

Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS



Assistant Practitioner in Health

Leading Partner:



Strategic Partners:



Provider Readiness Report – Assistant Practitioner in Healthcare (Level 5)

Introduction:

Provider Readiness Reports are delivery guidance documents for an apprenticeship standard. They are created by training providers (including colleges, independent training providers, higher education institutions and others). The reports provide practical insights and guidance to help with planning for delivery and in negotiations with employers. They will help providers make decisions about the commitment of time and other resources required to train apprentices to meet the requirements of the new standards.

Standard	Link to standard
Assessment Plan (end point)	Link to assessment plan
Organisations involved with development of the standard for Assistant Practitioner in Healthcare	Led by organisations including: Barchester Healthcare, Derby Hospitals NHS Foundation Trust, Health Education England, Hospice UK, Ipswich Hospital NHS Trust, James Paget University Hospitals NHS Foundation Trust, Mid Essex Hospitals NHS Trust, Norfolk and Norwich University Hospitals NHS Foundation Trust, Norfolk & Suffolk NHS Foundation Trust, North Bristol NHS Trust, North East London NHS Foundation Trust, Poole Hospital NHS Foundation Trust, Royal College of Midwifery, Royal College of Nursing, Solent NHS Trust, South Devon Healthcare NHS Foundation Trust in conjunction with Torbay & Southern Devon Care Trust, Southern Health NHS Foundation Trust, St Giles Hospice, The Priory Group, The Royal Devon & Exeter NHS Foundation Trust, Unison, University Hospitals Birmingham NHS Foundation Trust, University Hospital Southampton NHS Foundation Trust, Walsall Healthcare NHS Trust, Yeovil District Hospital NHS Foundation Trust, Skills for Health
SASE Overlap	Direct replacement for the L5 Apprenticeship in Health (Assistant Practitioner)
Mandatory Qualification(s) on standard	Level 2 English and maths - (equivalent to GCSE grade C or above). An accredited level 5 occupational competence qualification such as a Foundation Degree, other Level 5 Diploma of Higher Education or the Level 5 Diploma for Assistant Practitioners in Healthcare.
Additional optional qualifications recommended by the trailblazer group.	No recommended qualifications
Maximum Core Government Contribution (CGC) , subject to employer contribution (15/16 & 16/17)	£8,000 maximum CGC, subject to employer £4,000 contribution. The price of on-programme training and end-point assessment is subject to employer/provider negotiation and may be higher or lower than combined values above; where higher the maximum CGC remains the same and the employer would need to pay the

	<p>difference in full.</p> <p>The employer may be eligible for incentive payments, which they can use as they wish.</p> <p>See current funding rules for further guidance.</p>
Anticipated Volume	Moderate
Level	5
English and Maths Requirements	<p>For Level 3 to 7 apprenticeships, apprentices must achieve Level 2 English and maths prior to taking their end-point assessment.</p> <p>SFA provides a flat rate for English and maths up to Level 2 as part of an approved apprenticeship standard. Employers will not need to make an employer contribution.</p> <p>See current funding rules for further guidance.</p>
End Point Assessment Methods	<ul style="list-style-type: none"> • A multiple choice and short answer test • An observation of practice undertaken in the workplace • A reflective journal completed by the apprentice and an interview

Supporting information and Glossary of Terms

Assessment Role	Notes
Employer	Supports the apprentice in the workplace, may provide training, coaching or mentoring.
Training Provider	<p>Employers wishing to access funding must appoint an SFA approved lead provider. Employers must select a training provider from the SFA Register of Training Organisations (ROTO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-training-organisations</p> <p>Employers may choose to engage with one or more providers to deliver the on programme training.</p> <p>Providers wishing to deliver on-programme delivery must registered and be approved on the, Register of Apprenticeship Training Providers (RoATP). Also providers who wish to deliver to employers without a digital account, must register and be approved on the Invitation to Tender (ITT). Please follow the link for further information. https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers</p>
End Point Assessment Organisation	<p>Employers must select an end point assessment organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations</p>

Term	General Definition within Trailblazers
On-Programme	<p>This is the period from start until the end-point assessment gateway is met. Apprentices require a minimum period of 12 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase. This is the area of significant interest for apprenticeship training providers.</p>
Gateway	<p>Any requirements that must be completed/achieved as a pre-requisite to undertake the end-point assessment are termed the gateway. For example; English and maths minimum requirements. The gateway components are therefore the key outputs of the on-programme training period.</p>
Trainer	<p>The term trainer is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training providers to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the end-point assessment and all gateway components. The trainer has no status within the</p>

	end-point assessment, unless specifically referenced and approved within the assessment plan, for example; being a signatory to a portfolio or a panel interview.
Independent Assessor	Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved end point assessment organisation.

