatively new initiatives, and the national picture is constantly evolving. This project was undertaken to develop a better understanding of care and health career academies in England. It aims to share emerging learning on the development of academies and insights as to what good looks like.

Apprenticeship pay guidance and FAQs

NHS Employers, June 2024

This guidance, FAQs and pay scenarios support the changes to apprenticeship pay, which came into force from Monday 1 July 2024.

Flex and match: a new Skills Levy for growth and opportunity

Learning and Work Institute, June 2024

This report makes the case for the next government to broaden the current levy into a “flex and match” Skills Levy that would give employers greater flexibility to spend their levy on training in priority areas, but only if they also invest in apprenticeships for young people. Growth in the levy over time would allow the apprenticeship budget to be protected. The Government should also increase support for functional skills, explore expanding the levy to more employers, and introduce a Skills Tax Credit.

Spotlight on – Apprenticeships in the NHS

Capsticks, February 2024

In the NHS, there is a concerted plan to create innovative opportunities to increase access to roles through the use of apprenticeships and balancing them with more traditional academic routes of entry in some professional groups (such as medicine). The expansion of apprenticeships has been highlighted as a means of not only addressing key workforce shortages, but also widening opportunities for people from all backgrounds, making the NHS more accessible, diverse, inclusive and representative of the community it serves.

Medical doctor apprenticeships: everything you need to know

Department for Education, February 2024

The NHS confirmed pilot funding for a new Medical Doctor Degree Apprenticeship in January 2023. The apprenticeships are also part of the NHS England Long Term Workforce Plan, which will see the biggest expansion of training in its history to help upskill, retain talent and create a healthcare workforce fit for the future.

Overcoming barriers to opportunity: stimulating growth and unlocking supply in UK apprenticeships

St Martins Group, 2024

The St Martin’s Group has published a new report highlighting the need to protect and expand apprenticeship opportunities in the UK. The report, titled “*Overcoming barriers to opportunity; Stimulating Growth and Unlocking Supply in UK Apprenticeships*,” underscores the growing demand for apprenticeships and the critical steps needed to meet this demand. Against a backdrop of skills reform, with the introduction of the new Growth and Skills Levy and establishment of Skills England, there is a risk that apprenticeship numbers decline as employers opt for alternative training pathways for their workforce. Yet, as the report shows,

there are not enough apprenticeships to meet current demand, and this is set to increase.

Registered Midwife Degree Apprenticeship report

Royal College of Midwives and NHS England, September 2023
This report sets out the findings of an evaluation of a workforce intervention that has not yet been extensively implemented across maternity services in the NHS. It describes how the Registered Midwife Degree Apprenticeship has the potential to increase the supply of labour in a sustainable way. It describes the benefits and costs that could be attributed to this way of educating registered midwives.

Support for apprentices with a learning difficulty or disability

Department of Education, 2022

Information for apprenticeship providers about reasonable adjustments for apprentices with learning difficulties and disabilities.

Public Health Practitioner apprenticeship implementation guidance

UK Government, 2020

Implementation guidance for employers, training providers, and apprentices for the Public Health Practitioner apprenticeship standard at level 6.

Degree Apprenticeships: What Employers Need to Know

NHS Employers, 2019

The landscape surrounding higher apprenticeships in England is changing with a number of sectors developing degree level apprenticeships for roles in teaching, engineering and new technologies. Healthcare employers cannot afford to be left behind if they are to make the most of apprenticeships to train their staff in both clinical and non-clinical roles.

Apprenticeships to help you develop as a leader

NHS Leadership Academy, no date

The NHS Leadership Academy is working with provider partners to offer access to our leadership development programmes as part of apprenticeships, in line with the [NHS People Plan](#). These apprenticeships provide learners with the opportunity to gain a formally recognised qualification from the apprenticeship and NHS Leadership Academy's leadership development programme in one course.

Case Studies

Health and science apprenticeship case studies

Nottingham Trent University

Be inspired by successful apprentices who've studied health and science at NTU.

BU apprenticeship courses to support NHS recruitment drive

Bournemouth University, January 2024

Apprenticeships are an alternative route that can support the education and training of existing staff talent into professional roles to meet the changing needs of patients and support the ongoing transformation of care.

Expanding and developing our workforce with Cardio-Respiratory apprenticeships

FutureNHS log in required to view
George Eliot Hospital, October 2023

Like many other hospital trusts, here at the George Eliot Cardio-Respiratory Unit; we have been struggling to recruit new members of staff and develop our workforce to meet the needs of our local population and demand to increase capacity. However, with the recruitment of cardio respiratory apprentices we have managed improve recruitment and expand our workforce.

ODP Apprenticeship Future NHS log in required to view

Royal Cornwall Hospitals, October 2023

ODP vacancy gaps across areas such as scrub and anaesthetics, due to lack of workforce entering roles but also experienced practitioners retiring. Therefore, they needed to expand current workforce.

