



**Bournemouth
University**

Context of healthcare education 2017

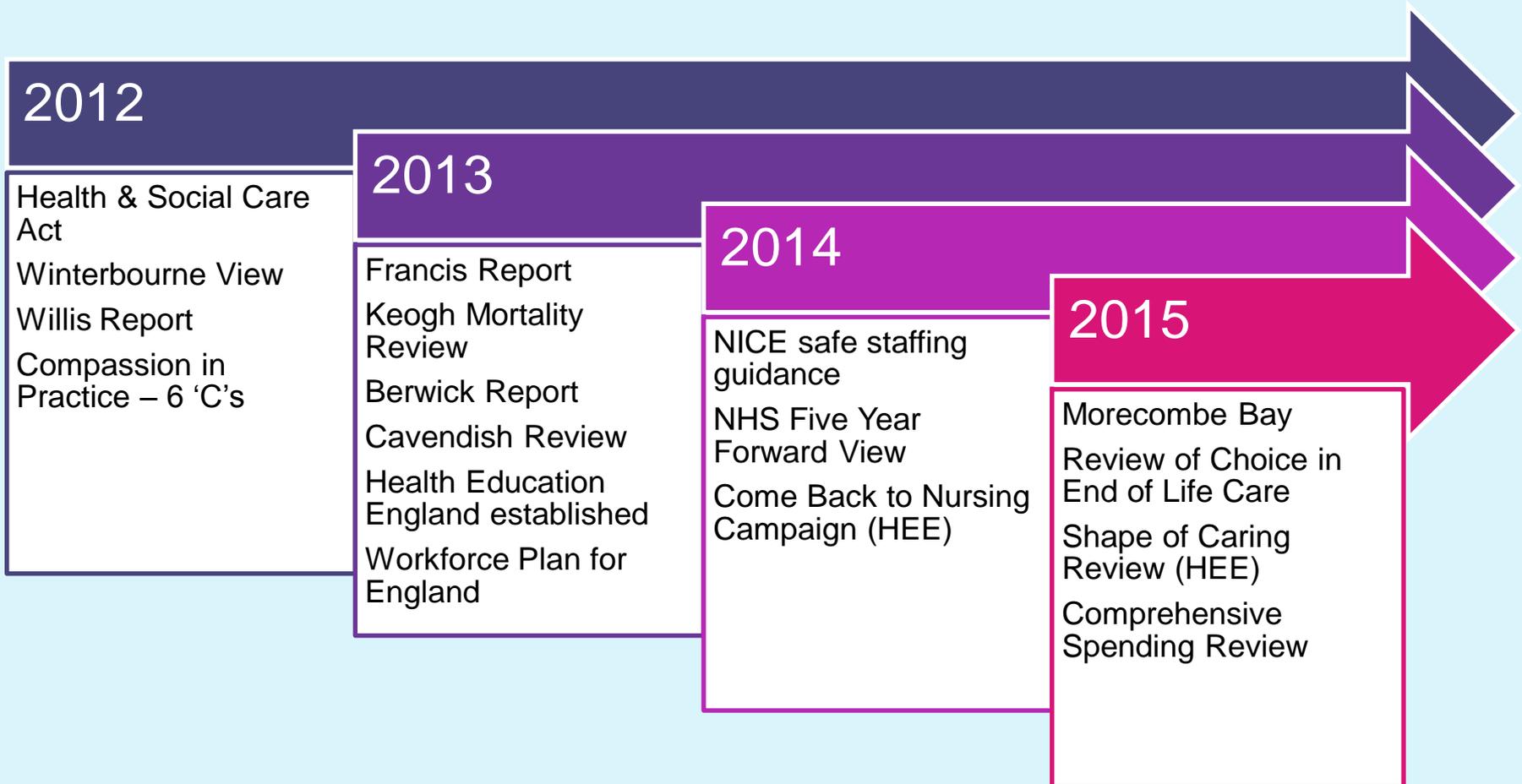
The future professional

Mentorship Conference, Bournemouth
4th October 2017

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Adding context: main drivers for change



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

NHS Five Year Forward View



- 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



Current challenges



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).



