

# Evidence Brief: Apprenticeships

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Produced by the HEE Knowledge Management team Evidence Briefs offer a quick overview of the published reports, research and evidence on a workforce-related topic. A starter for 10 on the evidence if you will.

### Key publications – the big picture

#### [Interim People Plan NHS, June 2019](#)

Our Interim NHS People Plan, developed collaboratively with national leaders and partners, sets a vision for how people working in the NHS will be supported to deliver care and identifies the actions we will take to help them. See p. 28 “Routes into the profession” and pp. 50-51 for more on Apprenticeships, the Apprenticeship Levy and actions for 2019/20

#### [The NHS Long Term Plan NHS, Updated August 2019](#)

The NHS Long Term Plan was developed in partnership with those who know the NHS best –frontline health and care staff, patients and their families and other experts. See p. 81 section 4.18

“We will continue to invest in the growth of nursing apprenticeships”

“We will also seek to grown wider apprenticeships in clinical and non-clinical jobs in the NHS”

See also the blue box - “How some trusts have been able to use the Apprenticeship Levy”

#### [Apprenticeships and social mobility](#) 24th June 2020, Social Mobility Commission

Report finds that the apprenticeship system is failing people from disadvantaged backgrounds.

#### [Apprenticeships](#) n.d., HEE

Apprenticeships are a key way for people to learn on the job, both for new starters to the NHS and for existing members of staff, allowing learners the opportunity to gain a qualification and apply their learning while continuing to earn a salary.

#### [Quality Principles for NHS Apprenticeships](#) HEE and The National Skills Academy

This document is designed to help employers and those leading on the development of Apprenticeships in their organisation to understand what it takes to achieve high quality

outcomes and the standards they should be expected to evidence through their organisational approach to Apprenticeships. There are 21 principles, structured around three main themes:

- Embedding Apprenticeships in the organisation’s workforce strategy
- Securing management commitment
- Effective learning programmes and processes

#### [Public Health Practitioners apprenticeship implementation guidance](#) 11th May 2020, Public Health England

The Public Health Practitioner (integrated degree) apprenticeship standard was approved for delivery by the

Institute for Apprenticeships and Technical Education in 2019. This document provides an outline of the Public Health Practitioner occupation and apprenticeship, and looks at the implications for delivery from the perspective of employers, training providers and the apprentices themselves.

### [\*Apprentices in primary care – success in practice! Delivering the talent for care\*](#) n.d., HEE

This booklet has been produced by Health Education England (HEE) working across the North West in consultation with a number of general practice (GP) surgeries. What is this booklet about? This booklet outlines the benefits of apprenticeship qualifications in primary care support roles and showcases the impact of apprentices within the work environment. There are a broad range of profiles covering medical administration, business administration, customer service, healthcare and team leading.

### [\*Find an apprenticeship\*](#) Govuk

Search and apply for an apprenticeship in England

### [\*Apprenticeships Hub\*](#) Govuk

Resource hub for apprenticeships information in England.

### [\*Institute for Apprenticeships and Technical Education\*](#)

The Institute is an employer-led organisation with an independent chair who leads a board of employers, business leaders and their representatives to ensure employers drive apprenticeship quality to the highest level. A key element of this is supporting employer groups in the development of the standards on which apprenticeships are based. We also have responsibility for managing the development and approval of T levels – the classroom based technical education programme. The Institute is delivering flagship Government policies with frontline impact and our work will help ensure that people of all ages and backgrounds have the opportunity to maximise their potential and contribute to improving social mobility and the UK's productivity.

[\*Apprenticeships and skills policy in England - UK Parliament\*](#) April 2020, House of Commons Library Skills and training are devolved policy areas. This Briefing Paper covers apprenticeships in England. Sources of information on apprenticeships in Scotland, Wales and Northern Ireland are included in Section 3, Useful Sources. This paper covers policy developments from 2015 onwards.

### [Degree apprenticeships: what employers need to know](#) December 2017, NHS Employers

This comprehensive guide for employers focuses on degree apprenticeships and looks at how, by offering a realistic alternative to university, this new way of education and training can be used to support career development within the NHS.

### [NHS apprenticeships webinar: learning from outside the system](#) January 2020, NHS Employers

Catch up on the first webinar in our NHS Apprenticeships series which showcased good practice in apprenticeships from outside the NHS. The webinar featured Colonel Andy Deans from the Ministry of Defence who shared how apprenticeships are used to embed a learning culture for new recruits and existing staff.

### [Apprenticeships: what parents think about them and what you need to know](#) 3rd February 2020, Mumsnet

Feeling a little overwhelmed with navigating the labyrinth of career and education choices for your child? Considering an apprenticeship but not sure what that really means? To celebrate National Apprenticeship Week, we've been working with the Department for Education to find out what Mumsnet users think about apprenticeships, digging into any reservations parents

might have, as well as providing information and advice to help you and your child make the right decision.

