



COVID-19 Vaccination Programme Workforce and Training Workstream

Local retention guide for support staff – employer guide

Version 2, June 2021



Overview

Context

The COVID-19 vaccination programme's successful national and local recruitment campaigns have led to a sizeable temporary vaccination workforce. As a result, the wider NHS has access to a trained and vetted workforce who may be interested in longer-term careers in health and social care.

Significant numbers of support Vaccinators, Healthcare Assistants and Admin Support Staff have been recruited and deployed. However, those who are waiting to be deployed could consider a diverse range of NHS careers open to them.

Purpose

This guide suggests ways for Lead Employers to find alternative roles for support candidates, by engaging with them to understand their motivations to join the NHS, their interests, strengths and skills that will help match them with potential career opportunities.

A high-level suggested 4-step process is on slide 4. The guide then provides a suite of career tools and signposts to resources for the Lead Employer and the individual at each stage of the recommended process.

Lead Employers can lift and tailor slides from this pack to include in locally-developed materials which are relevant and useful based on local circumstances. This full pack is not intended to be shared with individuals.

Audience	How to use the guide
Lead Employers	Use it to help shape local triage process and select slides, as required, to develop local materials to share with individuals.
Individuals currently in local recruitment process	Designated Lead Employer will decide approach for having career conversation and share appropriate slides in local materials.
Individuals deployed to national workforce pool awaiting deployment	As above.

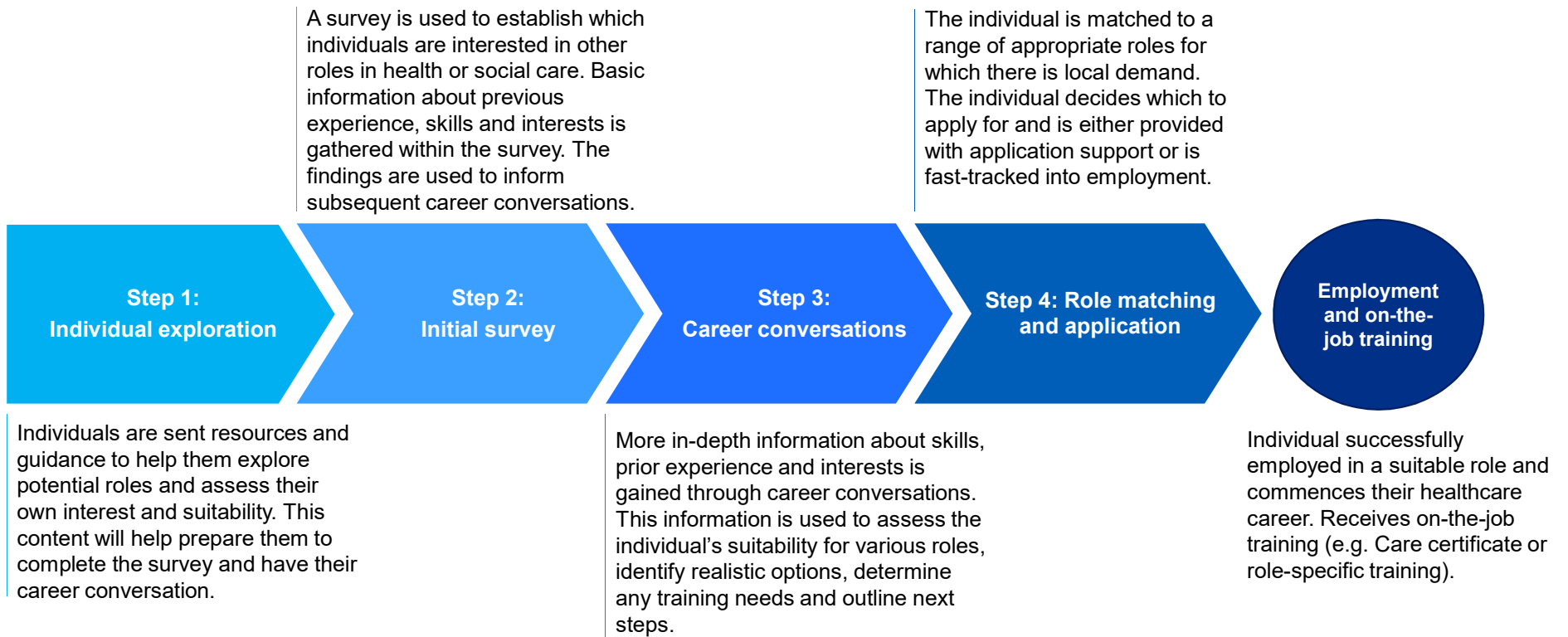
Contents

Recommended local process for routing the oversupply of support candidates into alternatives roles in health and social care	4
Step 1: Individual exploration	5
What roles are there?	6
Individual exploration - Candidate information pack	7
Step 2: Initial survey	8
Skills, experience and interests survey	9
Step 3: Career conversation	10
Structure for having a career conversation	11
Career conversation question bank	12
Step 4: Role matching and application	16
Role matching	17
Apprenticeships	18
Routes into nursing	20
Opportunities to boost employability	21
Application support – Candidate information pack	24
Appendix	25
Appendix A: Further resources	26
Appendix B: Case studies	27
Appendix C: Redeployment case study template	29