Apprenticeships

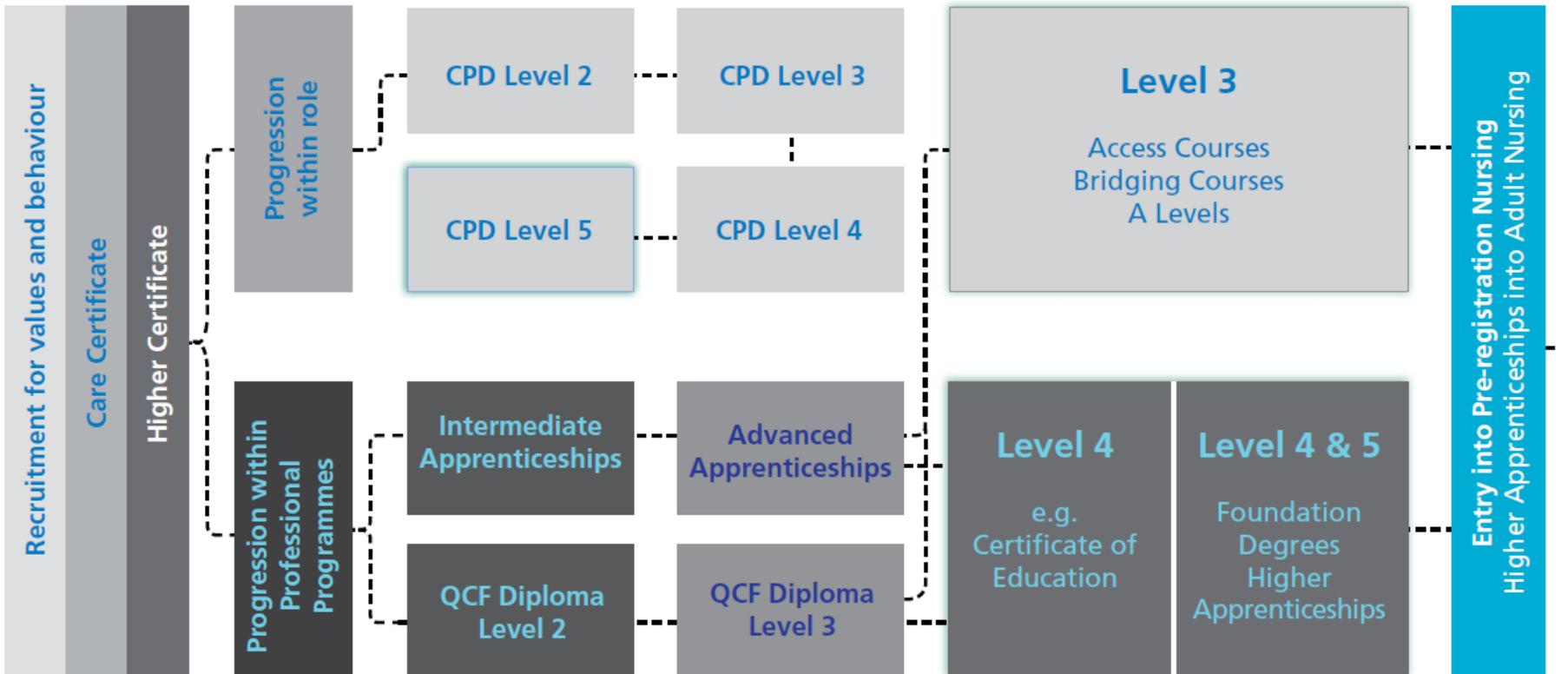
NHS Apprenticeships – Standards & Quality Principles



- 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 — — — — —



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

Nursing Associate Curriculum 2017 Health Education England

“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.

NHS
Health Education England

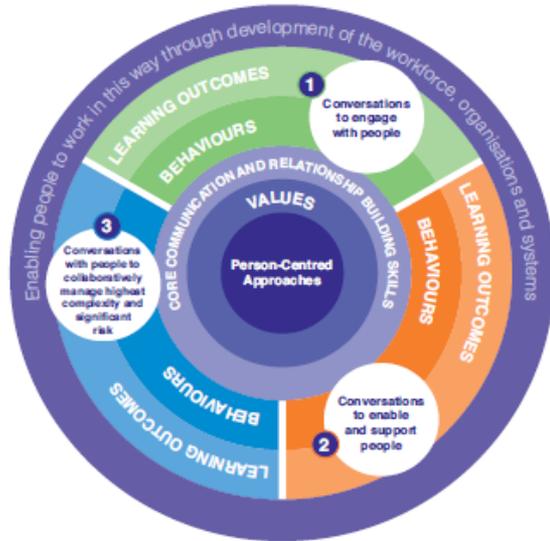
Nursing Associate Curriculum Framework



Developing people
for health and
healthcare
www.hee.nhs.uk

THE NHS
CONSTITUTION
The NHS belongs to us all

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.

