Context of healthcare education 2017
The future professional
Mentorship Conference, Bournemouth
4th October 2017

Dr Sue Baron
Apprenticeship Lead, Department of Nursing and Clinical Sciences
Adding context: main drivers for change

2012
- Health & Social Care Act
- Winterbourne View
- Willis Report
- Compassion in Practice – 6 ‘C’s

2013
- Francis Report
- Keogh Mortality Review
- Berwick Report
- Cavendish Review
- Health Education England established
- Workforce Plan for England

2014
- NICE safe staffing guidance
- NHS Five Year Forward View
- Come Back to Nursing Campaign (HEE)

2015
- Morecombe Bay Review of Choice in End of Life Care
- Shape of Caring Review (HEE)
- Comprehensive Spending Review
The Five Year Forward View

Identified a significant and widening gap between current resources and demand on the service in each of the following areas:

1. Health and wellbeing
2. Care and quality
3. Funding and efficiency.
Preparing for the future

• Next Steps published in March 2017 set out how the NHS will deliver practical improvements and transform the way care is delivered to ease pressure on hospitals. This work is currently supported by:

• Academic Health Science Networks (AHSNs) – supporting innovation and improvement

• Vanguard sites – trialling new models of care focused on better integrating services e.g. GPs, community nursing, mental health and social care, moving specialist care out of hospitals to the community; linking hospitals together

• Sustainability and Transformation Partnerships (STPs) – NHS organisations and Councils across 44 geographical areas working together to reduce pressures
**What are the key themes in STPs?**

**Redesigning primary care and community services**
- Includes ambitions to more closely integrate health and social care services, encourage GPs to work together at greater scale, and deliver a wider range of services in the community.

**Strengthening prevention and early intervention**
- Includes ambitions to promote healthy lifestyles, support people to manage their own health, and address wider social factors that influence health.

**Changing the role of acute and community hospitals**
- Includes ambitions to centralise some acute services on fewer sites, reconfigure how specialised services are delivered, and in some cases reduce hospital capacity.

**Improving mental health and other services**
- Includes ambitions to improve care in specific areas (such as mental health) depending on local health needs, workforce and quality issues, and national requirements.

**Developing organisational arrangements to support STPs**
- Includes ambitions to develop integrated approaches to commissioning, new contracting models and payment systems focused on care outcomes, and closer NHS and social care collaboration.

**Improving productivity and tackling variations in care**
- Includes ambitions to reduce variation in clinical practice and deliver efficiencies in non-clinical services such as procurement and estates.

**Developing the enablers**
- Includes ambitions to develop IT and digital services, such as electronic health records and health apps, and make changes to the NHS estate, such as disposing of unused assets and developing new facilities.

**Workforce**
- Includes ambitions to improve staff recruitment and retention, reduce agency costs, and develop new skills and roles such as health coaching and care co-ordination.
Current challenges

- Long-term conditions
- 6Cs
- New roles
- Growing population
- Medical/healthcare developments
- Ageing population
- Scope of practice
- Financial issues
- Integration
- Technological change
- Changing health needs
- Staff morale
- CSR
UK Apprenticeships:

UK Government aims to improve skills for the UK workforce and has doubled investment to £2.5bn

• Plan for 3 million new apprenticeship places by 2020
• To fund this, an Apprenticeship Levy came into effect on 6th April 2017: it requires all employers in the UK with a pay bill over £3 million/year to give 0.05% of their total pay bill to HM Revenue and Customs
• The NHS levy will amount to around £200m per year
• Levy money is not ring-fenced and must be spent within a set number of months - considerable pressure for employers to recover their contributions

• Independent approval of Apprenticeship Standards and regulation of quality via Institute for Apprenticeships/organisations listed on Register of Apprentice Assessment Organisations (RoAAO).
NHS Apprenticeships – Standards & Quality Principles

• Document for employers and those leading on apprenticeships in their organisation, identifies
• 21 principles
• 3 main themes:
  - Embedding apprenticeships in the organisation’s workforce strategy
  - Securing management commitment
  - Effective learning programmes and processes
• To be considered alongside the Health Education England Quality Framework for education and training

Shape of Caring Review: education and training progression

- Patient Centred Care

- Recruitment for values and behaviour: Care Certificate, Higher Certificate

- Progression within role:
  - CPD Level 2
  - CPD Level 3
  - CPD Level 5
  - CPD Level 4

- Progression within professional programmes:
  - Intermediate Apprenticeships
  - Advanced Apprenticeships
  - QCF Diploma Level 2
  - QCF Diploma Level 3

- Level 3:
  - Access Courses
  - Bridging Courses
  - A Levels

- Level 4:
  - Higher Certificate of Education

- Level 4 & 5:
  - Foundation Degrees
  - Higher Apprenticeships

- Entry into Pre-registration Nursing
  - Higher Apprenticeships into Adult Nursing
New nursing roles and education arising from the *Shape of Caring* agenda:

- **Nursing Associate role** – 2000 trainees began programmes at 35 test sites in England this year funded by HEE
  - intention is support for the delivery of nursing care across the Integrated Care sector
  - work under the leadership of Registered Nurses
  - Consultation/review of test pilots Spring 2018
  - Plan to enable NMC registration after 2019

- **Nursing Associate Apprenticeship**
  Standard approved in Aug.17 & assessment plan has been submitted

- **Registered Nurse Degree Apprenticeship**
  Standards published in Nov.2016
  - End Point Assessment (EPA) published 2017
“Trainee nursing associates must experience placements in each of the three health and care settings: hospital; at home; and close-to-home.”

