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Modern Apprenticeships provide an increasingly important element in the workforce development landscape in NHSScotland. By enabling people to learn while they are working – and work while they are learning – they provide an excellent structure to help individuals develop the skills and the knowledge they need to help deliver high-quality healthcare services to the people of Scotland.

The range of Modern Apprenticeship Frameworks now available in Scotland means that they are suitable for supporting the learning of new recruits in a wide range of service areas. From pharmacy technicians to electricians, from dental nurses to administrative assistants, and from laboratory technicians to designers – these are just a few of the roles which NHS Modern Apprentices are learning to fill. They all have one thing in common – they are setting out on a new career supported by a major national training programme.

Since 2010, NHS Education for Scotland has been proud to work with Skills Development Scotland and our colleagues across NHSScotland to help NHS Boards make the most of Modern Apprenticeships. Our latest co-production is this new resource which provides a step-by-step guide for Boards seeking to set up a new MA programme.

Modern Apprenticeships are beginning to bring real benefits both to the service and to the individuals who are undertaking them. If your Board is taking its first steps towards establishing a new MA programme, I hope this guide provides you with the support – and, through the case studies, the inspiration – to help you Move Forward With Modern Apprenticeships.

Professor Brian Durward
Director of Educational Development, NHS Education for Scotland.
If you have already decided to run a Modern Apprenticeship (MA) programme in your Board, then this guide is for you.

It describes and guides you through the various processes involved in designing, delivering and evaluating MA programmes. These processes are set out as ‘stages’. You should not expect to work through them in a linear fashion; you should identify and follow the stages (or elements within the stages) that are most relevant to your Board’s circumstances, moving between the stages as you require.

If you aren’t sure what an MA programme involves and if it is right for your situation, see our introductory guide Working to Learn and Learning to Work.

THE GUIDANCE PROVIDES:
Information on relevant processes, illustrations from Boards that are already delivering MAs, and support for decision-making.

The stages in this guide:
A Identifying the right MA framework for your needs
B Identifying funding for the MA programme
C Integrating the MA programme within workforce planning and workforce development
D Choosing a delivery model, and planning roles and responsibilities
E Recruiting your apprentice
F Registering your apprentice
G Supporting the apprentice and line manager
H Monitoring the performance of the apprentice and evaluating the MA programme
This guide draws on existing guidance, principally:

- **Working to Learn and Learning to Work**, the introductory guide to Modern Apprenticeships produced for NHSScotland; and
- Skills Development Scotland’s various web pages of advice and guidance.

Sources are acknowledged throughout the guidance and catalogued in **Section 3**.

Throughout the guide we illustrate the various stages and decisions to be made with case studies of some of the MA programmes running in Boards. These case studies were kindly provided by:

- NHS Dumfries and Galloway
- NHS Greater Glasgow and Clyde
- NHS Grampian
- NHS Health Scotland
- NHS Tayside
STAGE A: IDENTIFYING THE RIGHT MA FRAMEWORK FOR YOUR NEEDS

AT THIS STAGE YOU WILL:
Identify the right MA framework for your needs

SKIPP TO STAGE B: IDENTIFYING FUNDING FOR THE MA PROGRAMME

MA frameworks set out the learning that an apprentice needs to undertake. Each framework is developed in partnership with employers and representative bodies in the relevant sector or occupational area, and leads to a nationally-recognised qualification.

In Scotland, more than 85 different MA frameworks are available. They are all designed to deliver a training package to enable apprentices to achieve the minimum standards of competence defined by employers through Sector Skills Councils (SSCs).

All MA frameworks contain the same three key components:

• a relevant SVQ or alternative competency-based qualification
• core skills, and
• industry-specific training.
To read more about the development, delivery and structure of MA frameworks, see Working to Learn and Learning to Work.

Skills Development Scotland (SDS) identifies all the MA frameworks that are available in Scotland by industry sector. Frameworks that are relevant to roles within NHSScotland sit in a number of different sectors. For example, you will find MA frameworks for Electrical Installation, Facilities Services and Management, and Plumbing under Construction.

CASE STUDY

NHS Greater Glasgow and Clyde have identified 51 MA roles across clinical, administrative and engineering/technical roles. These include:

in clinical roles:
• nursing assistant
• youth worker
• health visiting support worker
• radiotherapy assistant

in administrative roles:
• clerical officer
• receptionist
• ledger clerk
• ward clerk

in engineering and technical roles:
• electrical and mechanical engineer
• plumber
• workshop technician
• medical physics

We have identified a selection of MA frameworks that you might use in Section 3: Further support and guidance.

You can find the whole range of sectors here.

CHECKLIST

Have you identified the right framework or frameworks for your MA programme?

If you need help to identify a suitable framework, call the SDS Employer helpline on 0800 783 6000

WHAT NEXT?

Now you have identified the right MA framework or frameworks for your needs, you might want guidance on how to:

A identify funding for the MA programme
B integrate the MA programme within workforce planning and workforce development
C choose a delivery model, and plan roles and responsibilities
D recruit your apprentice
E register your apprentice
F support the apprentice and line manager
G monitor the performance of the apprentice and evaluate the MA programme

SECTION 2: GUIDE TO MA PROCESSES
STAGE B: IDENTIFYING FUNDING FOR THE MA PROGRAMME

WHAT ARE THE COSTS OF TAKING ON AN APPRENTICE?

Funding may be available through Skills Development Scotland (SDS) to contribute to the costs of training an apprentice. The training must be delivered by an approved training provider and lead to a nationally-recognised vocational qualification. Other costs involved in taking on an apprentice include:

- paying them a wage
- providing protective clothing, tools and equipment as necessary for the job, and
- setting aside time for mentoring, supervision, review and support.

http://www.ourskillsforce.co.uk/modern-apprenticeships-for-employers/funding-a-modern-apprenticeship/

FUNDING FOR TRAINING AN APPRENTICE

The SDS contribution to the cost of training is paid to the provider who will deliver the training for the vocational qualification. This might be an internal or external training provider. The training provider is responsible for registering the apprentice with SDS, and for drawing down the funds to cover the training element of the MA programme.

SDS will contribute a set amount for funding depending on the type of MA framework. There is a contribution table for all MA frameworks on the SDS Provider Central website.

SECTION 2: GUIDE TO MA PROCESSES

AT THIS STAGE YOU WILL:

- Consider the costs of taking on an apprentice or apprentices
- Identify funding that is available for training apprentices
- Identify costs involved in paying wages and paying for equipment
- Identify the range of funding options

SKIP TO STAGE C: INTEGRATING THE MA PROGRAMME WITHIN WORKFORCE PLANNING AND WORKFORCE DEVELOPMENT
MA funding is prioritised for young people under 25. However, funding may be available for individuals over 25 on some specified MA frameworks. These frameworks are listed in Appendix Five on the SDS Provider Central website.

If MA funding does not cover the training that your Board needs, SDS can work with you to identify potential sources of alternative funding. Further information is available from the Employer Helpline 0800 783 6000.

For more information see Funding A Modern Apprenticeship.

WAGES AND OTHER COSTS
All apprentices must have employed status. This means they must receive a wage. You should discuss with your HR Department the terms and conditions for an apprentice role.

In addition to wages, you should also consider the other direct costs of taking on an apprentice, which may include:

• workwear such as protective clothing, footwear and equipment
• time needed for the formal supervision, support and mentoring in the workplace, and
• time needed for the formal review processes required as part of the training programme.

FURTHER SOURCES OF FUNDING
SDS administers a number of initiatives which can provide further funding for employers running – or who are considering setting up – MA programmes:

• **Adopt an apprentice**
  This scheme matches employers with apprentices who have been made redundant part-way through their apprenticeship. Employers who take a redundant apprentice for at least twelve months gain a motivated and skilled trainee, plus £2,000 to help with recruitment and wage costs.