### [Does apprenticeship work for adults? The experiences of adult apprentices in England](#) March 2015, UCL

This report presents findings from the first research study of government-supported apprenticeship in England to focus on the experiences and perspectives of apprentices aged 25 and over and of their employers. The research also provides evidence about the training, upskilling and reskilling of adult workers more generally, including those in the later stages of working life. Apprenticeship has long been seen as a model of learning preparing young people to enter the labour market. The UK and Australia are the only countries where government funding is also available to support apprenticeships for adults, including those already in employment, from the age of 25 upwards. The full-year confirmed publicly available statistics for 2012-13 show that 45 per cent (230,300) of apprentices starting the government-supported programme in England were 25 or over and 32 per cent were aged between 19 and 24 when they started. In this report, we use the terms 'adult apprentices' (or 'adult apprenticeship') and 'older apprentices', to refer to people aged 25 or over. In contrast, we refer to those aged 24 and under as 'younger apprentices'<sup>1</sup>.

### [Apprenticeships: everything you need to know about UK apprenticeships](#) UCAS

In essence, an apprenticeship is a job. You'll spend 80% of the working week at your place of employment, and 20% at your place of study. You'll earn a salary, and your course fees will be covered by your employer and the government. You just need to be willing to manage your time between work and study. There are many different apprenticeships you can apply for depending on your existing qualifications across a broad range of different industries. Explore our apprenticeships guide to find out everything you need to know.

### [Making the levy pay: how can trusts make the most of the apprenticeship model?](#) June 2019, NHS Providers

Apprenticeships have been a central pillar of education and employment policy in England for the last half decade, under both the coalition and the current minority Conservative Government. Former Prime Minister David Cameron introduced a number of reforms to the apprenticeship programme in a bid to "Get Britain Working". Cameron's target of creating 3 million apprentices by 2020 across all sectors was favoured by all parties parliament at the time and by the business community which saw apprenticeships as a means to plug skills gaps at a relatively low cost and attract talent for the long-term.

## COVID-19

### [Apprenticeships: flexibilities during COVID-19](#) 24<sup>th</sup> April 2020, NHS Employers

At this unprecedented time of national emergency, it is vital that we maximise the number of staff available to help fight the virus and apprentices may be asked to move into a different role. A number of flexibilities have been introduced to support employers, apprentices and training providers during the pandemic.

### [Update on end point assessments for nursing workforce apprenticeships](#) 14th April 2020, NHS Employers

The Institute for Apprenticeships and Technical Education (IFATE) has announced further flexibilities for certain apprenticeships in response to the impact of COVID-19. These flexibilities apply to registered nurse degree apprentices and nursing associate apprentices, reflecting the adjustments made by the Nursing and Midwifery Council (NMC) in light of the pandemic.

### [COVID-19 Information regarding apprenticeships](#) Institute for Apprenticeships and Technical Education

Includes:

- Institute guidance
- Frequently asked questions

- Recent updates
- Government guidance
- Are you apprentice
- Are you seeking financial help

### [Providing apprenticeships during the coronavirus \(COVID-19\) outbreak](#) 23rd March 2020 (updated 2nd June 2020), Department for Education

This document sets out guidance for apprentices, employers, training providers and assessment organisations in response to the impact of coronavirus (COVID-19).

### [Letter: Role modelling and active apprenticeship during the COVID-19 pandemic](#) June 2020, The Clinical Teacher

We appreciated the article by Restrepo et al. for enabling readers to rediscover the importance of active apprenticeship in clinical education for millennial learners.<sup>1</sup> Their assertion regarding the use of role modelling to encourage engagement in the learning process is highly relevant during the current coronavirus disease 2019 (COVID-19) pandemic, which has so far claimed nearly 100 000 lives, globally.<sup>2</sup>

## Case Studies

### [Apprenticeships case studies](#) HEE

Across the country organisations and individuals are realising the benefits of initiatives that support the aims of Talent for Care and Widening Participation. Here we've captured best practice developments being supported by healthcare organisations, education providers and other stakeholders. We hope that sharing this excellent work will encourage you and others to implement positive change within their organisations.

### [Collaborating regionally on apprenticeships](#) October 2019, NHS Employers

This short briefing explores ways in which regions have worked together to deliver apprenticeships and maximise the apprenticeship levy.

### [Embedding apprenticeship off-the-job training](#) September 2018, NHS Employers

In this case study, we look at how Greater Manchester Mental Health NHS Foundation Trust (GMMT) has worked with line managers to offer apprentices a minimum of 20 per cent off-the-job training.

