**Apprenticeship Business Case/Investment Proposal – Template**

This business case template provides guidance and draft text on the key things to consider when planning to develop new apprenticeship pathways. It is designed to be used as a guide that can be adapted to suit individual contexts.

*This template has been adapted from best practice examples of business cases from NHS trusts and professional bodies.*

**A. Introduction and programme summary**

This business case sets out the reasons, costs and benefits of utilising apprenticeship programmes to increase the number of xxxx within the healthcare workforce and help to address the significantly high level of vacancies for this profession.

1. **How apprenticeships support priorities**

**B.1 Apprenticeships support national and regional priorities**

The NHS Long Workforce Plan mentions xxxx apprenticeships specifically and recognises it as a profession in shortage and contains implications for xxxx

(insert other priority statistics and information as required)

**B.2 Apprenticeships support local priorities**

Apprenticeships help to develop clear career pathways for staff. An apprenticeship offers the potential of progression to existing staff who may otherwise seek progression in other areas. Apprentices can offer a longer term, more sustainable solution to recruitment issues and staff turnover. They are likely to already have roots in an area when they start an apprenticeship. Apprentices are therefore perhaps less likely than other newly qualified staff to move away to seek higher band posts after qualification.

(insert other local priority statistics as required)

**B.3 Diversity**

Apprentices can help to improve the diversity of a profession which is currentlyXXX female/male (insert other diversity measures as required) and whose student population less ethnically and socio-economically diverse than that of the general student population. People have better experiences of care when the workforce mirrors the population.

**B.4 Strategies to grow the workforce**

The key strands of any recruitment strategy are summarised below. Apprenticeships form a significant new opportunity to generate increased numbers of qualified staff.

|  |  |
| --- | --- |
| New graduates (traditional route) | This is traditionally the main source of new staff, but often the number of graduates does not meet the demand. NHSE has a number of careers promotion activities in place, however this initiative is not likely to result in increased capacity in the workforce for some time.  |
| Qualified staff from other trusts /organisations | Recruitment from other trusts occurs as movement of staff across the system is common practice, however the net benefit in terms of filling vacancies is low as the absolute number of qualified staff is insufficient.  |
| Overseas recruitment | There are additional recruitment and training costs and potential retention issues associated with this approach. |
| Agency/bank staff | This remains an alternative option to filling vacancies. Despite the agency cap, this is still high cost.  |
| Apprenticeships | Starting apprentices each year will result in a regular source of graduates, grown from existing staff/the local community who are more likely to remain with the trust. |

**C. Cost/benefit analysis**

**C.1 Costs**

Apprenticeship training costs**:** This will be covered through an organisation’s apprenticeship levy fund if it pays into the Government apprentice levy pot via HMRC.

Apprentice salary: Insert salary details. *Some organisations have looked to an* [*Agenda for Change Annex 21*](https://www.nhsemployers.org/tchandbook/annex-21-to-25/annex-21-arrangements-for-pay-and-banding-of-trainees) *salary. Others have taken a different approach.*

It is proposed that the apprentice salary will be *[£XX]* per apprentice, costing the following per apprentice:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 1 | Year 2 | Year 3 | Year 4 | TOTAL |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Cost per apprentice** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **TOTAL** |
| 1. Salary cost including on costs |  |  |  |  |  |
| 2. Backfill costs |  |  |  |  |  |
| 3. Vacancy budget |  |  |  |  |  |
| Net cost per apprentice (=1+2 minus 3) |  |  |  |  |  |
| Total cost for INSERT NUMBER of apprentices |  |  |  |  |  |
| 4. Organisation based Coordinator INSERT  |  |  |  |  |  |
| 5. Organisation based Clinical Educators INSERT  |  |  |  |  |  |
| Total cost per apprentice |  |  |  |  |  |

*Individual organisations will decide the apprenticeship salary individually. It is suggested that organisations include the rationale for the proposed salary. If the salary is not consistent with other degree apprenticeships provided by the organisation, then it is important to explain why the proposal is different. Organisations will also want to state whether the posts are supernumerary or existing ‘establishment’ posts.*

Paid working hours while off-the-job: The programme is structured on the basis that individuals undertake key learning activities during paid working hours. This is referred to as off-the-job learning and includes: university day release and blended learning activities, experiential learning linked to academic study, placements and practice based learning, and protected learning time. During some of this time, the trust will need to organise backfill.