Recommended local process for routing the oversupply of support candidates into alternatives roles in health and social care



This is a suggested process. It may be adapted to suit local needs and circumstances.





Step 1: Individual exploration

What roles are there?

The NHS isn't only doctors and nurses. There are a wide variety of other roles which are critical to the delivery of quality services and care. This includes **clinical support roles, roles in social care** and **non-clinical roles** for those who are interested in non-patient-facing work.

Basic English and Maths skills are required for all of these roles and employers may ask for GCSEs or equivalent qualifications.

For more information, the role requirements tables provide overviews of the standard entry requirements for support roles in social care, clinical-support roles and non-clinical roles.

[Social Care role requirements tables](#)

Social Care Roles

- Activities Worker / Coordinator
- Care Worker
- Community Transport Driver
- Learning Mentor
- Personal Assistant
- Rehabilitation Worker
- Social Work Assistant

For more information about the Social Care sector, visit the [Prospects website](#) and the [HealthCareers website](#). For information about support roles in Social Care, visit the [ThinkCareCareers website](#).

6

Healthcare (Clinical) Support Roles

- | | |
|---|--|
| <ul style="list-style-type: none"> • Ambulance Care Assistant / Patient Transport Service Driver • Call Handler / Emergency Medical Dispatcher • Cardiographer • Creative Therapy Support Roles • Dental Support Worker • Dietetic Assistant • Donor Carer • Emergency Care Assistant • Healthcare Assistant / Healthcare Support Worker • Maternity Housekeeper • Newborn Hearing Screener • Occupational Therapy Support Worker | <ul style="list-style-type: none"> • Orthopaedic Technician • Orthotic Technician • Patient Transport Service Call Handler • Pharmacy Assistant • Phlebotomist • Podiatry Assistant • Physiotherapy Assistant • Prosthetic Technician • Radiography Assistant • Speech and Language Therapy Assistant • Support, Time and Recovery Worker • Theatre Support Worker |
|---|--|

For an overview of the UK healthcare sector, visit the [Prospects website](#). For more information about the wide range of clinical support roles available, visit the [HealthCareers website](#).

[Clinical support role requirements tables](#)

[Non-clinical role requirements tables](#)

Non-Clinical roles

- Administration and Business Support
- Support Services (e.g. Equipment, Health & Safety)
- Domestic Services (e.g. Catering & Hospitality)
- Estates Services (e.g. Facilities)
- Corporate Services (e.g. HR, Finance, IT)

For more information about non-clinical roles in the healthcare sector, visit the [HealthCareers website](#).

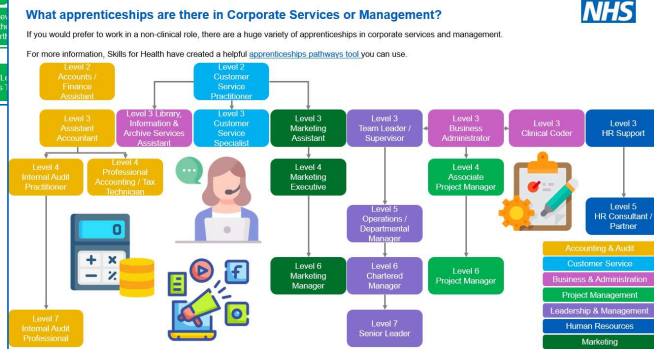
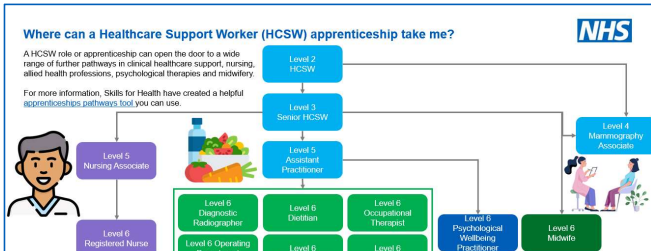
Individual exploration – Candidate Information Pack



The **Candidate Information Pack** includes slides which can be included in local materials given to individuals to support them with exploring potential careers in health and care.