Allied Health Professional apprenticeships

NHS Employers, September 2023

Examples from NHS organisations that have implemented apprenticeship pathways in allied health professions and how it is enhancing workforce supply.

Nursing associate apprenticeship – a descriptive case study narrative of impact, innovation and quality improvement Abstract only*

Higher Education, Skills and Work based Learning, 2020

The purpose of this article is to explore how one higher education institution (HEI) has embraced the apprenticeship agenda and is successfully providing an apprenticeship programme for nursing associates (NA) a new profession within health and social care in the United Kingdom.

"I chose biomedical science because I can quietly help people in the background but it's a key role in patient care."

NHS Health Careers, no date

Always keen to have a career in science, Louise started in a medical laboratory assistant role before jumping at the chance to do a degree apprenticeship in biomedical science.

[See more case studies here.](#)

"Engineers will always be needed in the NHS and an engineering apprenticeship is one of the best ways in."

NHS Health Careers, no date

An engineering apprenticeship in the NHS was the perfect choice for Chris because he's always been interested in

mechanics. He's now in a permanent role and loves knowing he's contributing to making patients' time in hospital as comfortable as possible.

[See more case studies here.](#)

The Star for workforce redesign

More resources and tools are available in [the Star](#)

Statistics

Apprenticeships

UK Government, July 2025

This release shows provisional data on apprenticeships in England for the first three quarters of the 2024/25 academic year covering the period August 2024 to April 2025, based on data returned by providers in June 2025.

NHS nursing apprenticeships – breaking down barriers to nursing careers?

The Health Foundation, February 2025

National Data Programme

Workforce, Training and Education staff can look at the [National Data Warehouse \(NDL\)](#) SharePoint site to find out more about datasets and Tableau products.

Published Peer Reviewed Research

Allied Health Professionals

Conference abstract: Revolutionising workforce training: The impact of a Degree Apprenticeship in Therapeutic Radiography

Title all available*

Radiography 30(Supplement 3), October 2024

Progress testing: An educational perspective exploring the rationale for progress testing and its introduction into a Diagnostic Radiography curriculum

Journal of Medical Imaging and Radiation Sciences 54(1), 2023

In March 2020, the first diagnostic radiography degree apprenticeship programme in England was launched at the authors' institution. As part of the programme development and design, the programme development team explored and then implemented progress testing into a strand of the programme.

A Student Evaluation of an Occupational Therapy Apprenticeship

International Journal of Practice-based Learning in Health and Social Care 11(1), 2023

Apprenticeships are becoming an increasingly popular means of training healthcare professionals; providing an opportunity to earn and study simultaneously in order to gain nationally recognised qualifications. However, there is currently a lack of evaluative data on student experience of Occupational Therapy (OT) or Allied Health Professional (AHP) apprenticeship schemes.

Mind the gap: providing transferrable skills training for NHS pathology apprentices

[Poster study]

Archives of Disease in Childhood 108(Suppl 1), 2023

In NHS pathology services, healthcare science apprenticeships give staff the opportunity to complete BTECs in healthcare

science, a BSc in biomedical science and gain HCPC registration. The education and technical components of apprenticeships are covered by the education provider and employer respectively, however, some transferrable skills are not easily supported in the workplace.

Exploring current undergraduate student perspectives on the introduction of the degree apprenticeship scheme in diagnostic radiography - a single institution study

Radiography 28(4), 2022

There was an apparent lack of understanding regarding the degree apprenticeship leading students to misinterpret aspects of the course. Additionally, students highlighted the earning aspect of the apprenticeship to be an advantage in comparison to student debts associated with the traditional pre-registration programmes. Furthermore, students emphasised the advantage of the clinical focus practice associated with the degree apprenticeship.

Degree apprenticeships for the radiography profession; are clinical departments ready? Abstract only*

Radiography 28(1), 2022

Recommendations were formulated to increase awareness, understanding and employment of apprentices. Further clarity was needed on the role of mentors and the academic and practice education split and strong collaborations between clinical departments and higher education institutions was imperative.

Paramedic degree apprenticeships and the University of Cumbria approach

College of Paramedics Insight Magazine, 2021

The role of a paramedic within the ambulance service continues to diversify, with paramedics using a widening scope of practice to care for patients. Because of the knowledge, skills and experiences paramedics develop, the NHS has been utilising

them in many roles outside of the ambulance service, most notably in primary care.

The role of the advanced clinical practitioner in breast diagnosis: A systematic review of the literature

Radiography 27(2), 2021

Findings suggest that introducing a more formalised pathway to advanced practice into breast imaging through the implementation of a specific Advanced Clinical Practitioner apprenticeship training programme may overcome many of the challenges evidenced in this review.