*Organisations may take different approaches to backfill. If rotating placements are sufficiently organised this may reduce the need for backfill, but this is not guaranteed.*

Staff supporting the programme: There are a range of different staff that need to be in place to support the programme from the organisation side: Apprentice line manager, Organisation based coordinator (organising work-based learning component), Practice based educators supporting practice-based learning through supervision.

Summary of costs:

*Each organisation will compile this (or alternative financial modelling) in liaison with the organisation finance team. Different organisations will take different views on backfill costs and whether the job is from establishment or supernumerary will also have an impact.*

**C.2 Benefits**

1. New source of recruits helping to alleviate staff shortages: The apprenticeship route opens up a new pathway to generate qualified xxxx
2. A diverse workforce that reflects the community: Apprenticeships provide an opportunity for organisations to grow talent and develop a diverse, skilled and motivated workforce – both from existing staff and new entrants. They provide an opportunity for young people, school leavers and more mature people to enter the profession without the potential barrier of self-funding or taking out a student loan. This will increase the route of entry for people from less affluent communities and help to create a wider demographic of candidates who, with their roots in the local communities, can assist in the development of services which are attuned to local population needs.
3. Identifying staff with the right knowledge/values:Recruiting existing staff to the programme ensures that selected candidates demonstrate strong alignment to the organisation’s values. Internal applicants will also already be familiar and experienced with the organisation’s services and systems.
4. Staff retention:Existing staff or new staff from the local community who are already based in the area are more likely to stay in post after qualifying.
5. Positive career progression employer: Organisations providing comprehensive staff training and career development opportunities are increasingly being viewed as the ‘employer of choice’.
6. Longer term financial savings, eg around agency savings or other costly recruitment:

*It may be useful to include the estimated costs of covering vacancies via bank or agency.*

1. Apprentices gradually increase competency and therefore ‘value’ in the workplace: By the final year apprentices will be able to undertake complex tasks (under supervision).
2. Increased service delivery: Increased ability to deliver services/contracts/quality due to increased skills of apprentices over time and increased number of qualified staff joining qualified workforce.
3. Benefit to apprentice:The staff member receives a salary as an apprentice and does not have to pay degree tuition costs. Many apprentices will take this saving into account when considering the apprenticeship salary offered.
4. **Recruitment of apprentices**

**D.1 Target apprentices**

*Different organisations will have different strategies.*

**D.2 Eligibility**

Individuals will need to meet the requirements of:

* The Apprenticeship Programme
* The University
* The Government rules on funding apprenticeships, including those around residency in England.

*It is expected that organisations will engage in further discussion with the university/training provider regarding recruitment plans and suitability and entry requirements, particularly for existing staff who may not have the required qualifications or evidence of recent academic learning. Organisations may need to consider establishing ‘pipeline’ training to prepare applicants to meet the entry requirements.*

***D.3 Recruitment process***

*Organisation to insert appropriate text: The recruitment process can be undertaken in partnership between the employer and the university/training provider, so that the latter can be assured that selected apprentices meet the entry criteria for the degree course as well as apprenticeship funding requirements.*

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| **Summary of steps in the process** |
| Organisation decision: numbers, salary, internal/external recruitment, etc. |
| Agree recruitment process with HEI / training provider  |
| Organisation advertises opportunities |
| Applicants selected by organisation |
| HEI / training provider application and interview (may be combined with organisation interview) |
| Course start |