Framework includes situational examples to explain key differences between the role and level of a Nursing Associate in relation to a Registered Nurse and Care Assistant.
EDUCATION: NHS England, HEE, Skills for Health & Skills for Care

Person-Centred Approaches:
Empowering people in their lives and communities to enable an upgrade in prevention, wellbeing, health, care and support.

A core skills education and training framework

Personalised care and support planning handbook:
The journey to person-centred care

Supplementary information on practical delivery

- Taken together, my care and support help me live the life I want to the best of my ability.
- I have as much control of planning my care and support as I want.
- I know the amount of money available to me for care and support remains and I can determine how this is used.
- I feel safe, I can live the life I want and feel supported to manage any risks.
- I am told about the other services that are available to someone in my circumstances, including support organisations.

Ref. National Voices / Think Local, Act Personal
Interprofessional education and integrated care e.g. end of life care

Working together: Improving end of life care through better integration

What can I do?
Practical messages for front line workers

Be led by the individual’s wishes:
Listen to the person, and their carers, act on their priorities

Doing:
Working together, communicating and sharing

Attitude:
Value other people, recognize their contributions and expertise

Working together for good end of life care
The partnership pyramid

Integrated working: working together for good end of life care

Attitude:
Value other people, recognize their contributions and expertise

1. Value and understand everyone’s role and contribution (the person, their family and carers, colleagues).
2. Support each other (the person, their family and carers, colleagues), listen, share expertise, be comfortable asking for support or information.
3. Use ordinary language and speak in ways that are easily understood, taking account of the situation and the person you are talking to.

Building the pyramid
Working together for good end of life care. Like any good care and support, working with someone at the end of their lives means creating a team of people around the individual, and working together to meet the priorities, needs and wishes of the person.

http://coordinatemycare.co.uk/patients-carers/
Apprenticeships in nursing: progress so far

Registered Nurse (all 4 NMC fields of practice) (Level 6: Degree)
Nursing Associate (to become NMC Registered) (Level 5: Diploma/Foundation Degree)
Advanced Clinical Practitioner (Level 7: Masters’ Degree)
Community and Public Health Nursing (e.g. Health Visitor, GP Nurse)
Nurse Specialist (e.g. Emergency Care, Oncology)

Standard approved for delivery (May 2017)
Standard not ready: approved Aug.17 for trailblazers/EPA plan submitted
Approved for development
Being Explored
Pre Expression of Interest

After ‘Standard Approved’ ➔ ‘Assessment Plan Developed’ ➔ ‘Approved for Delivery’

Trailblazer Groups express/register their interest to develop apprenticeship standards and consist of:
lead employers from around the UK alongside education providers
Apprenticeships are tightly controlled:

- Combine practical on the job training with study
- Apprentices must be employed for a minimum of 30 hours/week
- Employer pays tuition fees and salary for apprenticeship
- Levy can be drawn down by employers to pay for tuition only and price decided between employer and education provider (education funding bands set a maximum – currently up to £27,000 for some higher apprenticeships)
- Apprenticeship requires a standard ‘end point assessment’ (independent)
- Universities to work with employers to deliver degree apprenticeships

<table>
<thead>
<tr>
<th>Apprenticeship</th>
<th>Academic Level</th>
<th>Equivalent to:</th>
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<tbody>
<tr>
<td>Intermediate</td>
<td>2</td>
<td>5 GCSE passes at grades A* to C</td>
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<tr>
<td>Advanced</td>
<td>3</td>
<td>2 A level passes</td>
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<tr>
<td>Higher</td>
<td>4,5,6 and 7 (e.g. Nursing associate – level 5)</td>
<td>Foundation Degree and above</td>
</tr>
<tr>
<td>Degree</td>
<td>6 and 7 (e.g. RN Degree level 6)</td>
<td>Bachelor’s or Master’s Degree</td>
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For more information see: [https://www.gov.uk/apprenticeships-guide](https://www.gov.uk/apprenticeships-guide)
Nursing Associate apprenticeship

- Nursing Associate apprentice must meet 15 standards set out in the Care Certificate prior to taking their End Point Assessment.
- The Nursing Associate will deliver high quality person-centred care across health and social care settings. They will work within all aspects of the nursing process, taking account of the perspectives and pathways of individuals, their families and/or carers providing holistic and person-centred care supporting the registered nurse in the assessment, planning, delivery and evaluation of care.