• **Employability Fund**
  This fund draws together a number of national training funds to provide flexible training support which responds to the needs of employers and their local labour market. Support is provided through local colleges and training providers. Further information can be found on the SDS website.
SECTION 2: GUIDE TO MA PROCESSES

CHECKLIST

Have you:
• identified the cost of wages, uniform and any additional equipment or tools the apprentice will need?
• identified what funding is available from SDS to cover training costs?
• identified if any further funding is available through other schemes?

This information will be useful in Stage C: integrating the programme within workforce planning and workforce development, and

Stage D: choosing a delivery model and planning roles and responsibilities

WHAT NEXT?

Now you have identified funding for your MA programme, you might want guidance on how to:

A identify the right MA framework for your needs
C integrate the MA programme within workforce planning and workforce development
D choose a delivery model, and plan roles and responsibilities
E recruit your apprentice
F register your apprentice
G support the apprentice and line manager
H monitor the performance of the apprentice and evaluate the MA programme
STAGE C:
INTEGRATING THE MA PROGRAMME WITHIN WORKFORCE PLANNING AND WORKFORCE DEVELOPMENT

Workforce planning helps to make sure that NHSScotland has the right people with the right skills in the right place at the right time. These plans analyse service needs and plan the workforce needed to address those needs.

Knowing what skills are needed to deliver safe, person-centred and effective services is an essential step in making sure we have an effective workforce. As a result, workforce development plans are required to ensure that staff have the education and training needed to help them deliver those services.

MA programmes are one of the mechanisms Boards can use to ensure that they have the skilled and sustainable non-registered workforce needed to deliver the wide range of support services which NHSScotland needs. The MA programmes which have had the most impact in NHSScotland have been effectively integrated within existing workforce planning and workforce development systems and processes.
CASE STUDY

In March 2012, NHS Greater Glasgow and Clyde’s (NHSGG&C) Corporate Management Team approved a proposal to establish a Modern Apprenticeship (MA) programme in the Board. The approval was given on the basis of a number of important factors:

- Young people were experiencing greater disadvantage in securing employment.
- NHSGG&C wanted to support the national agenda to improve employment rates within the 16-24 year old age groups.
- Poverty and income inequality were having an impact on individuals’ abilities to maintain their health and well-being.
- It was important to attract, train and retain younger members of staff to meet future service demands.
- An MA programme would enhance NHSGG&C’s workforce diversity and better reflect the demographic of the patient population it serves.

Skills Development Scotland supported NHSGG&C during the preparation of the proposal.

The NHS Greater Glasgow and Clyde programme is being run as part of the Board’s workforce planning process, and is led by the Head of Workforce Planning and Development.

NHS Tayside found that it was becoming difficult to secure adequate funding for MAs during the economic downturn. They found that it was important to describe clearly the benefits of the MA programme to gain the support of the Board and to secure the agreement of the Board’s Chair to champion the programme. In NHS Tayside departments identify the need for apprentices through workforce planning and workforce development, demonstrating how the MA role will develop the individual and the department, its services and other staff members.

NHS Grampian’s MA programme has been identified as being important to its Workforce Plan and Career Succession Planning processes. It is also recognised as linking well with the NHS Knowledge and Skills Framework (KSF) and the Skills Mapping Initiative for Estates and Facilities Services. The Board was aware that it had an ageing workforce and needed to identify where its staff would come from so that it would be able to fill key vacancies in future.

NHS Health Scotland’s MA programme was included in the Board’s latest workforce plan (for 2013/14) in order to ensure a financial commitment for the programme and, through this, demonstrate its value to the organisation.
Before starting to develop an MA programme, it is important to speak to the staff responsible for workforce planning in your area and to check if there is a lead for MAs in your Board. You should contact your HR and/or Learning and Development Department to discuss this.

MAKING THE CASE FOR DELIVERING THE PROGRAMME
MAs are one of a number of different ways in which workforce development might be supported in your NHS Board. When planning to use MAs, it is important to prepare your business case in detail.

Your NHS Board may have a specific template for business cases. Guidance on developing a business case for your MA programme can be found here.

Key areas that you need to consider include:

What are the workforce needs?
As we have shown above, the workforce and organisational plans for your Board provide an important starting point for making the case for MA programmes.

What benefits can the MA programme bring?
There are immediate and longer-term gains for employers who take on an apprentice. SDS set out some of these benefits and you might wish to use some of this information in your business case.

How are you planning to deliver the MA programme?
Guidance on delivery models and on working in partnership with external training providers and other employers is available at Stage D: Choosing a delivery model, and planning roles and responsibilities.

How much will it cost?
Remember to consider the costs of:
- recruitment
- wages
- protective clothing, tools and other equipment, and
- time for:
  - managing, monitoring and evaluating the programme
  - supporting the line manager(s) and the apprentice.

Guidance on identifying costs and funding is provided in Stage B: Identifying funding for the MA programme.
CHECKLIST

Have you:
• integrated your MA programme into workforce planning and workforce development?
• identified and gathered the information you need for making your case to deliver the MA programme?

WHAT NEXT?

Now that you have integrated the MA programme within workforce planning and workforce development, and used this to help make the case for your MA programme, you might want guidance on how to:

A identify the right MA framework for your needs
B identify funding for the MA programme
D choose a delivery model, and plan roles and responsibilities
E recruit your apprentice
F register your apprentice
G support the apprentice and line manager
H monitor the performance of the apprentice and evaluate the MA programme
STAGE D:
CHOOSING A DELIVERY MODEL, AND PLANNING ROLES AND RESPONSIBILITIES FOR DELIVERING ELEMENTS OF THE MA PROGRAMME

This section provides guidance in relation to choosing a delivery model and how to agree and assign roles and responsibilities when working with external partners.

There are different ways you can deliver an MA programme. For example, you can work with an external provider, deliver all aspects of the programme in-house, or use a mix of external and in-house delivery.

- **An external model** is where you commission an external training provider to deliver all elements of the MA programme. The Board employs the apprentice and is responsible for paying their wages and other costs associated with the role (such as the cost of a uniform or other protective equipment).

- **An internal model** is where the Board delivers all aspects of the MA programme in-house.

- **A ‘hybrid’ model** is where the Board shares roles and responsibilities with an external training provider, or other employer, to deliver the MA programme.

The key parts of delivering an MA programme are employment, training and administration – and there are reasons why you would choose one delivery model over the other. For more details on roles and responsibilities, see [Working to Learn and Learning to Work](#).
**EXTERNAL MODEL**

If you choose the external model of delivery, you can use this [Skills Development Scotland search tool](#) to find an external training provider (or providers). You can also use the [MAPPIT](#) website. This site is designed primarily for potential apprentices, but it also provides details of training providers who offer MAs.

When working with an external training provider, roles and responsibilities are split typically in the following way:

The **NHS Board** is responsible for:
- recruitment of the apprentice
- payment of wages
- meeting with trainers, assessors, verifiers and apprentices to review progress, and
- ensuring that the experience, facilities and training needed to achieve the outcomes of the training plan are made available.

The **external training provider** is responsible for:
- registering the apprentice with Skills Development Scotland (SDS) and with the awarding body
- compiling and agreeing assessment plans
- witnessing the apprentice’s performance and verifying evidence
- judging performance evidence
- completing assessment records
- supporting and encouraging the apprentice generally, and
- creating opportunities for training and assessment.

The **Board and the external training provider** are jointly responsible for:
- agreeing roles and responsibilities for on-the-job training
- agreeing whether off-the-job training is required, and agreeing roles and responsibilities for this
- reviewing the apprentice’s progress at regular intervals, and
- submitting records and evidence for verification to the awarding body.

For more details on roles and responsibilities, see [Working to Learn and Learning to Work](#).
CASE STUDY

Until 2005 NHS Grampian was the MA Registered Centre for the delivery of MA programmes. Following a review, the Board decided instead to enrol its employees directly with a number of external training providers, including Banff and Buchan College, Aberdeen College, and private training providers specialising in Estates and Catering training. These new arrangements have allowed the Board to focus on the delivery aspect of the training programme as opposed to the quality assurance processes associated with being the MA Registered Centre. One advantage of this arrangement is that the external training providers are already well-placed to be able to source funding for a number of MA positions within their overall allocations. The Board now only has to enrol its MAs with the particular external provider and the provider then takes the responsibility for quality assurance, internal assessment and external verification processes.