From qualified professional to student apprentice

Journal of Paramedic Practice 13(9), 2021

As students prepare to return to their programmes this month, Lee Sweetlove provides insight into the struggles and joys of being one of the first students on the new tech to paramedic apprenticeship pathway in the East of England in this month's education edition of Paramedic Roles.

Bright Ideas: Picturing a Future for Diagnostic Imaging Apprentices

[United States]

Biomedical Instrumentation & Technology, 2020

Consisting of more than two dozen hospitals and specialized facilities, Banner Health is the largest healthcare system in Arizona. Like many organizations of its size, the healthcare system turns to third-party contractors to help with the servicing and repairs of its countless medical devices. As a result of workforce shortages both internally and externally, diagnostic imaging devices have proven particularly troublesome. However, that's starting to change. In a remarkably short time span, Banner Health has managed to create an in-house imaging services apprenticeship, allowing for greater flexibility and self-sufficiency.

Trailblazers: Stakeholder motivations for developing degree apprenticeships for the radiography profession

Radiography 26(1), 2019

Employer led apprenticeship trailblazer groups develop the occupational standard and end point assessment associated with a particular job or occupation. All degree apprenticeship programmes within England must align to these and for allied health professions, this is a new concept. Exploring stakeholder motivations for being part of the trailblazer groups is essential to inform subsequent curriculum design and implementation for this new model of education.

Benefits

Healthcare apprenticeships: assessing the potential benefits to an acute care provider organisation

Full text available with NHS OpenAthens account*

Postgraduate Medical Journal, 2024

The introduction of healthcare-based apprenticeships to become both a physician associate and a doctor has been approved for delivery in England. This will revolutionize medical training and it is hoped that medical training would be more accessible. This has generated a mixture of reactions, some enthusiastic and others concerned. This paper gauges interest among staff at Barking, Havering, and Redbridge University Hospitals NHS Trust in pursuing training as a doctor and/or physician associate through the apprenticeship route

Doctors, and Secondary Care

'Firm' foundations: Restoring apprenticeship-style learning for today's students

Medical Education 59(8), 2025

1 WHAT PROBLEMS WERE ADDRESSED?

To become a doctor is to join a professional community. Yet, this community feeling can be lost in large medical programmes. At

our medical school, the largest in the UK, final-year students expressed how disconnection within and between year groups negatively impacts their sense of belonging and professional growth. The 'firm' system¹ once provided this hidden curriculum through team integration and mentorship. However, the shift away from this apprentice-style learning model means students lack consistent guidance for identity development in the clinical setting. With upcoming expansion of medical school places, we advocate the value of student-led role modelling in professional identity formation.

[Recruiting and retaining doctors-a wicked problem needing complex solutions](#) Abstract only*

Postgraduate Medical Journal, 2025

Recruiting and retaining healthcare professionals, particularly doctors, remains a critical challenge for the National Health Service (NHS), exacerbated by an ageing population, geographical disparities, and persistent workforce shortages. Traditional linear solutions fail to address the complexity of these interconnected issues, necessitating a multidimensional approach rooted in complexity science. This article frames the recruitment and retention of doctors as a wicked problem, characterized by interdependencies, dynamic interactions, and context-specific nuances. Using the Anglia Ruskin University School of Medicine in Essex as a case study, we explore a locally contextualized strategy within the national 'train, retain, reform' framework. Initiatives include the innovative Medical Degree Doctor Apprenticeship, targeted outreach programmes, and collaboration with NHS England to prioritize local foundation training posts for graduates.

[Comparing trends in medical education between the United Kingdom and Australia: A personal perspective](#) Abstract only*

Medical Teacher 47(3), 2025

Medical schools must create doctors who can address health workforce challenges. This article compares broad trends in

medical education between the United Kingdom and Australia. Medical schools both help develop and are constrained by the health workforce. Innovations developed in Britain, like medical doctor degree apprenticeships, are unlikely to address workforce issues. Australia's medical curricula have more effectively adapted to its workforce needs.

[The medical doctor \(degree\) apprenticeship](#) Full text available with NHS OpenAthens account*

Medical Teacher 46(12), 2024

this article we explore the United Kingdom context of apprenticeships and the history of development of the use of the term apprentice in medicine. We describe the development of the Medical Doctor Degree Apprenticeship (MDDA) in England and how Anglia Ruskin University (ARU) has approached the development of the MDDA. We explore the rationale for developing the MDDA in Essex, the structure of the apprenticeship at ARU (which comprises 20% of employed time in NHS work and 80% in education undertaking the medical degree), the challenges and issues we encountered and mitigations we put in place.

[Medical doctor apprenticeships are coming to the UK](#)

BMJ, 2023

Apprentices will receive a salary, set by their employer, and will not be liable for university tuition fees. This may help school leavers from less affluent backgrounds become doctors. In addition to overcoming financial barriers, Health Education England promotes doctor apprenticeships as a way to increase diversity, boost training and recruitment of doctors in underserved areas, and provide a route for other health professionals to retrain in medicine.

