

# Integrated Apprenticeships scoping study

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# Introduction and background

- Health Education England West Midlands are keen to develop the concept of “Integrated Apprenticeships”
- They invited Skills for Care to lead a collaboration with Skills for Health to carry out a scoping study of Integrated Apprenticeships in the West Midlands and across England
- This study aims to identify and promote best practice in integrated health and care apprenticeships
- The scoping activity aimed to identify and explore the following:
  - Examples of good/best practice and enablers of successful initiatives
  - Identification of barriers and what needs to be done to address these barriers

# Scoping study methodology

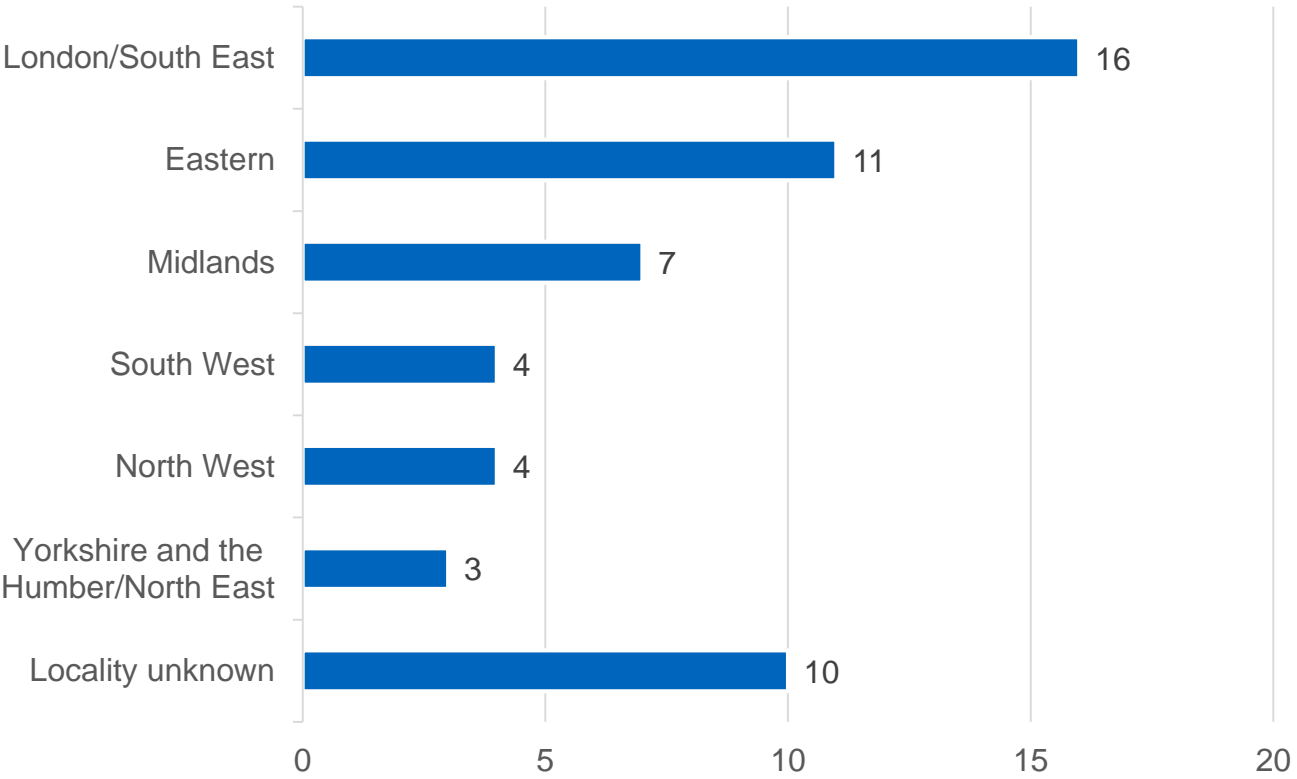
- **Stage 1:** Desk research
- **Stage 2:** Qualitative scoping exercise including online survey and key stakeholder interviews
- **Stage 2:** In depth interviews
- **Stage 2:** Develop best practice case studies
- **Reporting:** Submit and present final report

# Scoping study participants

- The survey was completed by 34 stakeholders which comprised 28 Skills for Care Locality Managers and six key informants identified by Skills for Health.
- Nine interviews were conducted with Skills for Care internal stakeholders to scope the integrated Apprenticeship landscape
- To give insight into the findings of the scoping exercise, five case studies were developed to explore in more detail integrated Apprenticeship activity in five areas across the country:
  - Lincolnshire
  - Norfolk
  - Leeds
  - West Sussex
  - Blackburn with Darwen
- Ten in-depth interviews were conducted to gather evidenced for the five case studies.

# Key findings

# Number of Integrated Apprenticeships projects by area



25 responses from survey and consultations

# Definitions of Integrated Apprenticeships

- There were a range of varying definitions from the survey and interviews, which highlighted the need for a standardised definition.
- The most common definition was, *“Apprenticeships which give apprentices the opportunity or require them to gain experience, knowledge and skills in both the health and [social] care sectors.”*
- It could be argued that integrated Apprenticeships are aspirational, and do not yet exist.
- It would be more correct to name these types of Apprenticeships as rotational or integrated placement based Apprenticeships.

# Trajectory of integrated Apprenticeships

- The development of integrated Apprenticeships is likely to be:
  - Stage 1 - Bringing health and social care apprentices together for joint learning
  - Stage 2 - Offering rotational placements
  - Stage 3 - Providing fully integrated roles
  - Stage 4 - Truly integrated schemes with dual employers.
- The findings suggest that currently integrated Apprenticeships are at stage 2



# Key successes

**The following key successes were identified through the scoping study:**

- Encouraged an integrated culture and sharing learning
- Provided valuable work experience in different sectors
- Improved partnership working
- Facilitated the acquisition of a diverse range of knowledge and skills
- Early indications of sustainable integrated Apprenticeship programmes

# Challenges

## The top five challenges included:

- Complexities of partnership working
- Time and resource needed to support apprentices
- Sourcing and arranging rotational placements
- Recruitment of apprentices
- Inconsistent terms & conditions and pay

# Solutions

## A summary of the top solutions identified in the scoping study included:

- Early planning to address differences in employment policies and procedures across both sectors
- Continued communication to improve partnership working and management of apprentices
- Employing a dedicated apprentice coordinator to manage apprentices
- Using values-based recruitment to improve recruitment and retention of the right people with the right values
- Developing more innovative approaches to recruitment e.g. through use of social media
- Making better use of funding opportunities
- Prioritising integrated Apprenticeships
- Promoting the value of integrated Apprenticeships

# Recommendations

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1. Communicate a clear definition of integrated Apprenticeship
2. Further scoping activity to gain a fuller picture of the integrated Apprenticeships landscape
3. Evaluate integrated Apprenticeship pilots to measure longer term impacts
4. Ensure integrated Apprenticeships are a key priority for STPs and the Better Care Fund
5. Produce an integrated Apprenticeships best practice guide for employers
6. Encourage employers to develop a suggested joint pathway for a Health and Social Care Apprenticeship
7. Scope the potential to include other sectors in integrated Apprenticeships, such as housing

# Questions



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