

How employers can use apprenticeships to grow the NHS workforce webinar

Thank you for joining us, we
will be starting shortly.

If you have any questions for
our speakers, please enter
them into the Q&A tab



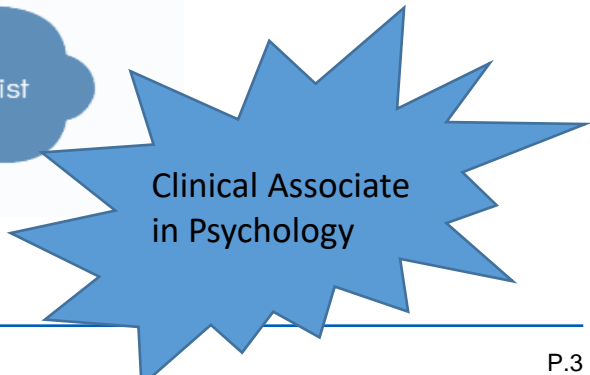
Clinical Associates in Psychology

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Consultant Clinical Psychologists
Co-Chairs of the CAP Trailblazer Group

And Ipek Ahmet, Clinical Associate in Psychology



V.01





- A new role in the psychological workforce
- Masters level training
- British Psychological Society accredited training
- Degree apprenticeship standards approved by the Institute for Apprenticeships
- Entry requirement: BPS-accredited BSc Psychology degree



What is a CAP?

- Scientist practitioner
- Evidence-based psychological assessment, formulation and intervention within scope of practice
- Work with specific client groups
- Part of MDT
- Draw on more than one model; but sound understanding of at least one
- Work with complex and enduring conditions

Why did we create the CAP role?

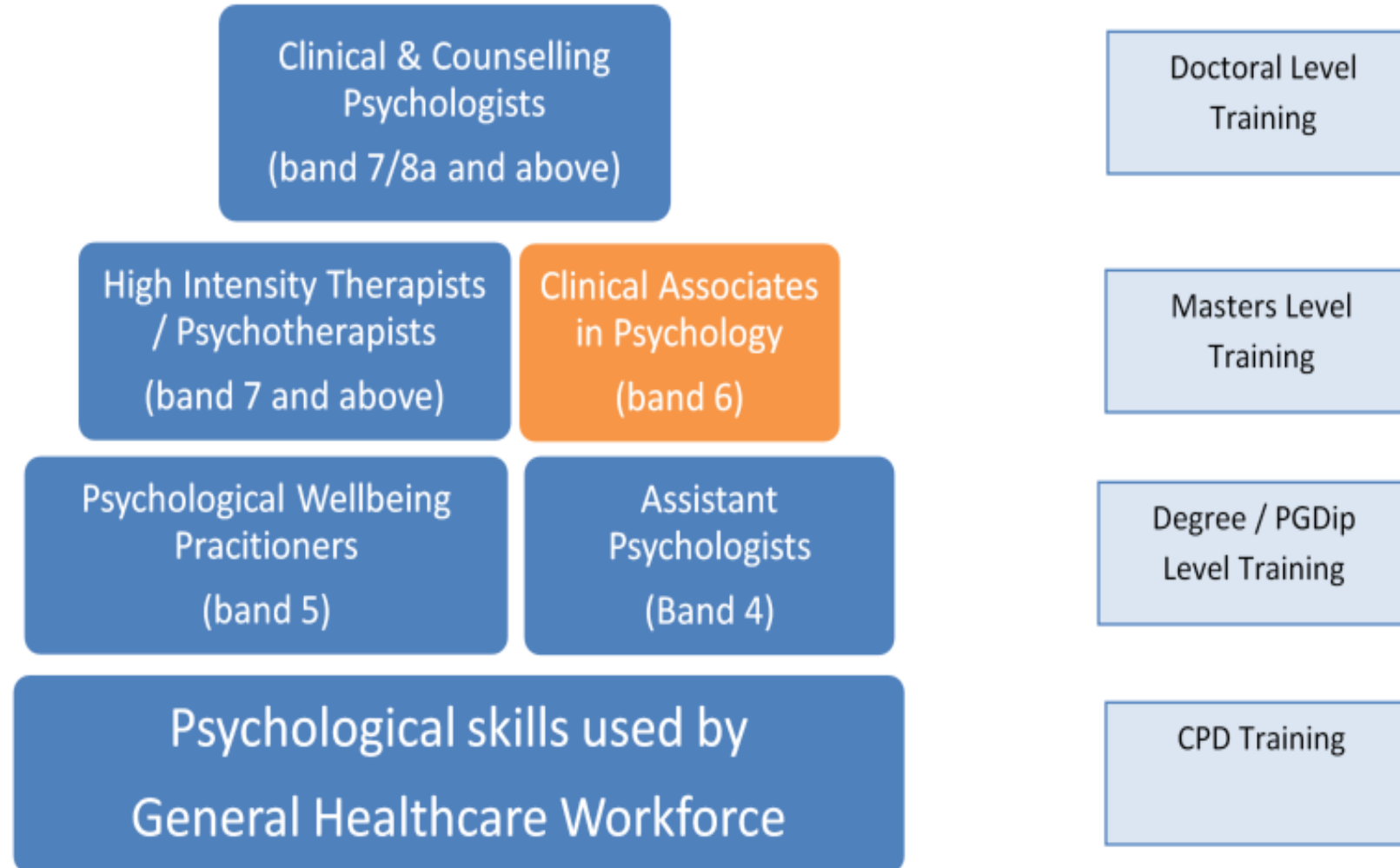
- There are barriers to entry into the NHS as a Professional Psychologist. In 2020 in England only 18% of people are offered a place, even though places increased by 25%
- The employment of CAPs within the psychological workforce also **offers the opportunity to build greater diversity within the psychological workforce**, with fewer barriers to prospective candidates from disadvantaged and minority backgrounds. A Masters-level role with an apprenticeship training route is likely to be accessible to a wider group of applicants including service users.
- CAPs are predominantly a *new* and *additional* workforce for mental health services rather than 'recycled' staff from other NHS roles.