NHS Greater Glasgow and Clyde procured the services of Glasgow Clyde College as the lead external training provider. The college co-ordinates the delivery of the various MA frameworks. There are a variety of approaches to delivery as the engineering-type roles require significantly more college time and are of longer duration (up to four years). Most of the administrative roles and clinical roles are shorter (generally two years) and have less frequent college time.

INTERNAL MODEL

To deliver the MA programme in-house, your Board needs to become an ‘MA Registered Centre’ for the MA Framework you wish to offer. For an outline of the responsibilities of MA Registered Centres, see Working to Learn, Learning to Work.

Please note: Your Board might already be approved to deliver some MA frameworks, but you must be approved for each new MA framework you wish to deliver. Before you seek approval to become an MA Registered Centre, it is important to consider:

- whether the necessary support mechanisms already exist in your Board, and
- whether the number of apprentices – and the envisaged lifespan of the MA programme – will justify the work involved in becoming an MA Registered Centre.

BECOMING AN MA REGISTERED CENTRE

There are three key elements to the registration process:

Application to the relevant Sector Skills Council:
You must make a formal application to the Sector Skills Council (SSC) responsible for the MA Framework you wish to offer. If you are not familiar with the SSC that is responsible for the MA Framework you wish to offer, you can find information at the SSC Alliance website.

Please note: SSCs have responsibility for MA Frameworks in each of the four UK countries, so make sure you access Scottish information.
Approval to offer the qualifications included in the MA Framework(s):
The Board will also need to be approved by the relevant awarding body/bodies as a centre for assessment of the qualifications within the MA Framework. This will usually include an SVQ (Scottish Vocational Qualifications). If your Board is an accredited centre for SVQs, staff in the SVQ Centre may be able to provide advice and guidance on these issues. Information about SVQ Centres within NHSScotland may be found on your Board’s intranet or from SQA’s website.

Application for funding:
To qualify for funding, you must apply to SDS through a Dynamic Purchasing System (DPS). Under the DPS, organisations have to complete an Indicative Tender Document (ITD) that is accessible through the Public Contracts Scotland web portal. The ITD includes clear guidance that outlines the scoring criteria each application will be marked against, ensuring equality for all participating training providers. All prospective training providers can also call the Employer Helpline 0800 783 6000.

If you decide to deliver your MA programme internally you will find useful forms, templates and information on SDS’s webpages for MA providers.

HYBRID MODEL
In a hybrid model, responsibilities are split between the Board and the training provider. The Board takes on some of the responsibilities that the training provider has in the external model, but it does not become a MA Registered Centre. This responsibility remains with the provider.

Another type of hybrid model involves working in partnership with another employer.

Depending on your context, it may be possible to work in partnership with another employer to deliver an MA programme. An example of this might be delivering an MA in Business and Administration in partnership with your local authority. In such cases, one of the partner organisations (your Board or the local authority) must be the apprentices’ employer.

CASE STUDY

NHS Tayside deliver their MA programme using a hybrid model. They work in partnership with an external training provider – in this case the local college – and provide some in-house training for apprentices.

For the past two years NHS Grampian has had an informal agreement with its main building contractor (which was involved in the building of the new Emergency Care Centre at Aberdeen Royal Infirmary) for its apprentices to spend a month’s placement working on site. This opportunity provided them with vital experience that they would not normally be exposed to in their everyday duties within an NHS maintenance environment. This proved to be a positive arrangement and is one which the General Manager is keen to sustain.
CHECKLIST

Have you:

• considered whether to contract an external provider to deliver all elements of the MA programme, to deliver the MA programme in-house, or to develop a hybrid model with an external training provider and/or employer?
• considered whether to register as an MA Registered Centre, or not?
• identified (if appropriate) an external training provider or employer to approach about supporting your MA programme?
• identified if you have the internal resources and capacity to take on specific roles and responsibilities?
• considered the most appropriate split of roles and responsibilities between the Board and any external partner?
• considered formalising an agreement with any external partner?

You will need all of this information for Stage C: Integrating the programme within workforce planning and workforce development.

If you need help to identify which delivery model best suits your needs, call the SDS Employer Helpline on 0800 783 6000.

WHAT NEXT?

Now you have decided on a delivery model and considered roles and responsibilities you might want guidance on how to:

A identify the right MA framework for your needs
B identify funding for the MA programme
C integrate the MA programme within workforce planning and workforce development
E recruit your apprentice
F register your apprentice
G support the apprentice and line manager
H monitor the performance of the apprentice and evaluate the MA programme
STAGE E:
RECRUIT YOUR APPRENTICE

In any model of delivery, the employer is principally responsible for recruiting the apprentice. This section highlights some of the key considerations required at the recruitment stage, and some of the support available to help you reach potential recruits.

EQUAL OPPORTUNITIES

As with all employment opportunities in NHSScotland, it is important to ensure that any MA programme supports equality and diversity within the workforce. Research by the Equality and Human Rights Commission in 2013 indicated that, across Scotland as a whole, the recruitment of MAs has tended to reinforce rather than address traditional and stereotypical patterns of employment:

*The uptake of Modern Apprenticeships in Scotland is typified by significant gender segregation, with ethnic minorities and disabled people also appearing to have low levels of access to all forms of apprenticeships.*

You can access the full report here.

When planning your MA programme, it is important that you identify how the recruitment processes you use support equality of opportunity for all.

You should discuss this with your HR Department, and ensure that appropriate steps are taken to address issues identified in any relevant equality impact assessment.
Since 2007 NHS Tayside has supported a number of Modern Apprentices over a range of specialities, including traditional estates roles such as joiners, electricians and mechanical fitters as well as healthcare science roles. Last year new MAs were offered in Care and in Business Administration. The Board is pleased to note that the traditional gender base within some sectors of the workplace is being redefined in line with equal opportunities, and this is reflected in the appointments of two male care apprentices and a female healthcare science apprentice.

REACHING AND ATTRACTING POTENTIAL APPRENTICES

When preparing to recruit apprentices, it is important to remember that the people you want to attract may have little or no workplace experience. As a result, they may not routinely access the places where your NHS Board normally advertises vacancies, or may not fully understand the benefits and requirements of apprenticeships. A range of organisations provide support to help you reach a wider audience of prospective apprentices:

- SDS provides information and links to Jobcentre Plus and the Talent Scotland project, both of which can advertise vacancies for you and offer general support for recruitment.

- You should also make links with the local employability partnerships that fall within your Board area. The partnerships are multi-agency and cross-sectoral. This map provides contact details.

- In your recruitment materials you should explain MAs and their benefits to potential apprentices. You might want to use some of SDS’s wording, where they describe MAs and their benefits to potential apprentices.

- Schemes designed to support the recruitment of apprentices are worth exploring by prospective employers. Consult the ‘Recruit New Skills’ section of the www.ourskillsforce.org.uk website for details of these schemes.

CASE STUDY

NHS Greater Glasgow and Clyde has used a number of methods to promote interest in the MA programme, including advertising on social media such as Facebook and Spotify, advertising in the press, and through direct contact with secondary schools.

NHS Greater Glasgow and Clyde also has a page on its website providing information for potential candidates: www.nhsggc.org.uk/ma2013

NHS Tayside recruits apprentices through the Scotland’s Health on the Web (SHOW) website and through the local newspaper.
**CASE STUDY**

Each summer, NHS Dumfries and Galloway recruits a pool of ten school leavers for its Business and Administration MAs. An advert goes out in the local press in June with a closing date in July. Shortlisting and interviewing start in August, and many apprentices start in September. Others wait in the pool until a vacant post becomes available, as different departments recruit at different times of the year.

**PREPARING FOR RECRUITING AND INTERVIEWING**

The demographic profile of the NHSScotland workforce shows that young people under the age of 25 are very much a minority group in most areas of the service. Based on their work with a wide range of employers, SDS has noted that there are some issues to consider when recruiting and supporting younger people to join a predominantly older workforce. Some areas to consider include:

**How you attract young people to vacancies:**
You may have to think differently how you promote your opportunities as young people use different forms of communication channels to older workers. For example, do you make use of social media channels to raise awareness of opportunities for MAs?

