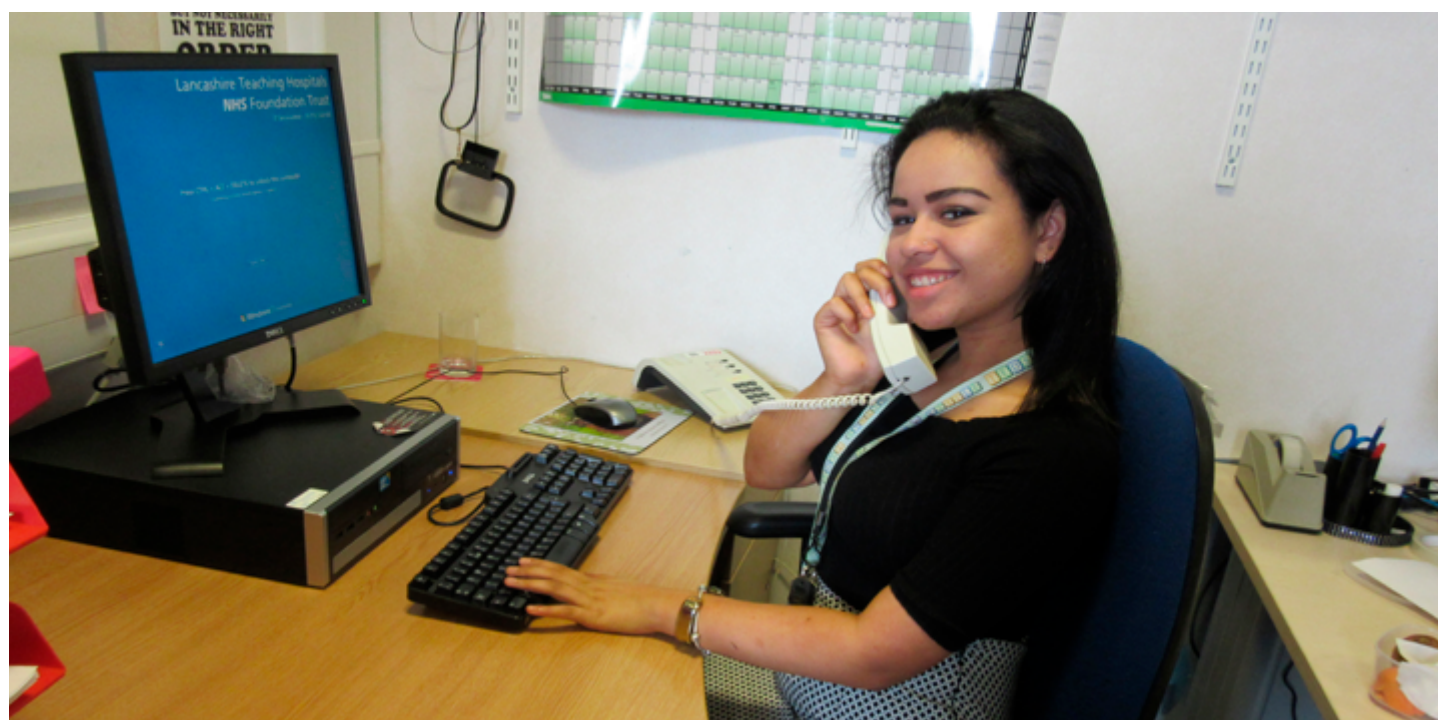


Guide to Apprenticeships



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Former Business Administration apprentice, Olivia Dymond, has now progressed into the role of Widening Participation Tutor

1. Introduction

Lancashire Teaching Hospitals NHS Foundation Trust (LTH) is a large teaching hospital serving a local population of around 390,000 and providing a number of specialised services to around 1.5 million people across Lancashire and South Cumbria, with a current staffing complement of approximately 7000 (full time equivalents) as at July 2018. Our overarching strategic aims at Trust level are:

- To provide outstanding healthcare to our local communities
- To offer a range of high quality specialist services to patients in Lancashire and South Cumbria
- To drive innovation through education, training and research

Our workforce is our most important asset as it is the people that make delivering our strategic aims a reality. Therefore, we have an organisational responsibility to ensure we develop our workforce effectively to enable us to have the range of skills to deliver safe, effective care to our patients. The government published its strategy English Apprenticeships: Our 2020 Vision in 2015 setting out key intentions which include:

- Maintaining and consolidating economic recovery
- Raising our nation's productivity
- For young people to get the best start in life, through the opportunity that high quality education and training provides

The government recognises that apprenticeships are high quality and prestigious paths to successful careers, and aims for these opportunities to be available across all sectors of the economy. Thus for us as a Trust, we must maximise opportunities afforded from the development of apprenticeship routes as pathways to careers across our broad range of clinical and non-clinical roles.

This guide sets out the key components of apprenticeship funding, governance and quality assurance, the apprenticeship model and learner journey. We are continually seeking opportunities to further develop apprenticeship routes and portfolio of programmes that we deliver as a teaching provider. Contact details are included towards the end of this guide, so please contact the team if you wish to discuss any aspects relating to apprenticeships.



2. Strategic aims

In the current climate, we are facing critical challenges in terms of recruiting to key roles providing direct patient care. Our workforce plan indicates a significant demand for nursing and healthcare assistants in particular and with projections of a growing number of our workforce approaching retirement this demand will increase. In addition, there is a broad range of clinical and non-clinical roles where apprenticeships can offer a sustainable pipeline for securing a skilled workforce into the future.

We are deploying a range of approaches to securing our future workforce alongside developing the skills base across our current workforce. A key component of our plans is to use high quality apprenticeships as entry routes to a broad range of careers, and to further build our skills base.

Our strategic aims for apprenticeships are to:

- Offer a range of high quality apprenticeships through internal delivery and outsourcing models
- Continuously seek opportunities to develop apprenticeship routes into employment
- Maximise the financial return from the apprenticeship levy thus maximising investment in developing our current and future workforce
- Increase and improve employment prospects across the full breadth of our workforce
- Deliver our public sector duty to employ a minimum of 2.3% of our staff as new apprentice starts between 1st April 2017 and 31st March 2021
- Achieve a minimum rating of 'good' across the Ofsted standards
- Explore opportunities to extend our internal teaching delivery to other employers within Lancashire and South Cumbria



Lancashire Teaching Hospitals is awarded Blackpool & The Fylde College's apprenticeship Employer of the Year 2019 from BBC personality, Steph McGovern.