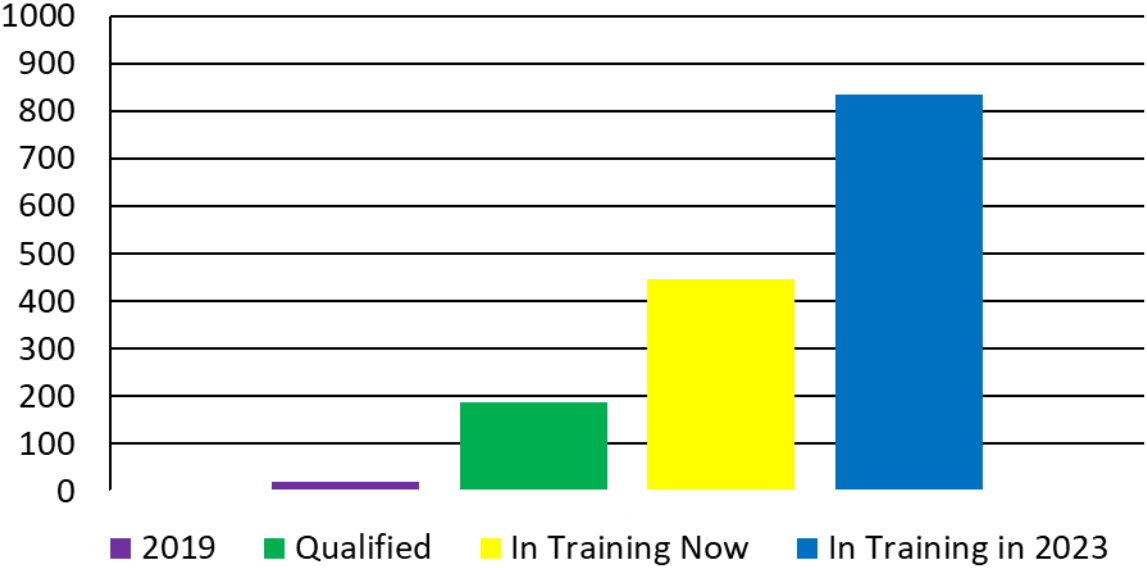
What do CAPs do?

- The CAP model provides an opportunity to flexibly meet local workforce needs.
- CAPs provide high quality, evidence based psychological interventions based on formulations derived from specialist psychological assessment approaches.
- CAPs are able to practice autonomously with appropriate support, working within their scope of practice, under the supervision of a registered applied psychologist.