NHS workforce plan aims to train thousands more doctors and open up apprenticeship schemes

BMJ, 2023

Thousands more doctors and nurses will be trained every year under proposals in the long term NHS workforce plan, to be backed by £2.4bn of funding over the next five years.

Employers' Perspectives on the Use of Medical Assistant Apprenticeships Abstract only*

[United States]

The Journal of Ambulatory Care Management 45(3), 2022

The findings revealed motivations for using apprenticeship, perceived benefits to the organization, challenges with implementation, and reflections on successful implementation. We detail how MA apprenticeship is successfully meeting recruitment and training needs in a variety of health care organizations, especially where program support resources are available.

Capturing the impact of cultural differences in residency

BMC Medical Education 21(115), 2022

Postgraduate training is a period in which residents develop both their medical competency and their professional identity in an environment of apprenticeship. As situated learning suggests, a critical dimension of such apprenticeship is the mode through which trainees can legitimately participate in the practice before they become experts, in this case physicians. One source of barriers to participation is cultural difference between learner and the clinical environment.

Abreast of the times

[Conference abstract]

Symposium Mammographicum Conference 2021, 2022

In an attempt to overcome this issue locally, our breast unit has implemented an ongoing training programme to train 9 mammographers in the 3½ year period to September 2021,

utilising both the post graduate route for qualified radiographers and the new Mammography Associate apprenticeship.

Identifying central tenets needed in our education systems:

Results from a pilot integrated clinical apprenticeship Abstract only*

Medical Teacher 41(7), 2019

Single-center, qualitative focus-group study conducted in 2017 of medical students in a longitudinally integrated clinical apprenticeship at a large UK medical school. Students were randomly assigned to focus groups to describe their educational journey and explore how longitudinal learning prepared them for a medical career, valuing their unique position as student participants in the healthcare system.

General Practice, Primary Care and Public Health

First cohort of oral health practitioner apprentices complete their courses Abstract only*

British Dental Journal 235(175), 2023

This oral health practitioner apprenticeship, alongside a dental practice manager apprenticeship and an orthodontic therapist apprenticeship, is designed to support recruitment and retention within the dental nurse workforce and provide a route of further progression, as well as help to free up time and resources.

Doctor apprenticeships: a dilemma for the future of general practice in the NHS

Journal of the Royal Society of Medicine 114(11), 2021

While the United Kingdom was at the mercy of the COVID-19 pandemic, the hegemony of the medical profession, steeped in traditionalism, was subject to reorganisation: doctor apprenticeships. The announcement triggered a gripping debate: could an apprenticeship replace the medical course? It is prudent to explore the dilemma this novel hypothetical career journey poses for the future of the NHS.

Competency-based training for the non-clinical workforce - A feasibility study, using a unique competency framework and career pathway Full text available with NHS OpenAthens account*

Education for Primary Care 31(3), 2020

Five Community Education Provider Networks (CEPNs) in South London collaborated to deliver training using the competency framework developed by OHSEL. They recruited employees from community health and social care providers, with predominant interest from primary care. Training included Apprenticeships and CEPN-developed modular training.

GP recruitment: could an undergraduate apprenticeship create the generalists the NHS needs?

BMJ, 2018

The NHS desperately needs new general practitioners. Yet with depressing regularity we see headlines about medical students being discouraged from choosing general practice as a career. Most recently, research from the University of Oxford found nearly two thirds of students view GPs as having a lower status than hospital specialists, and half thought the overall culture of their medical school had negatively influenced their views towards general practice.

Evaluating the quality, impact and sustainability of a apprenticeship programme across south london

[Poster study]

BMJ Supportive & Palliative Care 8(Suppl 2) 2018

We will share the evaluation findings of the Level 5 Diploma for Assistant Practitioners in Healthcare, which was developed and delivered by the South London Hospices Education Collaborative (SLHEC) in partnership with Croydon College. Kingston University was commissioned to conduct the evaluation in collaboration with the SLHEC. Both quantitative and qualitative

data was collected from students and stakeholders at two intervals (end of year 1 and 2).

Master or apprentice: rethinking entry points and training in Public Health Abstract only*

Journal of Public Health 40(2), 2017

Apprenticeship schemes could help maintain or enhance the professional status of Public Health and provide a training route for Public Health practitioners.

Leadership and Management

A six year experience of a national leadership fellowship in Northern Ireland: achieve, develop, explore programme for trainees (ADEPT)

BMJ Leader 7(Suppl1), 2023

The fellowship programme is coordinated with host organisations, who sponsor fellows to work with organisational leaders in an apprentice model and undertake a self-directed project. This leadership training was provided by the HSC Leadership Centre until 2020, which supported achievement of an Institute of Leadership and Management (ILM) level 7 Certificate.