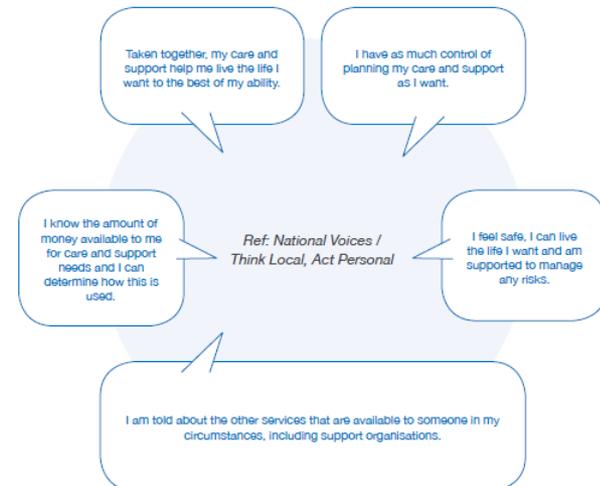
A core skills education and training framework



Personalised care and support planning handbook:

The journey to person-centred care

Supplementary information on practical delivery



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
[More...](#)

Doing:
Working together, communicating and sharing
[More...](#)

Attitude:
Value other people, recognise their contributions and expertise
[More...](#)

Working together for good end of life care
The partnership pyramid

Skills for Health THE NATIONAL COUNCIL FOR PALLIATIVE CARE skillsforcare

Integrated working: working together for good end of life care

Attitude:
value other people, recognise their contributions and expertise

4. Value and understand everyone's role and contribution (the person, their family and carers, colleagues).

5. Support each other (the person, their family and carers, colleagues), listen, share expertise, be comfortable asking for support or information.

6. Use ordinary language and speak in ways that are easily understood, taking account of the situation and the person you are talking to.
[What can I do?](#)

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.

Skills for Health THE NATIONAL COUNCIL FOR PALLIATIVE CARE skillsforcare

Apprenticeships in nursing: progress so far

Registered Nurse (all 4 NMC fields of practice) (Level 6: Degree)

Standard approved for delivery (May 2017)

Nursing Associate (to become NMC Registered (Level 5: Diploma/ Foundation Degree))

Standard not ready: approved Aug.17 for trailblazers/ EPA plan submitted

Advanced Clinical Practitioner (Level 7: Masters' Degree)

Approved for development

Community and Public Health Nursing (e.g. Health Visitor, GP Nurse)

Being Explored

Nurse Specialist (e.g. Emergency Care, Oncology)

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

Apprenticeship	Academic Level	Equivalent to:
Intermediate	2	5 GCSE passes at grades A* to C
Advanced	3	2 A level passes
Higher	4,5,6 and 7 (e.g. Nursing associate – level 5)	Foundation Degree and above
Degree	6 and 7 (e.g. RN Degree level 6)	Bachelor’s or Master’s Degree

For more information see:
<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.

Domains for Nursing Associate

1. Professional values and parameters of practice
2. Person-centred approaches to care
3. Delivering nursing care
4. Communication and interpersonal skills
5. Team-working and leadership
6. Duty of care, candour, equality & diversity
7. Supporting learning and assessment in practice
8. Research development & innovation

Skills and knowledge descriptions are currently based on the Nursing Associate Curriculum Framework (HEE 2017)

CQC Care Certificate

CARE CERTIFICATE



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.
- Currently **aligned to NMC (2015) Standards for Competence for Registered Nurses**.
- 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

Leadership, management and team-working

Professional values

Nursing practice and decision-making

Communication and interpersonal skills

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)