**How appropriate your recruitment practices are for young people:**
Your current recruitment methods may not be appropriate for young people with little or no work experience. For example, if you use competency-based interviewing, think carefully about how you benchmark responses. Most applicants for MA vacancies will have little or no experience of the world of work, so careful consideration of the types of questions you ask will be needed.

**How you will support managers to support MAs:**
Before recruiting a young person to an apprenticeship role, consider who their line manager will be and the team they will be placed within. If it is a well-established team, it is important they are prepared for change and that the line manager understands their role within the MA process and is supported.

**How you will support the apprentice to develop employability skills:**
A key requirement for any new recruit is that they can understand and adapt to the culture of the workplace they have joined. There can be an expectation that the new MA will know how to behave within the organisation’s culture. However, this cannot be assumed. Consider what the acceptable boundaries are – these will vary according to roles. Areas where you might need to provide guidance include issues such as the use of mobile phones in the workplace and any dress codes – either formal or implicit – which might be part of your organisational culture.
EMPLOYMENT CONTRACTS

When designing your MA programme, it is important to identify how the apprentices will be employed.

Most of the MA programmes featured in the case studies use fixed-term temporary contracts covering the training period of the apprenticeship, which may be because there is no guarantee of substantive posts being available at the end of the training period. However, these contracts allow the apprentice to gain the training and experience needed for a particular role, and the employer to benefit from the increasing knowledge and skills which the individual gains. It also means that trained and experienced candidates are available if substantive posts do arise.

In some Boards, places on MA programmes are also available for existing permanent staff. These opportunities may be offered to staff who are seeking to retrain to work in an area where vacancies exist or who may be awaiting redeployment. MA programmes can also be used to support the development of staff who are moving into different posts within their own area (for example, an MA in Management for individuals taking on a managerial role).

It is important to ensure that the planning of contracts is completed as part of the preparation for recruitment. As with all aspects of recruitment, you should liaise closely with your HR Department to ensure that all necessary policies and processes are in place.

CASE STUDY

In NHS Grampian, there are two different types of Modern Apprentices in the Estates Department. The first type – ‘adult apprentices’ – are existing staff who are training to move into different roles. These are staff who are already working within the service on permanent contracts. The second type are those who have applied to join the service as an apprentice. These new apprentices are employed on four-year training contracts and the Board is normally able to offer them the opportunity of submitting an application for a ‘qualified position’ towards the end of their MA programme. However, there have been occasions where there have been no vacant positions available and the apprentices have applied for jobs externally. If NHS Grampian is aware of vacancies in other Boards that might suit an apprentice because of where they live, or because they might simply wish to work in another area, then apprentices are encouraged to consider this option.

NHS Tayside: The apprentices are employed on temporary contracts linked to the length of their MA programme and particular MA. Every apprentice has been offered employment on completion of their MA programme. There is a plan to move towards guaranteeing employment and recruiting apprentices on that basis.
INITIAL ASSESSMENT OF CORE SKILLS

The assessment and support for the development of Core Skills (Communication, Numeracy, ICT, Working with Others and Problem Solving) are the responsibility of the training provider. However, it is important for the apprentices’ mentors and managers to understand that Core Skills play a central role within the MA and to know where and how to help their apprentice access support if they need it.

NES has worked with Education Scotland to produce The Literacies Portal which provides access to information, guidance and resources to support Core Skills.

CASE STUDY

**NHS Dumfries and Galloway**

shortlists only those candidates who have qualifications that demonstrate they have levels of Core Skills at SCQF level 4 or above. It is a requirement of the MA that Core Skills are evidenced, because the apprentices will be working towards an SVQ level 2, (SCQF level 5). Applicants’ Core Skills levels can be inferred from qualifications they already hold from school, including Standard Grades. The candidates are also asked to undertake a typing test, as they will be working towards a qualification in Business and Administration.

**CASE STUDY**

**In NHS Greater Glasgow and Clyde**

the training provider Glasgow Clyde College addresses Core Skills issues that individual apprentices might need support with.

There is an understanding that the entry requirements set for each MA indirectly stipulate each Core Skill level required, and these are embedded in SQA qualifications where indicated by unit specifications. However, the college can also assess an individual’s level using an online Core Skills profiling programme. This is routine practice in the college, particularly when an individual has no qualifications or if there is an indication that a person might need support with particular skills.
CHECKLIST

Have you:
• considered how you will ensure that your recruitment offers equality of opportunity and addresses any issues identified in an equality impact assessment?
• identified national and local schemes to support you in recruiting apprentices?
• identified positive messages to use in recruitment materials?
• considered using a special scheme (or schemes) to recruit apprentices?
• considered employment contracts and the likelihood of apprenticeships leading to substantive posts?
• considered the assessment of core skills?

WHAT NEXT?

Now that you have considered the recruitment of your apprentice, you might want guidance on how to:

A  identify the right MA framework for your needs
B  identify funding for the MA programme
C  integrate the MA programme within workforce planning and workforce development
D  choose a delivery model, and plan roles and responsibilities
F  register your apprentice
G  support the apprentice and line manager
H  monitor the performance of the apprentice and evaluate the MA programme
STAGE F: 
REGISTERING YOUR APPRENTICE

AT THIS STAGE YOU WILL:

Identify how to register apprentices

All apprentices enrolled on an MA programme must be registered with a number of organisations. It is the role of the training provider to register the apprentice.

The apprentice must be registered with:
- the Sector Skills Council responsible for overseeing the MA framework that underpins your programme.
- the awarding body/bodies responsible for the certification of the qualification(s) included in the MA framework.

IMPORTANT
As part of the registration process, the training provider must register the name of the apprentices’ employer.

Please note: You should ensure that the training provider uses the names of the Board when registering the apprentices’ employer. Please ask the training provider to use the following format:
NHS (Name of Board) – (Site Name)
This will help ensure consistency in registration and will help your Board and NHSScotland as a whole understand how MAs are being used across the service.
CHECKLIST

Have you:
• identified how to register the apprentice with the Awarding Body and Sector Skills Council?

WHAT NEXT?

Now that you have considered the registration of your apprentice, you might want guidance on how to:

A identify the right MA framework for your needs
B identify funding for the MA programme
C integrate the MA programme within workforce planning and workforce development
D choose a delivery model, and plan roles and responsibilities
E recruit your apprentice
F support the apprentice and line manager
G monitor the performance of the apprentice and evaluate the MA programme
STAGE G: SUPPORTING THE APPRENTICE AND LINE MANAGER

Depending on the model of delivery you choose, you will have different systems and processes for supporting apprentices. However, there are shared principles to follow.

Each apprentice should have a workplace mentor who will support and guide them through their MA. Mentors need appropriate skills and knowledge to provide this support, and you need to consider what support they might need in order to carry out this role.

Resources to support workplace mentors and managers to develop their coaching and mentoring skills can be found on The Admin Centre and The Estates and Facilities Portal.

CASE STUDY

All NHS Tayside staff involved in supporting the MA scheme have a mentoring/teaching dimension within their job, linked to the Knowledge and Skills Framework (KSF) Personal and People Development dimension. Mentors are supported to carry out these roles through workshops and information sessions.

NHS Greater Glasgow and Clyde are identifying mentors and, with Glasgow Clyde College, are developing a mentor support programme which will be in place before the apprentices start.
CASE STUDY

NHS Health Scotland’s Director of Delivery co-ordinated the MA programme within the Board and supported the apprentices’ supervisors. He met the supervisors monthly with a Young Scot representative to assess the apprentices’ progress and the success of the programme overall and to address any issues which had emerged.

CHECKLIST

Have you:
• planned how to manage mentoring and supporting your apprentice?
• planned how to support line managers to mentor and support apprentices?
• identified existing templates that you might adapt for use locally?

WHAT NEXT?