### [AHP & AHP support roles](#) Skills for Health: Healthcare apprenticeships

We have published a number of case studies providing insight into apprenticeships, click the sections below to view and download the many case studies available.

[Apprentice Real Life stories](#) Skills for Health: Healthcare apprenticeships

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[Northern Lincolnshire and Goole NHS Foundation Trust How the trust used to levy to embed apprenticeships](#) July 2018, NHS Employers

Northern Lincolnshire and Google NHS Foundation Trust (NLGFT) employs around 6,500 members of staff. The trust provides acute hospitals services and community services to a population of more than 350,000 people across north and north-east Lincolnshire and the East Riding of Yorkshire.

[Collaborating regionally on apprenticeships](#) 21<sup>st</sup> October 2020, NHS Employers

This short briefing explores ways in which regions have worked together to deliver apprenticeships and maximise the apprenticeship levy. Read examples from sustainability and transformation partnerships (STP): Cambridgeshire and Peterborough, West Yorkshire and Harrogate and North East London.

*HEE Knowledge Management Team, July 2020*

## HEE Star

More resources and tools are available in the “**apprenticeship**” section of the HEE Star: <https://www.hee.nhs.uk/our-work/hee-star>

## Statistics

[Apprenticeship statistics for England](#) 9<sup>th</sup> April 2020, House of Commons Library

This note presents and analyses data on the number of people starting apprenticeships in England and statistics for Parliamentary Constituencies in England.

## HEE National Data Programme

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

### Published Peer Reviewed Research

[Surgical apprenticeship in the era of simulation](#) June 2020, *Journal of Visceral Surgery Abstract only\**

Peer workers (people with personal experience of mental health problems) are increasingly being employed in mental health services in England. The aim of this research was to find out if the international evidence available is useful for developing new peer worker roles in England.

[Improved cognitive apprenticeship clinical teaching after a faculty development program](#) May 2020, *Paediatrics International Abstract only\**

**BACKGROUND** While it is well known that the cognitive apprenticeship is an effective workplace-based teaching approach for clinical teachers, the effects of faculty development (FD) have not been analyzed from that perspective. The purpose of this study was to investigate self-assessment by clinical teachers of their educational perceptions and behaviors after a FD program using the cognitive apprenticeship model. **METHODS** Board-certified pediatricians who participated in a 3-day FD program on practical clinical teaching were asked to complete questionnaires. Fifty participants completed two questionnaires prior to and 3 and 6 months after the FD program: the first was on the participants' general perceptions and behaviors in relation to their own clinical education and the second was a self-assessment using

the Maastricht Clinical Teaching Questionnaire (MCTQ) that was developed based on the cognitive apprenticeship model. **RESULTS** The general survey demonstrated that 78% of the participants experienced positive changes in their educational perceptions 6 months after FD. Self-assessment using the MCTQ showed that the scores in the categories of "articulation," "exploration," and "safe learning environment" remained significantly improved 6 months after the FD program. **CONCLUSIONS** The participants' self-perceived improvement in behaviors was sustainable for 6 months after participation in the FD program. The results of the MCTQ show that through their experiences in the FD program, the participants seemingly transformed their clinical teaching to become interactive facilitators, encouraging self-directed learning. Our results also suggest that the MCTQ can be used for self-assessment of clinical teachers and to enhance the effectiveness of the FD program.

[Identifying central tenets needed in our education systems: Results from a pilot integrated clinical apprenticeship](#) July 2019, *Medical Teacher Abstract only\**

**Purpose:** The ability of healthcare systems to deliver world-class compassionate care depends on the quality of training and education of staff. Matching student-centered learning with patient-centered care is the focus for much curricula reform. This study explores the effect a novel longitudinal curriculum had on medical students' attitudes and experiences to better identify central tenets needed in

our education system. Methods: 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. Results: Four themes emerged from students' experiences: navigating the patient journey, their professional development, their learning journey, and the healthcare system. Conclusions: Listening to student voices lends insights for educators refining educational models to produce doctors of tomorrow. This project identified the educational value of students having authentic roles in helping patients navigate the healthcare system and the benefits of consistent mentorship and greater autonomy. The gulf between gaining skills as a future doctor and gaining skills to pass summative exams calls into question assessment methods.