Themes	Considerations / Implications for delivery	Resources
Recruitment/entry requirements:	<p>Providers, in discussion with employers, who are considering supporting a member of staff onto an apprenticeship or who are employing a new apprentice need to consider whether:</p> <ul style="list-style-type: none"> • The job description of the potential apprentice matches the standard's job profile • The current level of English and maths of the apprentice will enable success, studying at Level 4 and/or 5 • The apprentice is new in post and has not achieved a Care Certificate or has already achieved the Care Certificate with their employer or a previous employer • Support in the form of mentorship is available to the apprentice in the workplace in terms of on-the-job skills development, assessment and support to work alongside their off-the-job learning and development programme 	<p>The Standard</p> <p>The Assessment Plan</p> <p>SFA funding guidance:</p> <p>Apprenticeship standards quality statement</p> <p>Embedded functional skills materials</p> <p>Future Apprenticeship Toolkit</p>
On programme components: <i>To develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for end-point assessment.</i>	<p>Apprentices will typically require a period of between 18 and 24 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements.</p> <p>On programme components will include both on and off-the-job learning to develop the knowledge, skills, values and behaviours (KSVB) detailed in the standard. It will also need to include preparation to support end- point assessment.</p> <p><u>Initial assessment</u> – A robust initial assessment will need to be in place to support the development of an agreed, individual learning plan, based around the achievement of the standard (job role). Underpinning this would be a Level 5 occupational competence qualification. The initial assessment process will also be used to gain evidence of the range of learning and study skills development needed to ensure the apprentice can successfully complete the Level 5 qualification.</p> <p><u>English and Maths</u> – Apprentices without Level 2 English and maths qualifications will need to take and pass the Level 2 tests as part of the gateway, prior to end-point assessment.</p> <p>Whilst there are no entry requirements for this apprenticeship, training providers will need to be aware that for learners assessed at Level 1 they would need to build in mechanisms to support and stretch the apprentice to meet the requirements of a Level 5</p>	

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	<p>qualification.</p> <p>Wherever possible, embedded English and maths learning and development should be built into the apprentice learning programme to ensure that, whilst studying for these qualifications, the subjects are made relevant to the work role and that the learning has an impact on the service that the apprentice is providing to both the service users and their employing organisations.</p> <p><u>Induction</u> – The induction programme should be specific to the apprentice’s workplace and as a minimum should meet the standards of the Care Certificate. The assessment of the Care Certificate is the responsibility of the employer. The employer could choose to request that the training provider completes this assessment on their behalf.</p> <p><u>KSVB</u></p> <p>The initial assessment carried out with the employer, apprentice and training provider, will identify the learning to be achieved at the workplace as part of on-the-job training. Providers will need to consider the gaps and opportunities for linking on-the-job and off-the-job training when developing the learning plan.</p> <p>To underpin the standard, an accredited Level 5 occupational competence qualification is required. This will need to be agreed in advance of the apprentice commencing the standard to ensure there are a full range of opportunities for the apprentice to meet the requirements of the qualification.</p> <p>The qualification may be a Foundation Degree, other Level 5 Diploma of Higher Education or the Level 5 Diploma for Assistant Practitioners in Healthcare. Training providers will be in a position to offer guidance to the employer as to which Level 5 qualification might be the most appropriate.</p> <p>Apprentices should be afforded the opportunity to practice their skills in the workplace as they progress through to end-point assessment. This will help ensure that in addition to gaining knowledge, they can also apply this in practice whilst demonstrating the required KSVB. It is stressed that Apprentices must be afforded the opportunities to develop the full range of KSVB within the standard.</p>	