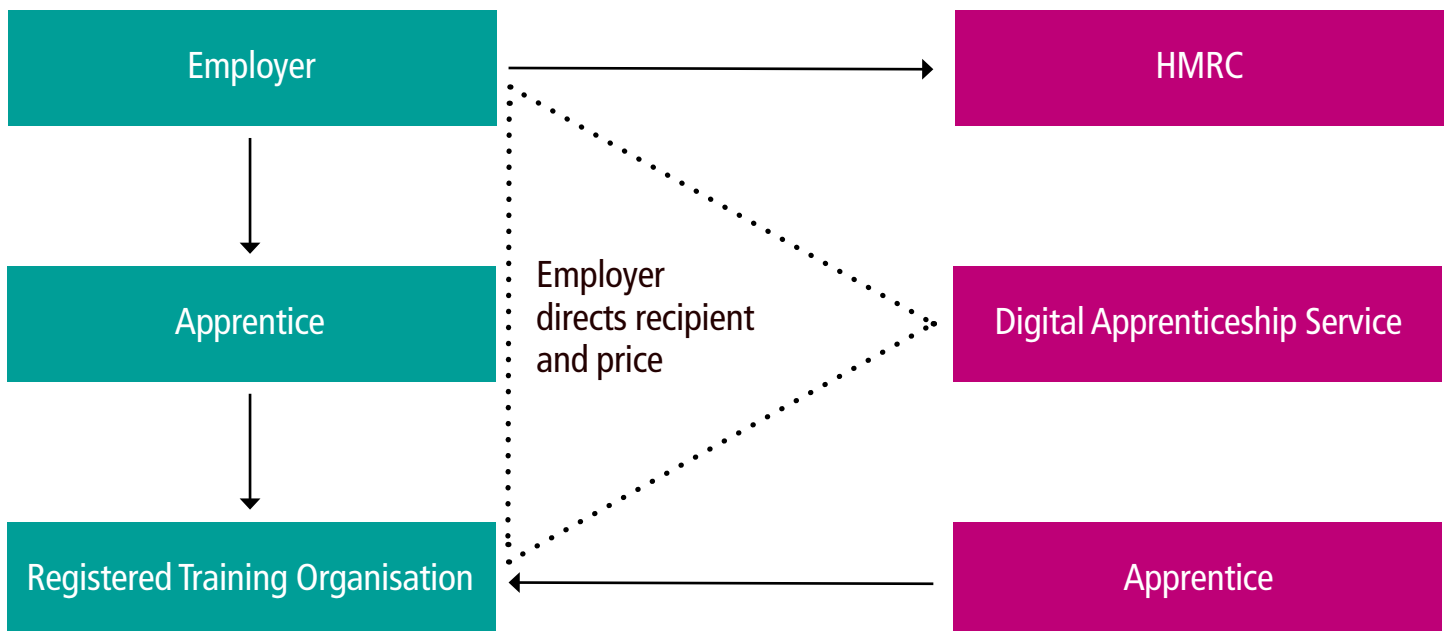
3. Apprenticeship levy

As from 6th April 2017, employers with a pay bill over £3 million are required to pay the apprenticeship levy through HMRC. This is charged at 0.5% of the employer's annual pay bill. LTH has a pay bill of approximately £236 million, which equates to an apprenticeship levy of around £1.2 to £1.3 million per year. Employers receive a government top-up of 10%, so for every £1 paid into the levy, employers can draw £1.10 to spend on apprenticeships. In addition, from April 2018 levy-paying employers can transfer up to 10% of the annual value of funds entering their apprenticeship service account to other employers and apprenticeship training agencies.

Funding paid into the levy is available for 24 months from when the funding is paid to HMRC. When funding is drawn down, the oldest funds are used first. Unused funding expires after 24 months, therefore it will become increasingly important to maximise our return on funding paid into the levy.

The levy is managed through the Digital Apprenticeship Service (DAS), and each employer can create a digital account through which funding from the levy can be drawn down for apprenticeships. The funding drawn cannot be used to fund apprentice salaries, however the funding supports training and assessment costs.

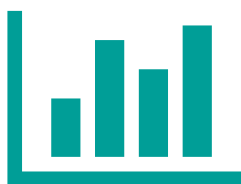
Through the DAS, employers are able to access apprenticeship standards and information on apprenticeship training providers, as well as access to funding and associated employer financial profiles.



4. Apprenticeship routes

As a training provider, LTH delivers a range of apprenticeship programmes at different levels and qualifications, and also manages the processes for sourcing programmes delivered by external training providers. Further information on apprenticeships and programmes available can be found on the LTH Health Academy website: <https://healthacademy.lancsteachinghospitals.nhs.uk/apprenticeships>

Accountancy



Business Administration



Catering & Hospitality



Customer Service



Facilities



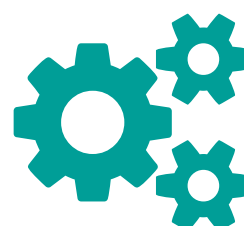
Healthcare Support
Worker



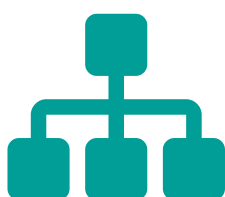
IT Software, Web
and Telecomms



Medical Engineering



Operations /
Departmental Manager



Pharmacy



Public Relations



Science & Laboratory
Technician



Senior Healthcare
Support Worker



Team Leader /
Supervisor



5. Programme content

Each apprenticeship programme will have tailored content in accordance with the specific requirements for each role, with modules to equip learners with the essential knowledge required. Each programme is designed to be intertwined with experience gained from 'on the job' working.