<table>
<thead>
<tr>
<th>Domains for Nursing Associate</th>
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<tr>
<td>1. Professional values and parameters of practice</td>
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<td>2. Person-centred approaches to care</td>
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<tr>
<td>3. Delivering nursing care</td>
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<tr>
<td>4. Communication and interpersonal skills</td>
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<tr>
<td>5. Team-working and leadership</td>
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<tr>
<td>6. Duty of care, candour, equality &amp; diversity</td>
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<tr>
<td>7. Supporting learning and assessment in practice</td>
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<td>8. Research development &amp; innovation</td>
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Skills and knowledge descriptions are currently based on the Nursing Associate Curriculum Framework (HEE 2017)
This is to certify that

__________________________________________

is awarded the Care Certificate based on the standards set by Health Education England, Skills for Care and Skills for Health

Date of award: ____________________________

Awarding employer:

__________________________________________

__________________________________________

Signature: ___________________ Job Role/Title: _____________________
RN Degree Apprenticeship Standard

- The apprentice must meet the 15 standards in CQC Care Certificate.
- Person-centred focus with an emphasis on multi-disciplinary, interprofessional and multi-agency working
- Different areas of nursing work – home, community, hospital, social care, public health
- Minimum level 2 numeracy and literacy skills as assessed by NMC Approved Education Institution (AEI)
- Typical duration 48 months

Core Domains for Registered Nurse

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<thead>
<tr>
<th>Domain</th>
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<tbody>
<tr>
<td>Leadership, management and team-working</td>
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<tr>
<td>Professional values</td>
</tr>
<tr>
<td>Nursing practice and decision-making</td>
</tr>
<tr>
<td>Communication and interpersonal skills</td>
</tr>
</tbody>
</table>

Option specific domains for 1) Adult, 2) Children, 3) Learning Disability and 4) Mental Health

Essential skills clusters

i) care, compassion and communication
ii) organisational aspects of care
iii) Infection prevention and control
iv) Nutrition and fluid management
v) Medicines management
# Registered Nurse Degree Apprenticeship – End Point Assessment (EPA)

<table>
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<tr>
<th>Assessment method</th>
<th>Area assessed</th>
<th>Assessed by</th>
<th>Grading</th>
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| Reflective essay – open book, under controlled and timed conditions up to max. 2 hours | 1. Leadership, management and team working  
2. Professional Values  
3. Nursing Practice and decision making  
4. Communication and interpersonal skills | Independent assessment organisation | Fail (0-39%)  
Pass (40-55%)  
Merit (56-69%)  
Distinction (70%+) |

The reflective essay must demonstrate the apprentice’s knowledge, skills and understanding across the core competences of the Standard. The reflective essay must also demonstrate values and behaviours being applied to nursing practice.

| Professional discussion with independent assessor – 60 minutes | Discussion focused on context-based scenario to assess the apprentice’s skills, knowledge and behaviours in regard to the four components listed in the chosen option. | Independent assessment organisation | Fail (0-39%)  
Pass (40-55%)  
Merit (56-69%)  
Distinction (70%+) |
The Nursing Career Pathway:

- Care Certificate
- Higher Care Certificate
- Diploma/Foundation Degree
- Degree
- Masters
- PHD
- Registered Nurse
- Nursing Associate
- Advanced Nurse Practitioner
- Nurse Consultant

Apprenticeships:

- Providing leadership
- Continuing learning and development
- Step-on, step-off
- Supporting progression
- Widening participation
New NMC Curriculum

Leading Change, Adding Value

- Increase in people with both physical and mental ill health challenges
- Health and care landscape changing rapidly
- More complex care needs
- Nurses working across a range of settings
- Nurses and midwives need to be fit for the future
- More integrated care delivery and multidisciplinary team working
- More acute care delivered in non-hospital settings
- Maximising the potential of technology
- Preventing ill health and promoting self care
- 24/7 care
- Nurses taking on additional responsibilities
Imagine... a 2019 nursing team?

I’m a Band 5 RN, degree level qualified in 2016, completed mentorship in 2017, now supervising 1 Nursing Associate Apprentice, 1 full-time BSc Student Nurse and 1 new RN Degree Level Apprentice.

I’m a Band 3 Health Care Assistant who has just been accepted to start my Nursing Associate Apprenticeship, hoping to become a RN one day.

I’m a full-time BSc(Hons) final year Student Nurse (accumulating 3 years of student loan debt).

I’m a Nurse Consultant in Emergency Care, personally funding a part-time PhD at University with contributions from my employer.

I’m an experienced Band 6 RN, qualified with a Diploma in 2007 with some level 6 CPD in Emergency Care (no debt to pay off) and just starting a part-time M Level Advanced Nurse Practitioner Apprenticeship.
Any questions?