Transforming services locally aligned with the national long term plan



- New training for a new professional role
- 187 CAPs qualified for the NHS
- 447 Apprentice CAPs training in the NHS
- 834 by end 2023
- Meeting current and future needs

EPUT CAP Training



A blended learning approach using an adult learner model

- Remote teaching & teaching in person
- Learning activities in small groups or 'learning sets'
- Flexibility and accessibility



Co-production & responsiveness to employers

- Scope to adapt aspects of teaching content to fit the specific group



A 'day-release' model

- Typically one day per week scheduled teaching or learning activities
- Half a day (4 hrs) for self-directed learning tasks

Module 1: PPS	Professional Practice & working in Systems	20 credits
Module 2: AFP	Assessment, Formulation & Presentations	20 credits
Module 3: PI	Psychological Interventions	20 credits
Module 4: RSI	Applied Research & Service Improvement	20 credits
Module 5: CP	Clinical Practice	40 credits
Module 6: FCP	Further Clinical Practice	40 credits
Module 7: EPA	End Point Assessment	20 credits

EPUT CAP Training



Each taught module includes:

- Teaching, workshops & simulations
- Guided learning
- Formative & summative assignments
- Practice-based learning in the workplace



Career progression opportunities

Apprenticeship

Band 5 Trainee
CAP

Qualification

Work as Band 6
CAP – could decide
to stop there

Further CPD

Leadership and
Management Route

Clinical Specialism
route

Psychological Therapies route

e.g. HIW;
Family
Therapist

Leadership Route

e.g. Team
Lead, AD

Practitioner Psychologist Route

e.g. Clinical or
Forensic
Psychology



University Hospital
Southampton
NHS Foundation Trust

Administration Challenges

22nd March 2023

Clare Aspden



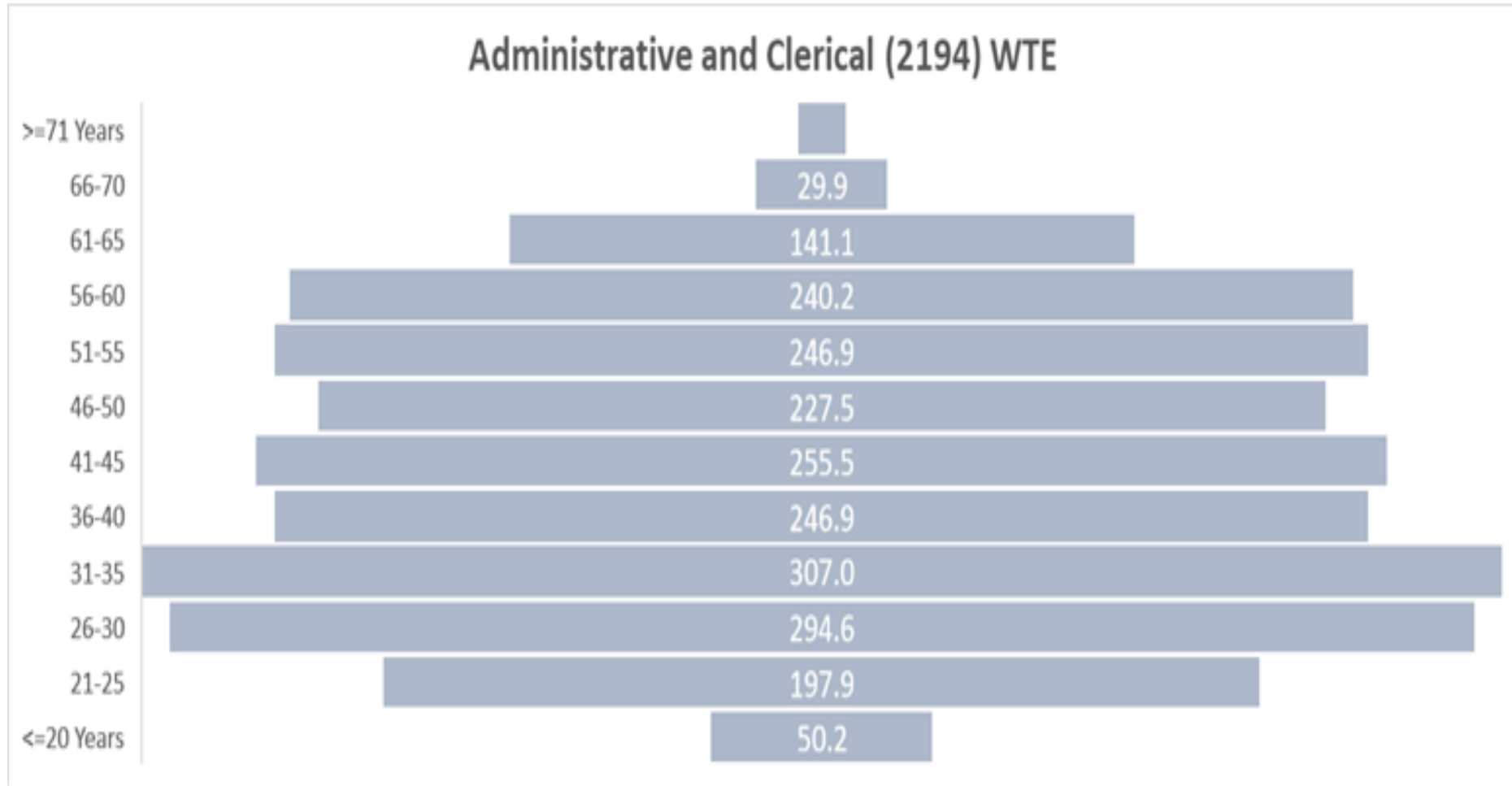
Setting the scene

- We are a large teaching hospital based in Southampton
- Over 14,000 staff
- We provide hospital services for 1.9 million people living in southern Hampshire and specialist services - including neurosciences, respiratory medicine, cancer, cardiovascular, obstetrics and specialist children's services - to more than 3.7 million people in central southern England and the Channel Islands.

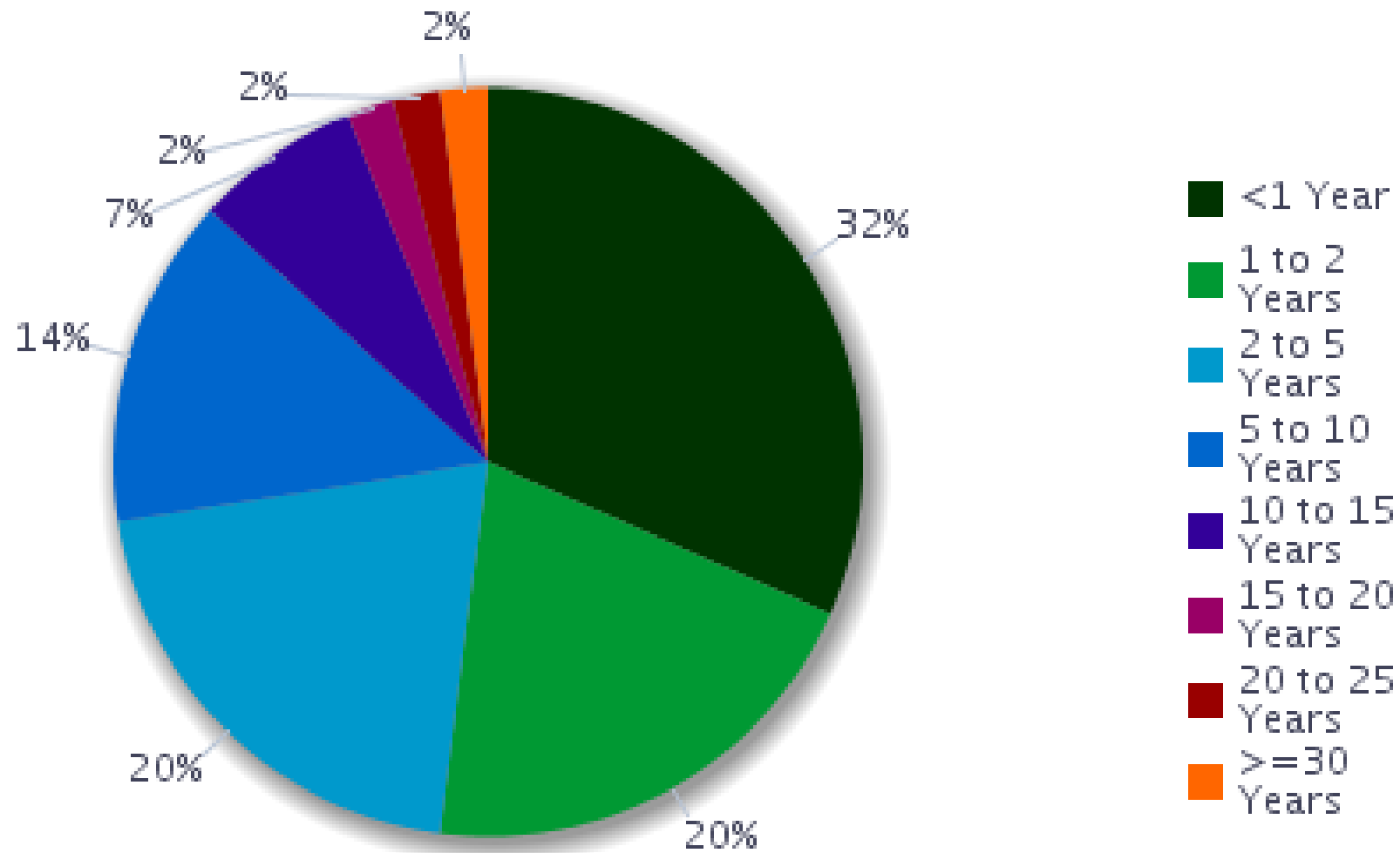
What are the issues?