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	<p><u>Preparation and practice for end-point assessment</u> – The end-point assessment covers the following components:</p> <ul style="list-style-type: none"> • A multiple choice and short answer test • An observation of practice undertaken in the workplace • A reflective journal completed by the apprentice and an interview <p>The training provider will need to ensure that practice opportunities for each of the end-point assessment components are planned and practiced throughout the on-programme learner journey. Employer involvement is vital to ensure that the decision to declare the apprentice ready for end-point assessment is sound.</p> <p>Practice for the multiple choice and short answer test needs to be built into the learning plan. This will help ensure apprentices become accustomed to having their knowledge tested, under invigilated conditions, during the on and the off-the-job training. The apprentice should be given the opportunity to have their practice observed in order to gain the confidence required to deliver care effectively while being observed by a person unfamiliar to them. The training provider and the employer should agree the timing and the frequency of these observations to ensure that the apprentice has the opportunity to reflect on and learn from these periods of observation. The reflective journal is completed by the apprentice during the 3 months leading up to the end-point assessment. The apprentice is required to reflect on how their skills in both care management and supervision and teaching have developed, focusing on the KSVB as stated in the standard.</p>	
<p>Delivery models/ infrastructure: <i>The drive towards effective competence-based and situational training.</i></p>	<p>Built into all apprenticeship standards is the requirement for 20% off-the-job training and development prior to taking the end-point assessment. There is no definition of what should be included as part of this 20% off-the-job training. Training providers, alongside employers, will need to carry out a detailed initial assessment of the learner's entry knowledge and skills and the job role requirements, before agreeing entry to the accredited Level 5 occupational competence qualification.</p> <p><u>KSVB</u></p>	<p>The Standard Assessment Plan</p> <p>The employer brief (under development) to accompany the plan will provide description of high level learning outcomes to support employers and providers to prepare apprentices for assessment.</p>

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	<p>Employers will need to identify a mentor to work alongside the apprentice to ensure that they are able to practice the skills they are developing, deliver on-the-job training effectively and to ensure that any concerns/issues are dealt with promptly as they occur.</p> <p>On-the-job training may also include:</p> <ul style="list-style-type: none"> • Attendance at training days organised by the employer • Visits to other departments for shadowing purposes • Practice observation of performance • Review meetings with mentors • Annual appraisal and personal development planning activities <p>The Level 5 qualification will have stated attendance requirements, defined as off-the-job training and will utilise a range of teaching and learning strategies which may include:</p> <ul style="list-style-type: none"> • A formal programme of lectures, seminars and workshops • Blended learning utilising the virtual learning environment of the training provider • Clinical skills laboratory time for simulation <p>The training provider, alongside the employer, must have shared responsibility for the development of KSVB throughout the learning journey, both in theory and in clinical practice.</p> <p>Throughout the learning journey the apprentice must have regular and formal opportunities to review their progress, in terms of both on and off-the-job training, with mentors and training providers respectively.</p> <p>The training provider and the employer must have a shared understanding of the key performance points in the learning journey of the apprentice, whether that is end of modules/units or other points.</p> <p>The training provider and the employer must ensure that the assessments undertaken during the Level 5 occupational competence qualification have a clear and meaningful relationship to the end point assessment in terms of methodology and timing.</p>	

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Resources: <i>materials/ resources/ equipment</i>	<p>The following resources will be required:</p> <ul style="list-style-type: none"> • Robust recruitment processes and initial assessment tools • Specific teaching equipment both within the workplace and within the training provider's premises • Occupational competence of those teaching on the accredited Level 5 occupational competence qualification • Resources for clinical skills simulation that adequately replicate current clinical practice • Workbooks to support learning away from the workplace, that would be supplemental to delivery related to the Level 5 occupational competence qualification • Practice assessment documents or similar documentation as part of the Level 5 occupational competence qualification, to ensure ongoing demonstration of the required values and behaviours • Monitoring and tracking tools to ensure the employer is aware of the progression and achievement of the apprentice 	
Staffing: <i>Staff qualifications and skills needed</i>	<p>The training provider will need to ensure that the apprentice has mentor support from the employer. The employer must ensure that the mentor has the knowledge and skills required for on-the-job teaching and assessing. The employer will require administrative support to process information from the training provider and monitor the apprentice's progress towards and through end-point assessment.</p> <p>The training provider will need to ensure that staff involved in the delivery of off-the-job training has the required knowledge and skills of contemporary clinical practice, the ability to effectively facilitate learning through lectures, group work and clinical simulation as well as sound assessment skills. Training providers will need to have administrative support to negotiate contracts with employers, claim funding and process incentive payments as required.</p>	