A typical journey through an apprenticeship is shown in the diagram below.

Start	<ul style="list-style-type: none"> You will register for the Apprenticeship Programme with Lancashire Teaching Hospitals If you can demonstrate you already have the qualifications that satisfy the functional skills requirements, you will be exempt from this part of the standard
	<ul style="list-style-type: none"> You are now on the programme towards completing the training and/or associated qualification
	<ul style="list-style-type: none"> If necessary, you will work towards completing the functional skills requirement You will have regular reviews of your progress and you will need to keep a journal of your learning on the e-portfolio system (OneFile) Preparation for End Point Assessment (EPA) will have started along with direct observation of your practice
	<ul style="list-style-type: none"> You will reach the Gateway to EPA point and you will be asked to produce the required accounts in accordance with your programme (guidance will be given) You will select work to 'show case' for EPA
	<ul style="list-style-type: none"> When you have completed any certificated components and other core requirements of your learning including functional skills, you will be put forward for your final EPA
	<ul style="list-style-type: none"> When you have reached the EPA, an Independent End Point Assessor will review your journal of reflective practice along with your portfolio of work and have a discussion around the work you have produced
	<ul style="list-style-type: none"> You may be assessed in practice against a set criteria for observation You may be asked to undertake a multiple choice and short answer test
End	<ul style="list-style-type: none"> When the EPA requirements are satisfied that you have gained knowledge and you are working to set guidelines and competencies you will be awarded a final grade A certificate of completion will be provided via the End Point Assessor

Typically, the learning elements include:

- Workbooks
- Blended learning elements
- Competency assessments
- Classroom-based taught sessions
- Action learning sets
- Practical on the job training
- Skills development coaching

The benefits of apprenticeships include:

- Learning from experts in the workplace
- Building contacts
- Structured guidance and support

At the end of the apprenticeship and upon successful completion, a qualification and/or a certificate of learning is awarded.

6. Key responsibilities

Apprenticeship programmes have some key features, most crucially involving at least 20% off the job training. Strong line manager support is essential to ensure the apprentice is given the required time off the job. As such, line managers are required to sign a memorandum of understanding to this effect. Some of the core requirements are detailed in the following sections.

Functional Skills

Functional skills are qualifications in English, Mathematics and Information Communication & Technology (ICT) that equip learners with the practical skills needed to live, learn and work successfully, and the ability to apply these skills effectively to a range of purposes in the workplace and other real life situations.

To achieve the functional skills element apprentices need to undertake an English exam which covers reading and writing, and a Maths exam. Prior to sitting the exam support is available through the Trust partner provider who will advise on the most appropriate learning method to suit individual needs. It is important to note that the learning method chosen will depend upon the diagnostic results obtained via initial assessment. A learning plan will be put in place and time will be incorporated into the programme to complete the work required. It is expected that all functional skills elements will be covered and completed within the first 6 months of the programme.

End Point Assessment (EPA)

End point assessment is conducted by an outside provider who is completely independent from the Trust. When learners are ready to be assessed the assessor will be contacted to come into the Trust and conduct the EPA. Before they come into the Trust a portfolio of evidence will be put together to show case selected pieces of learners work. Learners may also need to undertake a multiple choice and short answer test, and a discussion around the pieces of work learners want to show case.