- Lack of career progression often cited as a reason for leaving
- Turnover at 19%
- Aging workforce (see next slide)
- Existing level of qualifications often prevent career progression into higher grade posts.
- What is often overlooked is that some of our clerical and administrative staff have a wealth of quality experience.
- Apprenticeships sometimes in the (“ too hard to do pile”)
- Our “flight risk” for the over 55’s could be 19% of the workforce.
- Only 2.3% of our A&C workforce are under 20yrs old

Age demographic



Over half the workforce leave after 2 years



Leavers

Least money spent from our levy

- Customer service practitioner
- HR support
- Digital Support Technician L3
- Customer Service Speciality L3
- HR consultant/partner
- Data Analyst
- Associate project manager
- Chartered manager
- Business Administrator

Only 3.3% of our 2194 WTE A&C staff have started an apprenticeship
(0.5% of the overall workforce)

So now that I have created doom and gloom!

- What next:
- Our OD team have worked with a local college to co-produce a short administration development programme. Started Jan 23
- There is a new task and finish group being set up to develop recruitment pathways, with a focus on apprenticeships (Business Admin, Customer Service, Associate Project Manager
- Chartered Manager Project, management grad scheme
- Celebration of our A&C staff to link with national administration day (April 26th)

Administrator development programme

Customer service Skills

Customer service skills

- * Describe who your customers , their needs and expectations
- * Benefits of excellent service to your organisation, your team, and your customers
- * Identify positive behaviours and attitudes to ensure a positive customer experience
- * Impact of first impressions and how to give a good first impression
- * Take ownership for dealing with difficult situations and diffusing potential complaints
- * Outline the key aspects of 'active listening'
- * Aspects of non-verbal communication and explain the impact your body language can have on others
- * Key aspects of effective telephone etiquette
- * How to deal with different types of caller in a calm and effective manner

Developing Assertiveness

- * Identify the constituents of an assertive style and differentiating between that and aggression
- * Identify situations where assertive behaviour is appropriate and choosing whether or not to use it
- * Identify the effects of non-assertive, assertive, and aggressive behaviour

Developing Assertiveness

Communication skills

Communication in the workplace

- * Understand their personal preferred communication style and that of others
- * Adapt their style to communicate more effectively in different situations and with different people
- * Develop their listening and questioning skills
- * Increase the impact of the words they use
- * Appreciate the importance and impact of non-verbal communication
- * Select the most appropriate communication methods for a situation
- * Identify barriers to effective communication and how to overcome them

Minute taking

Minute Taking

- * Understand the importance of minutes and the different formats that can be used
- * Take effective notes
- * Summarise points made
- * Use different layouts, numbering and know what to capture

New manager essential skills

- * Move effectively into the role of manager
- * Motivate their staff to achieve goals
- * Work with staff to set and meet objectives
- * Give effective feedback
- * Plan their future development

New Manager skills

UHS graduate management scheme

- Now in our 3rd year
- Bring in 4 graduates per year, they are with us for 2 years and undertake the Operations/Department manager level 5 apprenticeship.
- They have 2 placements across the Trust, and are supported by senior managers
- We now have quite a bespoke Alumni
- Aim to be recruited into operation manager posts.

What do we want to do next?

- Recognise the wealth of experience our staff in these posts have
- Create some development posts that will enable staff who do not have a degree, to go onto the Chartered Manager apprenticeship.
- Backfill 40% of their current role to enable them to be released to gain the experience/exposure to learning that they need.
- Support of senior executive team to enable this to happen
- Reduce the numbers of leavers

- **Challenges:**
- Funding... like most Trust the next financial year is looking particularly challenging
- We are asking for clinical degree backfill funding on top of this