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Costing: <i>costs associated with the resources</i>	<p>CAP 4 is currently £12 000.</p> <p>This will include costs for:</p> <ul style="list-style-type: none"> • Accredited level 5 occupational competence qualification • End- point assessment <p>Additional learner support and English and maths funding is available for apprentices who need to take and pass Level 2 English and maths; currently £471 per qualification.</p>	<p>SFA funding guidance</p> <p>FA website example contracts, costings for on-programme activity</p>
Marketing / Communication: <i>Promoting the offer to employers/ apprentices</i>	<p>The change from frameworks to standards needs to be communicated clearly to health organisations in order that they fully understand the training that will be available to apprentices.</p> <p>Individual Training Providers will be best placed to inform those employers that they are currently working with and may choose to deliver awareness sessions for staff in these health organisations. Health Education England and Skills for Health will be delivering a marketing and communications campaign that will promote the implementation and uptake of the new standards.</p>	<p>BIS/NAS materials</p> <p>SfC Retention and Recruitment Strategy</p> <p>LAG/Career Pathway materials</p>
End point Assessment:	<p>In preparation for end-point assessment, a decision is made that the apprentice is now ready to complete the end-point assessment, and the employer will notify the independent assessment organisation that the apprentice is ready for final assessment. As outlined earlier, the end-point assessment covers the following components:</p> <ul style="list-style-type: none"> • A multiple choice and short answer test • An observation of practice undertaken in the workplace • A reflective journal completed by the apprentice and an interview <p>The apprentice undertakes the end-point assessment with an independent assessor who will oversee the multiple choice and short answer test, undertake the observation of practice, review the reflective journal and lead the final interview.</p> <p>An observation of practice will need to be completed within the end-point assessment. The standard details the skills and qualifications that the independent assessor must have.</p> <p>The requirements for the observation are detailed in the assessment plan, these activities are expected to naturally occur during the observation, and these are listed and highlighted in bold type. Those which are less likely to occur in the observation phase are</p>	<p>Assessment Plan</p> <p>RoAAO</p>

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	<p>listed, but not in bold type and these elements, if they do not occur naturally should be included in the final interview. The final interview will therefore need to take place after the observation.</p> <p>The independent assessor judges whether the apprentice has passed or failed the end-point assessment at the end of the final interview. If the apprentice is successful, the final grade is determined by the independent assessor. The assessment plan details the requirements to achieve a pass, merit or distinction. The observation of practice can only be graded as a pass.</p> <p>The apprentice must attempt all components of the end-point assessment on their first attempt. Should the apprentice fail any components they are required to re-sit only those components which they have failed. Resits are permitted after 1 month and within 12 months but not after 12 months. The number of times an apprentice is permitted to re-take the end-point assessment within the permitted 12 month time frame is determined by the employer.</p> <p>It is assumed from the assessment plan, that the end-point assessment will be completed on the same day. One independent assessor will complete all of the activity with the apprentice as they will need to complete the observation of practice, review the portfolio and then complete the final interview.</p>	
Managing relationships with employers and Apprentices: <i>Employer/ provider/ apprentice contracts</i>	<p>Within previous sections there has been reference for the need for the apprentice, employer and the training provider to work very closely together. It is essential that the contract/apprenticeship agreement clearly details the role of each within the apprenticeship standard.</p> <p>Training providers need to ensure that the relationship with the employer is well managed throughout the apprentice's learning journey, ensuring that any incentive payments are made in a timely manner.</p> <p>The contract should detail the review process whilst on programme to ensure that the apprentice is reaching the required milestones.</p>	SFA funding guidance

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Sub-Contracting relationships: <i>Lead provider role and potential for collaboration on apprenticeship delivery</i>	<p>Some of the training may need to be subcontracted if it is not readily available from the training provider. This could, for example, be part of the KSVB requirements or it may be in relation to the English and maths elements.</p> <p>The lead provider should manage the relationship with the employer and the apprentice to ensure that communication is clear.</p> <p>The lead provider will request fees from the employer or use the digital voucher scheme for levy paying employers. Fees will then be forwarded to the subcontractor as agreed.</p> <p>Monitoring and tracking will be completed by the subcontractor for their part of the delivery and will be communicated to the employer and lead provider as agreed.</p>	SFA funding guidance
Progression:	<p>For those assistant practitioners who wish to remain part of the support workforce, progression would take the form of:</p> <ul style="list-style-type: none"> • Continuous personal development training days and workshops • Statutory and mandatory training uptake • Annual appraisal and review • Acquisition of new skill sets dependant of modification to employer's guidelines and protocols. <p>For those assistant practitioners who wish to progress into registered practice, the apprenticeship can provide credits into some higher education programmes aligned to professional registration.</p>	