Now that you have considered supporting the apprentice and line manager(s), you might want guidance on how to:

A identify the right MA framework for your needs
B identify funding for the MA programme
C integrate the MA programme within workforce planning and workforce development
D choose a delivery model, and plan roles and responsibilities
E recruit your apprentice
F register your apprentice
H monitor the performance of the apprentice and evaluate the MA programme

SDS’s Provider Central website provides template forms and documentation that you can use to deliver your MA programme. Any of these templates can be used, adapted or extended for local use. This page provides guidance and templates (in the appendices on the right-hand-side of the page) for producing:

• An individual training plan (Appendix 2)
• A summary of achievement record (Appendix 3)
• A participant progress review (Appendix 6)
STAGE H: MONITORING THE PERFORMANCE OF THE APPRENTICE AND EVALUATING THE PROGRAMME

MONITORING THE PERFORMANCE OF THE APPRENTICE

An apprentice’s development is monitored in two ways:

- The training provider is responsible for making sure that the apprentice knows how to meet the requirements of the training programme, and has the support they need to do this. If you choose an external or hybrid model to deliver your MA programme, then how you assign roles and responsibilities will affect who monitors which aspects of performance on the programme.

- The employer needs to ensure that the apprentice knows how to meet the demands of their role, and has the support they need to do this. As with most employees, the apprentice’s development in work will be monitored and supported through the KSF Personal Development Planning and Review (PDP/R) process.

CASE STUDY

NHS Dumfries and Galloway
The vocational learning manager supports staff who mentor and supervise apprentices, ensuring that these supervisors develop a mandatory training plan for each apprentice and support every step of the young person’s development through a three-monthly review – another mandatory requirement.
**EVALUATING THE MA PROGRAMME**

The evaluation of an MA programme is closely linked to the business case which underpinned its development. Basing the planning of the MA programme on clear objectives will help to ensure that evaluation processes can be embedded at the planning stage and form an integral part of programme development.

NHS Education for Scotland (NES) provides online guidance and support for evaluation planning on Testing for the Best, and a consultancy service which can be accessed via educational.services@nes.scot.nhs.uk

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**CASE STUDY**

**NHS Grampian**

In addition to regular reviews of Modern Apprentices’ progress set out by both the training providers and the formal KSF process, NHS Grampian carries out two six-monthly reviews with each apprentice. These reviews are used to:

- ascertain problems they may be having
- monitor the quality aspects of their training programme
- look at the types of tasks they are involved in, and
- make sure that they are being placed with suitably qualified and motivated tradesmen to ensure that they are all receiving a consistent and standardised training programme.

These reviews are also used to monitor the progress being made with the completion of the apprentice’s learning portfolio/log, which is a compulsory part of their academic programme. The Board also receives regular reports from the training providers about the apprentices’ attendance and progress while they are off-site.

**NHS Tayside**

Each apprentice has a designated mentor. The mentors support, supervise and develop the apprentices, challenging positively to enhance learning and maintain progression.

The success of NHS Grampian’s programme is measured by evaluating the progress of individual apprentices. This evaluation is undertaken through:

- three training provider ‘local visits’ each year with the external assessor, an estates officer and the apprentice
- two NHS Grampian Apprentice Reviews per annum with two estates officers, the learning and development manager and the apprentice, and
- one formal NHS KSF Development Review each year with the apprentice and their estates officer/reviewer.
As part of its evaluation of the programme, **NHS Tayside** has used the Kirkpatrick Model of Evaluation, with support on how to use the model from NHS Education for Scotland. Staff have carried out evaluations linked to orientation and induction, and within Care, where evaluations are completed by mentors, patients and apprentices. Evaluations have also covered the impact of their role in patient care and team-working.

**NHS Tayside** considers that the MA programme has had a positive impact by:
- developing the departments that employ apprentices, by encouraging existing staff to consider their own professional development and to develop new skills in mentoring and supporting their colleagues
- providing high quality candidates to apply for posts that arise within the Board
- supporting succession planning
- providing a practical way of addressing skills gaps within the workforce, and
- offering opportunities to innovate how roles are structured and function in departments.

**EVALUATION CHECKLIST**

Have you:
- agreed roles and responsibilities for evaluating the performance of the apprentice (if you are using an external or hybrid model of delivery)?
- identified how you will evaluate the MA programme?
- identified guidance and templates to help you to evaluate progress effectively?
MA FRAMEWORKS

Some examples of MAs for clinical areas include:

- Dental Nursing
- Health and Social Care
- Occupational Health and Safety
- Pharmacy Services
- Life Sciences

MAs are also available to support a wide range of non-clinical areas such as:

- Administration, Business and Management
- Facilities Services
- Construction
- IT and Telecommunications
- Creative and Digital Media

Details of all current MA frameworks available in Scotland can be found at Skills Development Scotland’s [Our Skillsforce website](https://www.skillsdevelopmentscotland.org.uk/).
GLOSSARY OF TERMS

A full glossary of terms used to discuss Modern Apprenticeships can be found on Provider Central.

Below are some of the key terms used in this guide:

Modern Apprenticeship (MA) – A National Training Programme which offers people aged over 16 the chance of paid employment linked with the opportunity to train for jobs at craft, technician and management level.

MA programme – the term used to describe all aspects of running MAs, and includes the training/learning framework.

MA framework – a framework for training/learning which is tailored to a specific role and leads to nationally-recognised qualifications.

Core skills – a group of five skills that are key to learning and working in today’s world. The five core skills are: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others.

HELPFUL WEBSITES AND ONLINE RESOURCES

We have referred to several websites and online resources throughout this guidance, and present them here as a list:

Understanding MAs: Working to Learn and Learning to Work, (NHS Education for Scotland and SDS; 2011)

Information from SDS about the MA national training programme, with links to templates and forms

The range of MA frameworks available on www.ourskillsforce.co.uk

Making a business case: Guidance on making a business case

Information about the benefits to business of MAs.

Qualifications: Guidance on all the qualifications included in MA Frameworks plus a range of support for managers and individuals: VQ Finder NHS Education for Scotland’s website which provides information about vocational qualifications for staff in NHS Scotland.

Delivering MAs: Guidance about funding MAs from www.ourskillsforce.co.uk

Information about MA training providers from www.ourskillsforce.co.uk
Recruiting apprentices: 
*Information about local employability partnerships* and *contact details*
*Recruitment guidance* from
[www.ourskillsforce.co.uk](http://www.ourskillsforce.co.uk)

HELINE DETAILS

Skills Development Scotland’s Employer Helpline: **0800 783 6000**
NHS Education for Scotland: 
[education.services@nes.scot.nhs.uk](mailto:education.services@nes.scot.nhs.uk)
NHS Dumfries and Galloway
NHS Greater Glasgow and Clyde
NHS Grampian
NHS Health Scotland
NHS Tayside
MODERN APPRENTICESHIPS IN
NHS DUMFRIES AND GALLOWAY

BACKGROUND AND CONTEXT

NHS Dumfries and Galloway has had an apprenticeship programme for more than ten years, first as part of the Skillseekers National Training Programme, and now as part of Modern Apprenticeships (MAs). The NHS Board’s Vocational Learning Manager manages the MA programme, with an administrator to support the Skills Development Scotland (SDS) requirements of the contract.

NHS Dumfries and Galloway first took on Modern Apprentices (‘apprentices’) in the Medical Records Department. This department had very high staff turnover in its clerical staff, and training apprentices was a way of ensuring that the Board had a way of sustaining services.

MANAGING THE PROGRAMME

Strategically:
Each year NHS Dumfries and Galloway’s Vocational Learning Manager presents a paper to the Board’s management team asking them to support the continuation of the programme.

At the moment, the MA programme is not linked to workforce planning or workforce development processes. However, the Vocational Learning Manager has identified ways of optimising their use in attracting and retaining skilled employees for future workforce requirements, as well as looking at options on ways of delivering the scheme.

The Vocational Learning Manager supports staff who mentor and supervise apprentices, ensuring that these supervisors develop a mandatory training plan for each apprentice. The supervisors also support every step of the young person’s development through a series of three-monthly reviews.