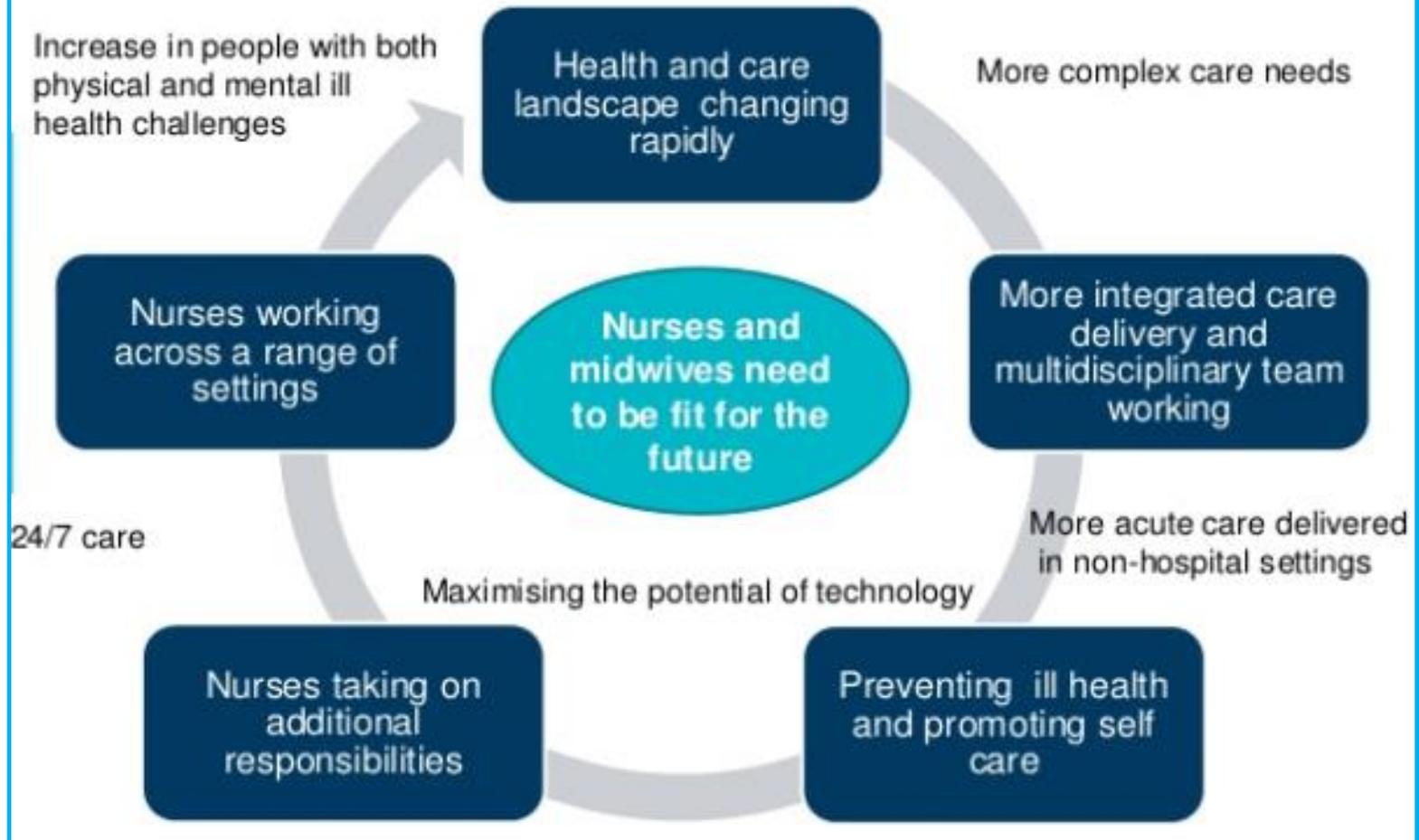
Assessment method	Area assessed	Assessed by	Grading
Reflective essay – open book, under controlled and timed conditions up to max. 2 hours	<ol style="list-style-type: none"> 1. Leadership, management and team working 2. Professional Values 3. Nursing Practice and decision making 4. Communication and interpersonal skills 	Independent assessment organisation	Fail (0-39%) Pass (40-55%) Merit (56-69%) Distinction (70%+)
<p>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</p>			
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:



New NMC Curriculum

Leading Change, Adding Value



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 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 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 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?