Resilient doctors: raising the resilience of foundation year 1 (FY1) doctors through the foundation leadership and management (FLM) apprenticeship programme

BMJS Leader 4(Suppl 1), 2021

Our research shows the feasibility of a sustainable FY1 LM training programme and the positive impact on FY1s' clinical LM preparedness and resilience. LM training and improvement of resilience will lead to higher performance of doctors, better patient outcomes and increased patient satisfaction. Programmes such as FLM offer a solution to establishing sustainable, targeted, and locally delivered LM programmes in a

resource-constrained NHS which can support staff development and resilience.

The reflective practitioner: the challenges of supporting public sector senior leaders as they engage in reflective practice

Abstract only*

Higher Education Skills and Work-based Learning 10(5), 2020

This paper investigates the role of reflective practice within a leading degree apprenticeship programme which embraces this pedagogic approach and considers the potential barriers and benefits for learners and their organisations.

You're hired! Developing clinical leaders of tomorrow using the government apprenticeship levy

[Poster study]

BMJS Leader 3(Suppl 1), 2019

Medical leadership is recognised as an essential facet of clinical practice. However there lacks standardised, sustainable training for postgraduate doctors in particular to support the transition from undergraduate medical student to Foundation Year 1 (FY1) doctor. This challenging transition creates significant anxiety amongst FY1s and clinician burnout is a national concern. Through the Government Apprenticeship Scheme NHS Trusts have access to a ring-fenced budget that can provide funded, vocationally based, nationally benchmarked leadership and management (LM) training which can support FY1s during this transition.

Evaluation of leadership and management training programmes for foundation doctors

[Poster study]

BMJ Leader 3(Suppl1), 2019

Our research shows the feasibility of a FY1 leadership apprenticeship as a sustainable programme with positive impact on FY1s' LM preparedness. LM apprenticeships can be disseminated; two additional trusts adopted FLM in August 2019.

Mental Health Professions

Senior Resident as Junior Supervisor: Case Report of an Apprenticeship Model for Training Psychotherapy Supervisors

Abstract only*

American Journal of Psychotherapy 76(4), 2023

[United States]

The authors of this article describe the first year of a pilot project that was aimed at fostering interest and skill in psychotherapy supervision among senior residents. In this model, a postgraduate year (PGY)-4 resident supervised a PGY-2 resident's psychodynamic psychotherapy while receiving supervisory support from a senior faculty member. Feedback from the two residents and the residency program director was positive.

Bridging the skills gap: apprentice assistant practitioners having an impact in mental healthcare services Abstract only*

British Journal of Healthcare Assistants 13(9), 2019

This article is the first of four looking at mental healthcare services and the apprentice assistant practitioner (AAP). The background to the introduction of assistant practitioners (AP), both in generic terms and more specifically their potential in mental health provision, will be explored.

Bridging the skills gap: apprentice assistant practitioners having an impact in mental healthcare services. Part 2. The AAP experience Abstract only*

British Journal of Healthcare Assistants 14(2), 2020

It is important to gain understanding of how apprentice assistant practitioners (AAPs) have an impact in mental healthcare services.

Bridging the skills gap: apprentice assistant practitioners having an impact in mental healthcare services. Part 3. The mentor experience Abstract only*

British Journal of Healthcare Assistants 15(2), 2021

Understanding the relevance of the apprentice assistant practitioner (AAP) role in mental health is important for future developments within mental health services. This third article, in a series of four exploring the potential impact of AAPs in bridging the gap in mental health services, focuses on the experiences of the mentor role.

Bridging the skills gap: apprentice assistant practitioners having an impact in mental healthcare services. Part 4. The practice trainer experience Abstract only*

British Journal of Healthcare Assistants 16(2), 2022

In understanding the impact of apprentice assistant practitioners (AAPs) on mental healthcare services, it is important to understand the role of the practice trainer (PT).

Nursing and Midwifery

The future of postgraduate apprenticeships in England Abstract only*

British Journal of Community Nursing 30(7), 2025

The recent announcement from the Department for Education in England about the future of postgraduate apprenticeships has adversely impacted the post-registration education and training plans for nurses in England. There is much work to be done to mitigate this impending risk to the future of community nursing services.

Apprenticeship reforms threaten advanced nursing education

Abstract only*

Journal of Community Nursing, June 2025

The QICN has raised serious concerns about the recent government announcement about the apprenticeship scheme. At

the heart of the issue is the proposed discontinuation of level 7 apprenticeships, which currently fund specialist postgraduate training for nurses, including district nursing, adult social care nursing, inclusion health nursing, community children's nursing, and general practice nursing. These programmes are considered essential for delivering complex care in community settings.