NHS Dumfries and Galloway recognises the importance of a strategic approach to running such a programme and recognises that it would be helpful to embed the programme into the workforce plan. It also acknowledges that running an MA programme might stimulate the interest of existing staff to consider working towards a similar qualification to that of their apprentice colleagues.

Funding from SDS supports the funding of an external assessor (a private training provider). This private training provider is the registered MA and SQA Centre.

Operationally:
The NHS Board’s MA administrator registers the apprentices with SDS. Registration for the SVQ qualification is carried out by the assessor (private training provider).

The MA administrator spends at least one day a week administering the programme.
RECRUITMENT AND ROLES

Each summer, NHS Dumfries and Galloway recruits a pool of ten school leavers for its Business and Administration MAs. An advert goes out in the local press in June with a closing date in July. Shortlisting and interviewing start in August, and many apprentices start in September. Others wait in the pool until a vacant post becomes available, as different departments recruit at different times of the year.

The NHS Board shortlists only those candidates who have qualifications that demonstrate they have levels of core skills at SCQF level 4 or above. It is a requirement of the MA that core skills are evidenced. This level is required as apprentices will be working towards an SVQ level 2, which sits at SCQF level 5. Applicants’ core skills levels can be inferred from qualifications they already hold from school, including Standard Grades. The candidates are also asked to undertake a typing test, as the young people will be working towards a qualification in Business and Administration.

When a department or service requires an apprentice, confirmation is sought from the NHS Board’s Finance Department as the apprentice’s wages are funded from the department’s resources. Confirmation of this is required before any action can be taken to fill their role.

The departments or services where apprentices are placed range from Medical Records, X-Ray (on reception), Finance, Organisational Development, and Human Resources to the Community Equipment Bank and Nurse Administration.

The apprentices are employed on one-year fixed-term contracts in the first instance, with a second year added as an extension of the first contract, should the department or service be able to further develop the young person to SVQ level 3.

To date, the apprentices’ roles have all been in Business and Administration. Historically, NHS Dumfries and Galloway has never bid for Care MAs as part of its contract as an MA Registered Centre. However, the NHS Board is awaiting developments of additional MA Frameworks based on SVQs in Healthcare Support and would consider applying to offer these if they become available.

TRAINING

All training is delivered internally following a training plan, but the external assessor employed by the private training providers carries out the assessment of the SVQ within the programme.

OUTCOMES FOR THE HEALTH BOARD AND THE APPRENTICES

NHS Dumfries and Galloway has a good record for retaining apprentices. Rates for the past three years have been 93%, 100% and 89% respectively. Apprentices have been recruited into permanent posts, some of which are part-time. The NHS Board recognises that by attracting and retaining young people they are addressing one of their problems: that of an ageing workforce.
MODERN APPRENTICESHIPS IN NHS GREATER GLASGOW AND CLYDE

BACKGROUND AND CONTEXT

In March 2012, NHS Greater Glasgow and Clyde’s (NHSGG&C) Corporate Management Team approved a proposal to establish a Modern Apprenticeship (MA) programme in the NHS Board. The approval was given on the basis of a number of important factors:

- Young people were experiencing greater disadvantage in securing employment.
- NHSGG&C wanted to support the national agenda to improve employment rates within the 16-24 year old age groups.
- Poverty and income inequality were having an impact on individuals’ abilities to maintain their health and well-being.
- It was important to attract, train and retain younger members of staff to meet future service demands, and
- An MA programme would enhance NHSGG&C’s workforce diversity and better reflect the demographic of the patient population it serves.

Skills Development Scotland (SDS) supported NHSGG&C during the preparation of the proposal.

MANAGING THE MA PROGRAMME

Strategically:
The programme is being run as part of the NHSGG&C’s workforce planning process, and is led by the Head of Workforce Planning and Development.

NHSGG&C deliver the programme in partnership with an external training provider, Cardonald College (now Glasgow Clyde College). SDS fund the training elements of the programme. All other staff costs, including the Modern Apprentices’ (apprentices’) wages, are met by NHSGG&C.

Operationally:
The planning of the current programme began in March 2012 and the Health Board recruited during summer 2013. The apprentices were employed from September 2013.

RECRUITMENT AND ROLES

NHSGG&C has used a number of methods to promote interest in the MA programme, including advertising on social media such as Facebook and Spotify, advertising in the press, and through direct contact with secondary schools.

Applicants were asked to identify up to three MAs they might wish to undertake. NHSGG&C received applications for multiple posts from over 1,300 individuals. They longlisted one third of these applications centrally and allowed local panels (based at the different hospitals in the NHS Board) to shortlist from the central list.
This process was used to ensure consistency, local decision-making and a sense of ownership. NHSGG&C provided the local panels with scoring templates for shortlisting and interviewing.

Apprentices are being employed on fixed-term contracts. The terms (which vary between two and four years) are determined by the role and associated training programme. NHSGG&C will offer the young people a permanent job in the area for which they have trained subject to satisfactory performance and completion of their qualification.

51 posts were identified, including:

clinical roles, such as:
- nursing assistant
- youth worker
- health visiting support worker
- radiotherapy assistant

administrative roles, such as:
- clerical officer
- receptionist
- ledger clerk
- ward clerk, and

engineering/technical roles, such as:
- electrical and mechanical engineer
- plumber
- workshop technician
- medical physics.

These posts also reflect all of the Acute Services Directorates and most of the Community Health (and Care) Partnerships.

TRAINING, MENTORING AND SUPPORT

NHSGG&C deliver the MA programme using a hybrid model. They procured the services of Cardonald College (now Glasgow Clyde College) as the lead external training provider. The college will co-ordinate the delivery of the various MA frameworks. There will be a variety of approaches to delivery as the engineering-type roles require significantly more college time and are of longer duration (up to four years). Most of the administrative roles and clinical roles are shorter (generally two years) and have less frequent college time.

NHSGG&C have identified mentors and, with Cardonald College (now Glasgow Clyde College), are developing a mentor support programme. The college will address core skills issues that individual apprentices might need support with. The entry requirements set for each MA usually describes each core skill level required, and these are embedded in SQA qualifications where indicated by unit specifications. However, the college can also assess an individual’s level using an online core skills profiling programme. This is routine practice in the college, particularly when an individual has no qualifications or if there is an indication that a person might need support with particular skills.

OUTCOMES FOR NHS GREATER GLASGOW AND CLYDE AND THE APPRENTICES

NHSGG&C are confident that the programme is going well so far, and is on target to deliver the planned outcomes. The task of delivering the programme is complex and a full evaluation will be undertaken in due course.
MODERN APPRENTICESHIPS IN NHS GRAMPIAN

BACKGROUND AND CONTEXT
NHS Grampian has been running apprenticeship programmes in its Estates & Facilities Directorate for several years. Apprenticeships in the Estates Department (which is part of the Estates & Facilities Directorate) have been running since the early 1970s, becoming Modern Apprenticeships (MAs) in the past fifteen years. The Health Board runs MAs for young people it recruits and for existing staff members in established posts. It refers to the programme it runs for existing staff as the Adult MA Programme.

MANAGING THE PROGRAMME
Strategically:
NHS Grampian’s MA programme has been identified as being important to its Workforce Plan and career succession planning processes. It is also recognised as linking well with the NHS Knowledge and Skills Framework (KSF) and the skills mapping initiative. The NHS Board was aware that it had an ‘ageing workforce’ and needed to identify where its qualified staff would come from so that it would be able to fill key vacancies in future.

Until 2005, NHS Grampian was an MA Registered Centre for the delivery of MA programmes, via Grampian Enterprise. Following a review of this arrangement, the Health Board decided instead to enrol its employees directly with a number of external training providers, including Banff and Buchan College, Aberdeen College, and Tulos Training (for Estates MAs) and Hospitality Training (for Catering MAs).