[Cognitive Apprenticeship in Orthopaedic Surgery: Updating a Classic Educational Model](#) 2019, Journal of Surgical Education *Abstract only*\*

**OBJECTIVE**To define cognitive apprenticeship and describe how it can be applied to orthopedic education.**DESIGN**Traditional apprenticeships have been used through history as a teaching model for wide variety of skills. These apprenticeships are characterized by

practical, on-the-job training in which the apprentice observes and assists a master in the completion of a task, and thereby learns the skills needed to complete that task on his or her own.**RESULTS**Cognitive apprenticeship is differentiated from the traditional apprenticeship model primarily by its educational goals. Cognitive apprenticeships are used to teach skills which require internal thought processes which cannot be readily observed externally by the teacher or the student.**CONCLUSION**Here, we review the history of the cognitive apprenticeship concept, its basic principles, its applications to a wide variety of educational circumstances, and its potential use as a framework for developing orthopedic curricula.

[Use of cross-sector apprenticeships in pharmacy: is it a sustainable quality education model for pharmacy assistants?](#) April 2019, The International Journal of Pharmacy Practice

**OBJECTIVE**To establish whether undertaking cross-sector pharmacy apprenticeship training to become a pharmacy assistant equally split across the two main pharmacy sectors improves training experience and cross-sector understanding.**METHODS**A mixed method approach was utilised to explore the experiences of 10 pharmacy apprentices, their employers and education provider. Questionnaires were used to explore apprentices' experiences and views following each 6-month placement. Seven pharmacy employers and the

education provider were invited to take part in telephone interviews. Questionnaires were analysed using simple frequencies; qualitative data were analysed thematically. **KEY FINDINGS** Ten apprentices were recruited, and nine apprentices returned questionnaires from at least one placement. Three hospital-based employers, four community employers and one education provider were interviewed. All participants had found the pilot positive and the cross-sector training to have been a useful experience. Employers noted that the pilot provided the apprentice with valuable insight into the patient's journey and the opportunity to share learning across sectors. Employers also commented that more information regarding the nature of the training would have been useful to help better structure the placement for the apprentice. **CONCLUSION** This paper explores the benefits and challenges of employing a pharmacy apprentice and utilising a novel cross-sector training model. Findings have potential relevance to the training of other pharmacy staff, including pharmacy technicians and pharmacists. They offer early insights into the potential value of pharmacy apprenticeships for training pharmacy assistants, particularly if these are set up across the two main sectors hospital and community pharmacy.

[Apprenticeships in Nursing: Back to the Future?](#) January 2019, The Journal of Nursing Education

A recent report released by New America about apprenticeships in nursing sent shock waves through higher education communities concerning the direction of nursing education. The report detailed a program from Fairview Health Services in Minneapolis, Minnesota, in which an “apprenticeship” program was created to increase the proportion of bachelor-prepared nurses (Love & McCarthy, 2018). An apprenticeship is a workplace-based training program that has the following characteristics (U.S. Department of Labor, 2018a):

- Participants are typically employed and earn a salary from employers during the program.
- The program meets national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies).
- The program provides on-the-job learning and job-related technical instruction.
- The program provides supervision of on-the-job learning by personnel employed by the organization.
- Training results in an industry-recognized credential.

[Apprenticeship reforms extend career options for new and experienced staff](#) April 2018, British Journal of Nursing *Abstract only*\*

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.

[Employers reveal roadmap for apprentice pharmacists](#)  
2019, Pharmaceutical Journal

So far, 2019 has been a tumultuous year in the world of pharmacy education. Cuts loom over NHS preregistration training, the General Pharmaceutical Council has ruffled feathers with a proposal that could lead to a five-year pharmacy degree and then news broke of a push for an apprenticeship scheme from big pharmacy employers, such as Boots and Well Pharmacy.

[Drive to create more diverse workforce in social work through apprenticeships](#) 2017, Community Care

Funding has been granted for a university to explore how social work workforces can better represent local communities and service users.

[The apprenticeship route](#) 2018, British Journal of Nursing  
*Abstract only\**

Confusion appears to remain in some areas of the nursing profession about the nurse apprenticeship pathway. Confusion often arises from lack of information or the sharing of misinformation and so it seems timely and

appropriate to share some facts about this new pathway into becoming a registered nurse.

[How care homes can make the most of the apprenticeship levy](#) July 2017, Nursing & Residential Care  
*Abstract only\**

The apprenticeship levy is now effect, with big businesses across the UK beginning to pay in. In this article, Mark Stevens explains what this levy is, what its intended purpose is, and how care homes can make use of the additional funding that it offers.

### Standards

[Apprenticeship standards](#) Skills for Health

This website lets you see standards at different stages. From 'Being Explored' to 'In Development' to 'Approved for Delivery' or 'Closed.' Once the standard and assessment documents are available you can download them directly from here.

### \*Help accessing articles or papers

Where a report/journal article or resource is freely available the link has been provided. If an NHS OpenAthens account is required this has been indicated. It has also been highlighted if only the abstract is available. If you do not have an OpenAthens account you can [self-register here](#).

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