The final piece of evidence needed by the assessor may be an observation in practice. The assessor will then make an informed decision based on the demonstrated knowledge and competency and then grade the visit. If successful, learners will be awarded an apprenticeship completion certificate.

E-Portfolio OneFile

In order to complete the required work, learners are given access to the OneFile e-portfolio. Training is given on how to use the system and how to create evidence for work within it. The OneFile can be accessed on and off-line, and evidence can be uploaded and work submitted work to assessors at any time. There is also an email facility so learners can ask questions and seek support.

Data protection is import to us, therefore all personal information will be kept confidential and stored correctly in line with Trust policy and legislation.

Values/behaviours and Fundamental British Values

These are essential qualities in the provision of patient centred care and also part of the standard against which learners are assessed. Learners will be able to demonstrate how they link the values and behaviours to their roles through their reflective journals and, they will also be noted through observed practice. The values and behaviours should also link to the Trust values and other relevant standards.

In respect of Fundamental British Values, we all have a duty to 'actively promote democracy rule of law and individual liberty and mutual respect and tolerance of those with different faiths and beliefs': <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

7. Learner support

Apprentices receive a wealth of support as a Trust employee alongside specific resources required for the programme of learning. Further information is available on the LTH website and staff intranet. In summary, apprentices are assigned:

- A designated assessor who offers support throughout the programme, and is responsible for marking work and gathering all the evidence relevant to the programme
- An internal quality assurer who is responsible for checking the consistency of assessment within the portfolio

Where relevant, a standards verifier monitors the quality of the files that are submitted by the assessor and IQA for certification.



Student Support

Apprentices can access a range of support at LTH including our Health & Wellbeing Centre, our Learner Support Team and our Library Facilities at both the Preston and Chorley Education Centres.

Learning Journal and 'off the job' learning

After each teaching session each learner is asked to complete their learning journal which is found on the OneFile e-portfolio.

Learners are also asked to complete an 'off the job' learning log noting what has been completed and how long it took. 'Off the job' refers to any learning gained while not working on the job for example:

- Teaching of theory
- Simulation exercises
- Online/blended learning
- Time spent writing workbook assessments and assignments
- Any research undertaken to write assignments or produce projects
- Shadowing

Any specific training done in the workplace also needs to be logged as 'off the job' learning.



8. Quality assurance and audit

As a levy-paying employer and an apprenticeship training provider, LTH is subject to external scrutiny from approved agencies. Fundamentally, there are two purposes:

- To ensure we as a Trust are using apprenticeship funding within the governing rules
- To ensure the training we provide meets the required quality teaching standards

The Education and Skills Funding Agency (ESFA) monitors data from the Individualised Learner Record (ILR) and other sources. ESFA uses the data to review how the funding system and funding rules are operating to allow identification of possible errors in the funding claimed for apprenticeships.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages. Thus Ofsted are ultimately responsible for assuring the quality of teaching for the apprenticeship programmes we deliver.

In addition to the above, LTH has also achieved matrix accreditation and is working towards achieving **Quality Mark** standards. Matrix is the unique quality framework for organisations to assess and measure their information, advice and/or guidance services, which ultimately supports individuals in their choice of carer, learning, work and life goals. Quality Mark is the health sector's independent quality benchmark, and provides a framework that defines and endorses superior learning and education.



Lancashire Teaching Hospitals is presented with the Skills for Health Quality Mark

9. Internal governance

LTH governs all apprenticeship activity through two primary groups:

- Apprenticeship Strategy and Assurance Group
- Apprenticeship Risk Management Group
- Apprenticeship Operational Group

The Apprenticeship Strategy and Assurance Group provides overarching governance for all internal and external components associated with delivery. This group is also responsible for:

- Agreeing strategic direction and planning of Apprenticeship Training Provider (ATP) developments
- Monitoring financial tracking of pertinent reports, incoming claims and outgoing expenditure
- Assessing quality assurance compliance against relevant monitoring body standards
- Reviewing applicable progress audits and dashboard reporting against agreed parameters
- Establishing a sound evidence base to ensure readiness for external monitoring body inspections
- Maintaining an ongoing Risk Register to be incorporated into a multi-professional education risk report to Divisional Workforce Committees and Education, Training & Research Committee