These new arrangements have allowed the NHS Board to focus on the delivery aspect of the training programme as opposed to spending a great deal of time concentrating on the quality assurance processes associated with being the MA Registered Centre. An advantage of this arrangement is that the external training providers are already well-placed to be able to source funding for a number of MA positions within their overall allocations. The Health Board now only has to enrol its MAs with the particular external provider and the provider then takes the responsibility for quality assurance, internal assessment and external verification processes.

Operationally:
The Estates & Facilities Directorate is currently the only directorate which runs MA programmes, so the Learning & Development Manager tends to be NHS Grampian’s central point of contact.

In addition to regular reviews of apprentices’ progress set out by both the training providers and the formal KSF process, NHS Grampian carries out two six-monthly reviews with each apprentice. These reviews are used to:
- ensure that all apprentices are receiving a consistent and standardised training programme
- identify and address any problems they may be having
- monitor the quality aspects of their training programme
• look at the types of tasks they are involved in, and
• make sure that they are being placed with suitably qualified and motivated tradespersons.

These reviews are also used to monitor the progress being made with the completion of the Apprentice’s Learning Portfolio/Log, which is a compulsory part of their academic programme.

The Health Board also receives regular reports from the training providers about the apprentices’ attendance and progress while they are off-site.

RECRUITMENT AND ROLES

NHS Grampian’s recruitment for the MA programme normally begins in February each year. Vacancies are processed through the Health Board’s vacancy management system and advertised on the NHS Grampian vacancy website in March and April. Interviews take place during April and May, and apprentices start in July and August. This timescale fits in well with the start of apprentices’ academic courses and it is normal practice for the Board to arrange an induction day for the apprentices before their official start date.

Employment terms vary according to the type of apprenticeship. Adult apprentices are existing members of staff who are already employed on permanent contracts and who are undertaking the MA programme as a training opportunity for a different role. The young people joining the NHS Board as apprentices are employed on four-year training contracts.

The Estates Department usually recruits one electrical engineer and one mechanical engineer each year, though other posts can be recruited for if there is a need. For example, in the last intake the NHS Board recruited a plumber in addition to the usual two posts. In Catering the Health Board had five staff participating as Adult Apprentices to gain their professional cookery and hospitality qualifications.

TRAINING, MENTORING AND SUPPORT

NHS Grampian bear no costs for the training elements of the standard MA programme as the training providers source funding from Skills Development Scotland to cover these costs. However, the NHS Board pays for the training of staff participating on the Adult MA programmes as no funding is available for these staff due to the age band funding arrangements currently in place.

NHS Grampian pays for and supplies all personal protection equipment and uniforms that the apprentices need to carry out their training and work tasks at college and in the workplace. The Board does not fund apprentices’ travel expenses, though one apprentice recently qualified for a travel bursary through the local college as he was under the age of 18.

The MA and Adult MA programmes are delivered by ‘blended’ learning at college or with other training providers together with learning ‘on-the-job’. For the past two years, NHS Grampian has had an informal agreement with its main building contractor (which was involved in the building of the new Emergency Care Centre at Aberdeen Royal Infirmary) for its apprentices to spend a month’s placement working on site.
This opportunity provided them with vital experience that they would not normally be exposed to in their everyday duties within an NHS maintenance environment. This proved to be a positive arrangement and is one which the General Manager is keen to sustain.

OUTCOMES FOR NHS GRAMPIAN AND THE APPRENTICES

The Estates & Facilities Directorate’s MA programme has been recognised by the Health Board as leading in its efforts to develop youth employment opportunities. A large number of apprentices (including apprentices who preceded the MA programme) have remained within the Directorate’s employment over the past 30 years. Although individuals may have left after a period of time to take up posts within the oil industry (which can offer higher salaries for qualified engineers), several have also returned to employment with NHS Grampian.

The MA programme in the Estates Department is long established and there are two wholetime-equivalent posts supporting MAs within the overall staffing structure.

The programme’s success is measured by evaluating the progress of individual Apprentices. The evaluation processes include:

- three training provider ‘local visits’ each year with the external assessor, an Estates Officer and the apprentice
- two NHS Grampian Apprentice Reviews per annum with two Estates Officers, the Learning and Development Manager and the apprentice, and
- one formal NHS KSF Development Review each year with the apprentice and their Estates Officer/Reviewer.

NHS Grampian is normally able to offer apprentices the opportunity of submitting an application for a ‘qualified position’ towards the end of their MA programme. However, there have been occasions where there have been no vacant positions available and the apprentices have applied for jobs externally. If NHS Grampian is aware of vacancies in other NHS Boards that might suit an apprentice because of where they live, or because they might simply wish to work in another area, then apprentices are encouraged to consider this option.

In addition to developing its own MA programme, NHS Grampian has provided help and support to other NHS Health Boards who have been considering taking on apprentices. This support has included the sharing of documents such as job descriptions, KSF post outlines and person specifications.

The Learning & Development Manager offers this advice for other Health Boards considering taking on apprentices:

“Go for it! You cannot describe the feeling of job satisfaction in being able to offer a Modern Apprenticeship to an appropriately qualified youngster. As a public sector employer I think it should be our duty to be able to offer and actively promote training schemes such as this.”
MODERN APPRENTICESHIPS IN NHS HEALTH SCOTLAND

BACKGROUND AND CONTEXT
In December 2011 NHS Health Scotland identified a need for apprenticeships to support the workforce and to create alternative routes into the organisation for individuals who did not hold high level qualifications. At the same time there was a growing recognition that the NHS Board could contribute to reducing the number of young people who were unemployed.

Following this decision, Health Scotland’s Director of Delivery led the implementation of a formal approach to running a Modern Apprenticeship (MA) programme in partnership with Young Scot and committed to delivering one MA place in the short term. There was no formal proposal put forward, though discussions with the Chief Executive Officer, Executive Directors, the Employee Director and the Chair of the Health Board identified a common willingness to go ahead.

MANAGING THE MA PROGRAMME
Strategically:
Health Scotland’s Director of Delivery co-ordinates the MA Programme and the partnership with Young Scot. There is also a named lead officer in the Human Resources Department. The Director, lead HR Officer and Employee Director have been asked to prepare a joint proposal for a sustainable MA programme.

The MA programme was included in the Health Board’s workforce plan for 2013/14, in order to ensure a financial commitment for the programme and, in this way, demonstrate its value to the organisation.

Operationally:
The recruitment, employment and review aspects of the programme are arranged by Young Scot, and Health Scotland host the apprentices, treating them as they would their own employees. Their development is framed around their SVQ with opportunities created to demonstrate the competences required.

RECRUITMENT AND ROLES
Health Scotland entered into an informal arrangement with Young Scot, an existing partner which had experience of recruiting Modern Apprentices (apprentices) and the appropriate processes in place. The arrangement was that Young Scot would recruit and employ the apprentice and Health Scotland would host the apprentice in an administrative role. Hosting would involve the apprentice working in Health Scotland’s offices and being line managed and supervised by one of its employees.

Funding to pay the apprentice’s wages, which would be paid to the apprentice by Young Scot, was identified in Health Scotland’s mainstream budget. Young Scot would invoice Health Scotland so they could pay the apprentice’s wages.

Young Scot worked with Rewards Training Recruitment Consultancy (Scotland) to identify potential applicants. Candidates for the first post were interviewed by Health Scotland’s Director of Delivery along with Young Scot. For the subsequent recruitment round, both the Director of Delivery and Director of Equality, People and Performance
interviewed candidates alongside Young Scot, to demonstrate the Health Board’s high level commitment to the programme.

The time taken from initially conceiving the idea to employing the first apprentice was ten weeks.

Now, each of the Health Board’s five directorates (the Chief Executive’s Office; Programme Design & Delivery; Public Health Sciences, Equality; People and Performance; and Resource Management) hosts an apprentice in their team. All five apprentices who are currently with the Health Board are employed by Young Scot on 12-month contracts. Currently all of the apprentices work in administrative roles and are working towards SVQs at level 3.

TRAINING, MENTORING AND SUPPORT

The directors’ personal assistants mentor and supervise the apprentices.