Supporting nursing associate and assistant practitioner apprenticeships in health and social care Abstract only*

British Journal of Nursing (Mark Allen Publishing) 34(12), 2025

Apprenticeships are becoming widespread in healthcare and provide opportunities for development and social mobility that otherwise may not have been possible. This article provides an overview of apprenticeship programmes that may be of interest to those considering embarking upon an apprenticeship, and to help health professionals new to supporting one of these roles understand the support requirements within the workplace and university.

Apprenticeships and associates: are the programmes fit for purpose?: The schemes were hailed as a way to boost the NHS workforce and widen pathways into nursing, but lost funds and restricted access to training have prompted calls for reform

Abstract only*

Nursing Standard 39(7), 2024

Apprenticeships are intended to play a crucial role in increasing the number of nurses in the NHS in England, but there are growing concerns the programme is not fit for purpose. Here, we look at what the issues are and how the programme is set up.

Apprenticeships as pathway to care careers: Ethical challenges and opportunities for professions

Nursing Ethics 31(5), 2024

Readers of this journal are acutely aware of challenges relating to the recruitment and retention of nurses and other care professionals. Readers are also aware of ethical issues arising

from professional migration.¹ Efforts to develop the local workforce and to reduce, if not eliminate, the recruitment of professionals from the global south to the north are now prioritised. In the United Kingdom, strategies to increase the workforce include increasing access to health and social care professions via apprenticeships.² Routes to nursing careers in the United Kingdom now include apprenticeships which lead to the roles of Nursing Associate and Registered Nurse. These routes are gaining in popularity and are supported by employers. Apprenticeship roles enable those working as, for example, care assistants to 'learn as they earn' and for employers to 'grow their own'.

Exploring apprentice nursing associates' experiences of their home placements in primary care or social care Abstract only*
Nursing Management (Harrow, London, England : 1994) 31(3), 2024

BACKGROUND: An increasing number of apprentice nursing associates undertake their home placement in primary care or social care, but there is limited understanding of apprentice nursing associates' experiences in these settings., AIM: To explore apprentice nursing associates' experiences of a home placement in primary care or social care and provide initial insight into what may support or hinder their professional development in these settings.

Supporting nursing degree apprentices: advice for higher education institutions and employers Abstract only*
Nursing Management 30(6), 2023

A nursing degree apprenticeship offers an alternative route into nursing from the traditional preregistration nurse education programme by enabling apprentice employees to work and study at the same time. This route could address some of the issues associated with attrition from preregistration nurse education programmes, such as financial challenges. However, nursing degree apprentices may experience other challenges, for

example suboptimal work-life-study balance and inadequate support from employers and higher education institutions (HEIs), resulting in dissatisfaction with or non-completion of their apprenticeship programme.

Newly licensed nurses' transition during the pandemic after participating in nurse apprentice program Abstract only*
[United States]

Collegian 30(5), 2023

Nurse apprentice programs may promote satisfaction and acclimatisation among newly licensed RNs, even during pandemic work conditions. Healthcare leaders are encouraged to advocate for nurse apprentice programs, including pathways for apprentice licensure and program implementation.

The nurse apprentice and fundamental bedside care: An historical perspective Abstract only*
[United States]

Nursing Inquiry 30(3), 2023

This historical study aims to explain how the transition from student nurse service to fully qualified "graduate nurse" service in the United States in the 20th century affected assumptions about fundamental patient care in hospital wards and provide historical context for current apprenticeship programs.

'I feel so happy that dental nursing is being recognised'
BDJ Team 10, 2023

am looking forward to launching the degree this year. I am planning for further clinical specialist dental nurse roles and looking at apprenticeship pathways that can support the careers of qualified dental nurses. If I had one wish it would be to look at whether the GDC could recognise dental nurses who gain this degree, similar to the Nursing & Midwifery Council (NMC).

The successes, struggles and learning from a hospice cohort of trainee nursing associates

BMJ Supportive & Palliative Care 12(Suppl 3), 2022
To offer health care assistants (HCAs) currently employed by the hospice the opportunity to train as nursing associates (NAs) through an apprenticeship. To help build the capacity of the nursing workforce and deliver high-quality care (Health Education England. Nursing associates. To utilise the apprenticeship levy and introduce a recognised career pathway.

You're hired: apprenticeships and the new scheme Abstract only*

Nursing and Residential Care 23(8), 2021
Lord Sugar and Donald Trump popularised the term 'apprentice' and the phrase 'you're fired!', but there is much more to the concept. Implemented well, with willing candidates, apprenticeships are a great entrée into the worlds of learning and work. Adam Bernstein explains.