The Apprenticeship Risk Management and Operational Groups focus on the detail of delivery, primarily associated with those programmes delivered internally. The groups key responsibilities include:

- Agreeing operational processes, roles and responsibilities to co-ordinate progress and consistency
- Supporting operational queries or concerns, sharing knowledge and good practice
- Establishing compliance of evidence against quality standards for all Apprenticeship Training Provider programmes
- Troubleshooting applicable progress audits and dashboard reporting against agreed parameters
- Signing-off mutually agreed documentation and operational processes
- Highlighting risks, shortfalls or operational discrepancies for escalation to the Strategy and Assurance Group

In addition to the above, LTH has an Apprenticeship Policy in place which can be accessed at: <http://lthtr-documents/current/P28.pdf>

10. Glossary

Action Research10	Action research is highlighting an area of practice and developing a question for further research that links with that area of practice.
Apprenticeship Levy	A levy on UK employers to fund new apprenticeships.
Blended learning	An education programme that combines online digital media with traditional classroom methods.
Digital Apprenticeship Service (DAS)	The service to set up, manage and pay for apprenticeship training.
End Point Assessment (EPA)	Instead of being assessed continually throughout their course, all apprentices now have to complete an end-point assessment to complete their qualification. The EPA is designed to test whether each apprentice has gained the skills, knowledge and behaviours outlined in the standard, and grade each learner according to their performance.
Education and Skills Funding Agency (ESFA)	The agency accountable for funding education and skills for children, young people and adults.
Functional Skills	Functional Skills are the essential skills needed for English, maths and ICT, and are vital for young people and adults to participate in life, learning and work.
Observation	The assessor arranges to come to the workplace and observe practice. This is then written up in the portfolio as evidence of competence.
Office for Standards in Education, Children's Services and Skills (Ofsted)	Ofsted inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.
OneFile	OneFile tracks and manages all types of work-based training.
Plagiarism	Refers to taking a piece of work that belongs to someone else and then using as one's own.
Prevent	Prevent is one of the key elements of the Government's counter-terrorism strategy. It is about safeguarding people and communities from the threat of terrorism.
Professional Discussion	A professional discussion is conducted between the apprentice and the assessor. Apprentices are ideally expected to lead the conversation as it is the knowledge that is being checked. The discussion would be written up by the assessor and used as evidence.
Work products	Work product can be used to go towards evidence this can be anything that completed by the learner, for example a certificate of learning. The assessor will advise on the most appropriate work product examples.

11. Further information and key contacts

Useful resources:

<https://www.lancsteachinghospitals.nhs.uk/apprenticeships-work-experience>

<https://healthacademy.lancsteachinghospitals.nhs.uk/apprenticeships>

<https://healthacademy.lancsteachinghospitals.nhs.uk/library>

<http://www.nhsemployers.org/apprenticeships>

<http://www.skillsforhealth.org.uk/standards/item/219-apprenticeships>

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

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

<http://lthtr-documents/current/P28.pdf>

Key contacts:

Any queries regarding apprenticeships should be directed, in the first instance, to:

apprenticeships@lthtr.nhs.uk or telephone 01257 247205/531

For Libraries, contact:

Royal Preston Hospital

Opening Hours

Mon, Tue, Thu: 9am - 7pm

Mon - Fri: 9am - 5pm

Contact information

01772 522 763

library.rph@lthtr.nhs.uk

Chorley & South Ribble Hospital

Opening Hours

Mon - Fri: 9am - 5pm

Contact information

01257 245 606

library.cdh@lthtr.nhs.uk

For Learner Support, contact:

01772 528 444

learner.support@lthtr.nhs.uk