Health Scotland’s Director of Delivery co-ordinates the MA programme within the Health Board and supports the apprentices’ supervisors. He meets the supervisors monthly with a Young Scot representative to assess the apprentices’ progress and the success of the programme overall and to deal with any issues which had emerged.

Health Scotland and Young Scot recognise that the apprentices have varying skills levels and make no assumptions about applicants’ existing knowledge and skills. Health Scotland and Young Scot assess potential apprentices’ general skills levels during the recruitment stage.

Applicants are asked to produce a summary CV about their qualifications and interests and this provides some evidence of the applicants’ capabilities. This activity is complemented with short and straightforward skills tests, for example, asking the applicants to type a letter on the computer.

OUTCOMES FOR HEALTH SCOTLAND AND THE APPRENTICES

Health Scotland does not guarantee permanent posts for the apprentices it hosts. However, their first two apprentices secured permanent posts in other organisations. In both cases, the apprentices applied through open competition, towards the end of their MAs. One secured a post at NHS Lothian and the other a post in the private sector.

Health Scotland recognises that its apprentices have developed during the programme. Not only have they achieved qualifications but they have also demonstrated that the skills and competences which they have developed have provided good foundations for their future careers.

NHS Health Scotland has not used formal metrics for measuring outcomes, but has growing evidence of apprentices’ achievements, whether relating to SVQ qualifications, their positive destinations, or through managers’ and supervisors’ observations of personal growth, increased maturity and confidence.

The NHS Board believes that a key to success is to ensure a consistent approach to management, training and development.
MODERN APPRENTICESHIPS IN NHS TAYSIDE

BACKGROUND AND CONTEXT

NHS Tayside have delivered a Modern Apprenticeship (MA) programme for the past six years and the Health Board was the first in Scotland to offer MAs in Care.

The Human Resources (HR) Lead for Workforce Planning Services is the central contact for NHS Tayside’s MA programme.

MANAGING THE MA PROGRAMME

Strategically:

• NHS Tayside identified the need for an MA programme through workforce planning and through discussions with individual departments. The HR Lead for Workforce Planning Services produced a proposal paper to request funding.

• The NHS Board funds wages, training and development and the other associated costs for most of the Modern Apprentices (apprentices).

• The preparation for the programme was lengthy. It took approximately twelve months from first identifying the need for an MA programme to recruiting the first apprentice.

Operationally:

NHS Tayside has employed apprentices in a wide variety of roles in a range of departments. The roles have included:

• electricians
• mechanical fitters
• painters
• joiners

And the departments have included:

• Healthcare Sciences
• Dental Hospital
• Administration and Clerical
• Estates/Property
• Medical Physics
• HR
• Mental Health Directorate
• Wards at Ninewells and the Royal Victoria Hospitals

The diversity of the MA programme (in terms of roles and the involvement of so many departments) means that there is also diversity in how the programme is delivered. The MAs vary in length, between two and four years, and are at a variety of levels. Structures and delivery approaches vary to meet the needs of the apprentices, the qualifications they are working towards, and the departments they are working in.

NHS Tayside deliver their MA programme using a ‘hybrid’ model. They work in partnership with an external training provider – in this case the local college – and provide some in-house training for apprentices as well. They also deliver elements of the MA programme in partnership with private industry for estates and property roles, and work with a public body, the Scottish Social Services Council, for its MAs in Care.
RECRUITMENT AND ROLES

Since 2007 NHS Tayside has supported a number of apprentices across a range of specialities, including traditional estates roles and healthcare science roles. In 2012, new MA roles were offered in Care and Business Administration.

The Health Board recruits apprentices through SHOW and through the local newspaper.

Departments identify the need for MAs through workforce planning and workforce development, demonstrating how the MA role would develop the individual and the department, its services and other staff members.

The apprentices are employed on temporary contracts linked to the length of their programme and particular MA.

Every apprentice has been offered employment on completion of their MA programme. There is a plan to move towards ‘guaranteeing’ employment and recruiting apprentices on that basis.

TRAINING, MENTORING AND SUPPORT

Each apprentice has a designated mentor. The mentors supervise and support the development of the apprentices. They ensure that apprentices receive the appropriate level of support to help enhance their learning and ensure they progress at an appropriate pace.

All NHS Tayside staff involved as mentors in the MA programme have a mentoring/teaching dimension within their job, linked to the KSF Personal and People Development dimension. Mentors are supported to carry out these roles through workshops and information sessions.

Core skills play a central role in all MA programmes. We need to ensure that all apprentices have appropriate levels of ‘functional literacies’ – that is, that they can read, write, use numbers and technology to the level which their role demands. It is important that the apprentices – and their mentors – know how to access support if there are any difficulties in these areas. The Learning and Development Team raise awareness at induction of the support available to all NHS Tayside staff. In general, NHS Tayside uses a range of communication channels, including posters, to encourage staff to seek support for any skills difficulties they might have. The NHS Board view the improvement of functional literacies skills as a priority for its staff.

OUTCOMES FOR NHS TAYSIDE AND THE APPRENTICES

As part of its evaluation of the programme, NHS Tayside have used the Kirkpatrick Model of Evaluation, with support on how to use the model from NHS Education for Scotland. They have carried out evaluations linked to orientation and induction, and within Care, where evaluation involves gathering feedback from mentors, patients and apprentices. Evaluation also looks at the impact of the role of the apprentices in patient care and team-working.
NHS Tayside are recognised locally as contributing to a reduction in youth unemployment, and this has been good for its reputation in the local community.

The NHS Board considers that the MA programme has had a positive impact by:

- developing the departments that employ apprentices. This is achieved by encouraging existing staff to consider their own professional development and to develop new skills in mentoring and supporting their colleagues
- providing high quality candidates to apply for posts that arise with the Board
- supporting succession planning
- providing a practical way of addressing skills gaps within the workforce, and
- offering opportunities to innovate. This includes looking at how roles are structured and how they function in departments.

NHS Tayside has also identified that their MA opportunities can help to address traditional gender segregation in roles. The NHS Board is pleased to note that the traditional gender base within some sectors of the workplace is being redefined in line with equal opportunities. This is reflected in two of the five care apprentices being male and the recruitment of a female healthcare science apprentice.

OPPORTUNITIES FOR OTHER HEALTH BOARDS TO LEARN FROM NHS TAYSIDE’S EXPERIENCE:

NHS Tayside has encountered a number of challenges, each of which has been addressed successfully:

- They found it difficult to secure adequate funding for MAs during the economic downturn. They found that it was important to describe clearly the benefits of the MA programme to gain the support of the Board and to secure the agreement of the Board’s Chair to champion the programme.

- There has been a challenge around the delivery of the SVQ3 Care MAs. The healthcare support workers who work most directly with the Care Apprentices are often not working at a high enough level to support learning at SVQ level 3. To address this, NHS Tayside is planning to match its SVQ3 Care Apprentices with community and mental health staff, whose roles are often more complex and who operate at a level more appropriate for this MA.

- So far all the Care Apprentices have had placements with a neighbouring local authority, for varying lengths of time. Mentors within the local authority support the apprentices on their placements. NHS Tayside is exploring ways of offering a service in return, enabling local authority Social Care ‘learners’ to secure placements with the NHS Board.
• One Care Apprentice left the MA programme early for a permanent post within NHS Tayside. Although not ideal, there are positives for the individual and the organisation. This includes them having the appropriate skills, attitudes and behaviours to secure employment in a competitive environment. In order to encourage apprentices to remain on the programme until the end, NHS Tayside will, in future, offer guaranteed employment on successful completion of the MA. The Board are also looking to review the length of some of the MA programmes.

• There have been instances of apprentices feeling isolated on their programmes, so the Health Board is ensuring that all apprentices know about one another, have each other’s contact details and have opportunities to come together for learning or meetings.

SUMMARY

NHS Tayside says,

“We are committed to supporting young people through actively promoting involvement in programmes and initiatives which could lead to employment opportunities, further learning and relevant training. This includes MA programmes. Further recruitment is planned for this year in a range of host departments identified through workforce profiling.”