Creating a Statewide Nurse Residency: Using an Apprenticeship Model Abstract only*

[United States]
Journal of Nursing Administration 51(11), 2021
The Institute of Medicine recommends residency programs be implemented for new graduates across all settings, yet hospitals have not consistently hardwired this into their organizations. The value proposition is in recruitment, retention, and the conservation of resources. New Jersey's experiences using the US Department of Labor apprenticeship model for nurse residency programs provides a strategy that can be implemented on a statewide basis.

Research on teaching reform of rehabilitation nursing major based on modern apprenticeship system

Frontiers of Nursing 8(2), 2021

Based on the modern apprenticeship system, the training model of nursing students' competency in rehabilitation nursing posts could improve the matching degree of nursing posts of nursing students and may provide a reference for improving the training of rehabilitation nursing talents.

Passionate about the apprenticeship route Abstract only*

British Journal of Healthcare Assistants 14(11), 2020
Abstract unavailable. If you need help accessing this article, or have any other questions, contact the Knowledge Management team for support: england.knowledgemanagement@nhs.net

District nurse apprenticeship standard—next steps for district nursing

British Journal of Community Nursing 24(5), 2019
The NHS Long Term Plan (NHS, 2019) points the way forward for the service, recognising concerns about the growing and ageing population, staffing and funding, while highlighting opportunities for improving healthcare provision and health outcomes.

Development of an apprenticeship pathway for CYP healthcare support workers

[Poster study]
Archives of Disease in Childhood 103(Suppl2), 2018
Using the apprenticeship model we have adapted the course to meet the needs of the different patient populations encountered by our apprentices, including a clinical focus on specific clinical areas such as theatres, inpatient and outpatients. We aim to develop this further with community-based competencies in the future following the introduction of apprentices from other London centres.

Apprenticeship reforms extend career options for new and experienced staff Abstract only*

British Journal of Nursing 27(8), 2018

New standards for technical education, with a focus on high-quality learning, offer opportunities to expand the professional and support healthcare workforce, says Sam Foster, Chief Nurse, Oxford University Hospitals.

Surgery

Surgical Technologist Apprentice Program: An Innovative Approach to Improve Staffing Abstract only*

[United States]

AORN Journal 117(1), 2023

Along with surgeons, anesthesia professionals, and RN circulators, surgical technologists are essential members of the perioperative team. Despite a partnership with a local community college that offered a surgical technologist degree program, Norton Healthcare in Louisville, Kentucky, continued to experience a shortage of surgical technologists. To meet demands, the clinical educators at the facility developed an in-house Surgical Technologist Apprentice Program (STAP). The STAP consists of six weeks of didactic learning and hands-on training in an OR simulation laboratory, followed by a six-month preceptorship in the OR. This program has proven invaluable, particularly as the COVID-19 pandemic increased the need for personnel who are not only skilled in the OR but also can provide essential frontline patient care when needed.

On Becoming a Master Surgeon: Role Models, Mentorship, Coaching, and Apprenticeship Full text available with NHS

OpenAthens account*

The Annals of Thoracic Surgery 111(6), 2021

The goal of this article is to describe strategies, including career development relationships, continuing medical education, and professional societal involvement, that are key to continuing to improve one's craft and identify career phases when such elements are most applicable.

Apprenticeship to simulation - The metamorphosis of surgical training

[Pakistan]

The Journal of the Pakistan Medical Association 71(Suppl 1), 2021

Teaching surgical skills outside the operating room to ensure patient safety has laid the foundation of simulation-based training in surgical education. More recently, the focus of surgical training and residency has shifted to competency and outcome-based models. The current review article was planned to describe the evolution and transformation of surgical training over time.

Benchmarking against the MOMS Trial: Zurich Results of Open Fetal Surgery for Spina Bifida

[Switzerland]

Fetal Diagnosis and Therapy, 2020

Our findings confirm that rigorous apprenticeship, training, and comprehensive prospective data collection enable centers like the Zurich Center for Fetal Diagnosis and Therapy to achieve benchmark results for open fetal surgery for myelomeningocele and myeloschisis.

Virtual reality training compared with apprenticeship training in laparoscopic surgery: a meta-analysis

The Annals of the Royal College of Surgeons of England 102(9), 2020

This meta-analysis shows that virtual reality not only improves efficiency in the trainee's surgical practice but also improves quality with reduced error rates and improved tissue handling.

Surgical apprenticeship in the era of simulation

Journal of Visceral Surgery 157(3), 2020

In the sphere of digital mentoring, objectives are henceforth more structured, skills assessment is more standardized, phases of apprenticeship are redefined, and individualized training contracts are formalized.

Other apprenticeships and support

Inclusion and diversity representation in GOSH apprenticeships

[Poster study]

Archives of Disease in Childhood 108(Suppl1,) 2023

Equality, diversity, and Inclusion (EDI) data demonstrates an increase in apprenticeship inclusion, particularly data concerning sex, disability, age, religious beliefs, and race. Further data shows development of existing staff and high-level apprenticeships that positively impacts retention. Providing a diverse staff pool for patient care through a workforce that reflects the local population.

