

Staff Story; Apprenticeship

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Purpose of report:

This paper is for:	Description	Select (X)
Decision	To formally receive a report and approve its recommendations OR a particular course of action	
Discussion	To discuss, in depth, a report noting its implications without formally approving a recommendation or action	X
Assurance	To assure the Board that systems and processes are in place, or to advise a gap along with treatment plan	
Noting	For noting without the need for discussion	

Previous consideration:

Meeting	Date	Please clarify the purpose of the paper to that meeting using the categories above
CMG Board (specify which CMG)		
Executive Board		
Trust Board Committee		
Trust Board		

Executive Summary

Context

The Health and Social Care Mandate for Health Education England requires organisations to widen roots into NHS careers through an increased use of apprenticeships and the NHS People Plan expect organisations to utilise apprenticeships in the development of new roles. Attracting the workforce of the future is paramount to providing a broad range of quality services to our patients in support of Becoming the Best. To support this UHL have its own externally inspected Apprenticeship Centre which is regulated by both the Education and Skills Funding Agency (ESFA) and the Office for Standards in Education, Children’s Services and Skills (Ofsted). This delivers apprenticeships in health, leadership, business administration and customer services at levels 2 to 5 to learners from across the LLR Health and Social Care system.

As part of this work the Apprenticeship Centre developed a bespoke Level 5 Apprenticeship Education Programme to support a new role in Theatres. This is complimented by a locally delivered suite of training. This paper provides an overview of the Trainee Practitioner Level 5 (year 2 university equivalent) and a case story which describes the experience of the Theatre Programme Lead and the impact on their service.

Questions

1. How are Apprenticeship Education Programmes being used to support new role development?
2. What is the impact on managers when they co-create bespoke Apprenticeship Education Programmes within their area to support workforce plans?

Conclusion

Representative colleagues, as below, will present their personal journey linked to the programme and the difference this has made (summary attached):

- Maureen Ball, Team Leader; Trainee Theatre Assistant Practitioner and ITAPS Theatre Education Team, Theatres
- Jude George, Programme Lead Health Level 5, Learning and Development

They will also be bringing along other team colleagues that have been involved in the work of the UHL Apprenticeship and Development Centre.

Input Sought

We would welcome the Trust Board's input regarding

- Encouraging Apprenticeship Education Programmes in a variety of areas and roles
- Supporting the raising of awareness of the Apprenticeship Education Programmes for existing staff development and the opportunities they present when recruiting into vacancies
- Supporting workforce planning and utilisation of funding within Clinical Management Groups to raise the number of entry level apprentices to support our future workforce needs.

For Reference:

This report relates to the following UHL quality and supporting priorities:

1. Quality priorities

Safe, surgery and procedures	No
Improved Cancer pathways	No
Streamlined emergency care	No
Better care pathways	No
Ward accreditation	No

2. Supporting priorities:

People strategy implementation	Yes
Investment in sustainable Estate and reconfiguration	No
e-Hospital	No
Embedded research, training and education	Yes
Embed innovation in recovery and renewal	No
Sustainable finances	No

3. Equality Impact Assessment and Patient and Public Involvement considerations:

- What was the outcome of your Equality Impact Assessment (EIA)? EIA shows no protected characteristic groups were affected by this programme.
- Briefly describe the Patient and Public Involvement (PPI) activities undertaken in relation to this report, or confirm that none were required. N/A none required
- How did the outcome of the EIA influence your Patient and Public Involvement? N/A
- If an EIA was not carried out, what was the rationale for this decision? N/A

4. Risk and Assurance

Risk Reference:

Does this paper reference a risk event?	Select (X)	Risk Description:
Strategic: Does this link to a <i>Principal Risk</i> on the BAF?	X	Failure to implement a fair and equitable UHL People Strategy / recruit and retain suitably skilled staff.
Organisational: Does this link to an <i>Operational/Corporate Risk</i> on Datix Register		
New Risk identified in paper: What <i>type</i> and <i>description</i> ?		
None		

- 5. Scheduled date for the **next paper** on this topic: TBC
- 6. Executive Summaries should not exceed **5 sides** My paper does comply

Becoming
the best

Apprenticeships
@ Leicester's hospitals

hello
my name is...

Maureen Ball

Team Leader: Trainee Theatre Assistant
Practitioner and ITAPS Theatre Education
Team



One team shared values





Becoming
the best



The Vision

Creation of an opportunity to *grow our own* quality staff and support retention with a clear developmental career pathway

Developed initially by our (then) Deputy Head of Nursing who foresaw development, through this new team, of our experienced support staff to enhance our Theatre department and improve *Theatre efficiency*.



One team shared values



The Programme

- We are the first Trust in the Country to deliver this programme covering the 3 clinical areas
- 2 year Foundation Degree which combines
 - Continually assessed learning with clinical placements in a variety of specialities covering anaesthetics, surgery and recovery
 - City & Guilds Level 5 Diploma for Assistant Practitioner in Healthcare delivered in-house by UHL including generic workbooks for the broader profession
 - Content scoped, written and delivered by the UHL Apprenticeship and Development Centre.





Becoming
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Where Are We Now?

- **2018/19:**
 - Concept and vision discussed and programme co-created with UHL Apprenticeship and Development Centre/Theatre leads
- **June 2019:**
 - Pilot started with 10 Trainees
 - 9 learners from this cohort have successfully completed with 5 distinctions and 4 merits. These have all been independently assessed and accredited. Final student took a break in learning.
 - 9 learners are now in substitutive band 4 roles within Theatres at UHL
- **June 2020:** Cohort 2 paused due to pandemic
- **June 2021:** Interviews completed for a second cohort.



One team shared values





Becoming
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Impact of Programme

- With successful Trainee Assistant Practitioners (TAPs) in place, **Theatres can be utilised more creatively** with the reconfiguration of the specialities across the sites enhancing skill mix
- Improved efficiency and utilisation of elective and emergency **Theatre lists**
- Significantly contributing to the Trust's vision for **Becoming the Best** for the safety and care of our patients
- Supporting the Trust's **People Strategy** for working in new ways and Growing the Workforce.



One team shared values