The Advanced Clinical Practice Integrated Degree Apprenticeship end point assessment: history, challenges and implementation

International Journal for Advancing Practice 1(1), 2023

The advanced clinical practitioner (ACP) apprenticeship is one of several new apprenticeships that have been developed since the introduction of higher apprenticeships in England in 2010. The end point assessment (EPA) is a compulsory part of an apprenticeship and forms an independent assessment of the occupational competence of the apprentice.

The welcome for the NHS workforce plan should come with some challenging questions

[Opinion]

BMJ, 2023

Well, I remain to be convinced that we can shorten training, in what's already a packed curriculum, without risks to the quality of training, or how the logistics of "apprenticeship doctors" will work. Our medical schools already reject around five in six applicants, so why not just expand conventional places? If we want more students from deprived backgrounds, we could just waive their course fees or loans or restore some financial support.

A quality improvement apprenticeship: Gross anatomy in the time of Covid-19

[United States]

Anatomical Sciences Education 15(5), 2022

This article examines the strengths of interinstitutional apprenticeship and the benefits of such practices in a time of accelerated change in anatomical instruction.

Apprenticeship and the art of making meaning in cytopathology

Cancer Cytopathology 130(9), 2022

An expert might be able to share that which makes him or her an expert with an apprentice and thereby confer expertise. The apprentice disappears, and the experts grow in number. Of course, this apprenticeship has the same form as pathology residency and fellowship training. They map identically onto one another.

Use of an apprenticeship model to facilitate prescribing learning on clinical placements

[Letter]

Medical teacher 44(80) 2021

Abstract unavailable. If you need help accessing this article, or have any other questions, contact the Knowledge Management team for support: england.knowledgemanagement@nhs.net

Necessity is the mother of invention: how the COVID-19 pandemic could change medical student placements for the better

Postgraduate Medical Journal 97(1149), 2021

This article describes a framework for the safe and effective delivery of a longer face-to-face apprenticeship-based clinical placement during an infectious disease pandemic. Longer apprenticeship-style attachments have hidden benefits to general professional training, which should be explored by

medical schools both during the COVID-19 pandemic and, possibly, for any future clinical placements.

Changing the course of IfATE: healthier higher and degree apprenticeships for regulated healthcare professionals Abstract only*

Higher Education, Skills and Work-based Learning 10(5), 2020
The purpose of this paper is to show how and why government discursal constraints have obstructed the development of viable degree apprenticeships for regulated healthcare professionals working in England and suggests some ways these constraints can now be managed and overcome.

The Role of Key Influencers for Young Adults Choosing the Apprenticeship Pathway to the World of Work

Proceedings of the European Conference on Educational Research, 2020

The findings indicate the key influences vary according to young adult's social circles. The role of institutions and institutional influencers was increased when young adult's social circle did not contain the needed information about apprenticeships and apprenticeship opportunities. Implications for policy and future research are discussed.

Post-levy apprenticeships in the NHS – early findings Abstract only*

Higher Education, Skills and Work-based Learning 9(2), 2019
Although the apprenticeship levy is being spent in the NHS, there are some challenges for employers in their delivery. The levy is offering new and existing staff the opportunity to undertake personal and professional development at a range of educational levels. This has the potential to increase and upskill the NHS workforce, improve social mobility and possibly lead to larger cultural and professional changes.

The healthcare support worker apprenticeship: an educator's perspective on the 'challenges' Abstract only*

British Journal of Healthcare Assistants 13(3), 2019

Abstract unavailable. If you need help accessing this article, or have any other questions, contact the Knowledge Management team for support: england.knowledgemanagement@nhs.net

Degree apprenticeships: delivering quality and social mobility?

Higher Education, Skills and Work-based Learning 9(2), 2019

Employers in England are increasingly shifting their skills and talent pipeline strategies towards higher levels, including degree apprenticeships. There is no doubt that the introduction of degree apprenticeships in 2015 represented an exciting policy move, supported by employers who have focussed on the creation of apprenticeships for job roles to meet sector skills and productivity objectives.

Potential implications of degree apprenticeships for healthcare education Abstract only*

Higher Education, Skills and Work-based Learning 9(1), 2019

Three key themes were identified: entering an apprenticeship, the learning environment and perceptions of apprenticeships. Successful completion of an apprenticeship relies heavily on both understanding the role the apprentice is seeking to inhabit, as well as well-structured and comprehensive support whilst on the programme. These findings are then discussed with reference to professional body requirements and pre-registration education in healthcare.

Competency Frameworks

Apprenticeship Standards

Skills for Health, no date

The Healthcare Apprenticeship Standards Online (HASO) was a joint initiative between NHS England and Skills for Health. Here you'll find some of the most important information and guides available for you to access.