The pack includes information and guidance on:

- The benefits of working in the NHS
- The huge variety of roles which are available
- Standard entry requirements
- Apprenticeships and apprenticeship pathways available



Getting started

This guidance will help you to reflect on and discuss what you might like to do in the future in health and social care and what options might be available to you. Take some time to consider where you are today and then use some of the thoughts below to guide your exploration and career conversation later on. Remember this is about you and what you might like to achieve in the future.

Thought bubbles include:

- What do I want my working hours to be?
- What are my opportunities for employment?
- Will I need training?
- How will I be supported?
- What are my aspirations?
- Based on my research, what roles would I be suitable for?
- What was my background before being part of the Vaccination programme?

What resources are there to help me explore potential careers?

Lots of resources and guidance are available to support you to explore potential roles and determine which you are suitable for. Use your learnings to inform the career conversation you have later on.

Information and guidance
Resources to help you get started on your journey

- Working in health
- Who works for the NHS?
- Exploring your options
- Identifying transferable skills
- Planning your career

Exploring roles and careers
Resources to help you find out more about specific roles

- Health careers – explore roles
- 250 careers, One NHS, Your Future
- Step into the NHS Careers A-Z
- Skills for Care, Job roles in social care
- National Careers Service: Healthcare and Social Care

What is a Healthcare Support Worker (HCSW) or Healthcare Assistant (HCA)?

Healthcare support workers (HCSWs), or Healthcare Assistants (HCAs), play a crucial role in providing high quality and compassionate care to patients. They work as part of wider health or social care teams, working under the supervision of registered healthcare professionals.

Where do they work?
HCSWs or HCAs work in a wide variety of settings, including hospitals, GP practices, mental health units or in the community.

What tasks do they do?
Typical duties of a HCSW or HCA include:

- Making sure patients are comfortable
- Helping patients move around
- Washing and dressing patients
- Taking basic observations and updating patient records
- Keeping departments tidy and ensuring equipment is clean
- Serving meals and helping patients eat

Where can the role lead?
Once you have gained enough skill and experience as a HCSW/HCA, you may be able to **Work** or which involves more duties and responsibilities. After a further period of time, you can train to be a **registered Nurse**. Alternatively, after working as a Senior HCSW/HCA for a **Practitioner** and later on train in a particular specialism to become an **Allied Health Professional**.

More information about Healthcare Support Workers is available on the [Royal College of N](#)



Transferable skills

There are many roles in the NHS which do not require a formal qualification or 'hard' technical skills. For these roles, employers are generally looking for 'soft' transferable skills which can be applied in a wide variety of jobs.

What transferable skills do I need for a role in health or care?

There are certain skills which most employers will be looking for regardless of the role. For example, **communication, teamwork, organisational skills and time management**. They will also be looking for good **Maths and English skills**.

For patient-facing roles, employers will also be looking for **people skills and customer service skills** that show you are able to care for patients and engage with members of the public.

For administration roles, they will be looking for **IT and keyboard skills**.

Depending on the role, they may also be looking for **problem-solving skills** and the ability to **work well under pressure**.

For more information on transferable skills and advice on how to identify which transferable skills you have, visit these websites:

- [HealthCareers: Identifying transferable skills](#)
- [National Careers Service: Identifying skills and upskilling](#)
- [Prospects: What skills do employers want?](#)

You may not even realise what transferable skills you have, so it is a good idea to take the time to think about these before you apply for a job. In an interview, you will be asked to provide examples of times you have demonstrated these skills, so make sure you have some ready.

Step 2: Survey

Skills, experience and interests survey

A survey could be used to gain expressions of interest from those who are interested in alternative roles in health and care. It could also be used to gather initial information about the individual's interests, skills, previous experience, desired employment type and preferred work settings to inform subsequent career conversations.



Example Triage Survey v2

The embedded survey (v2) is an example only and includes questions which Lead Employers may want to consider asking individuals to help prepare for career conversations and ensure the time is optimised and is as beneficial as possible.

The example questions are not exhaustive and Lead Employers are encouraged to add, remove and tailor questions to suit their unique circumstances.



South East Case Study – Triage Survey

Phase 1: a [survey](#) was developed by the South, Central and West CSU which is being sent to vaccinators in the recruitment pipeline who have not yet been deployed.

Those who are interested in alternative roles within the NHS are asked to complete the survey. Initial information is collected about their professional status, preferred work setting and desired working pattern.

The survey is being sent to vaccinators alongside a 'keep warm' letter (see embedded PDF) further explaining the reason for the survey.

Phase 2: once expressions of interest have been acquired through the online survey, individuals will be offered 1-2-1 career conversations to further discuss their interest in other roles in health and care.

For more information please do not hesitate to contact Julie Rice (Julie.rice7@nhs.net).



Keep Warm Letter

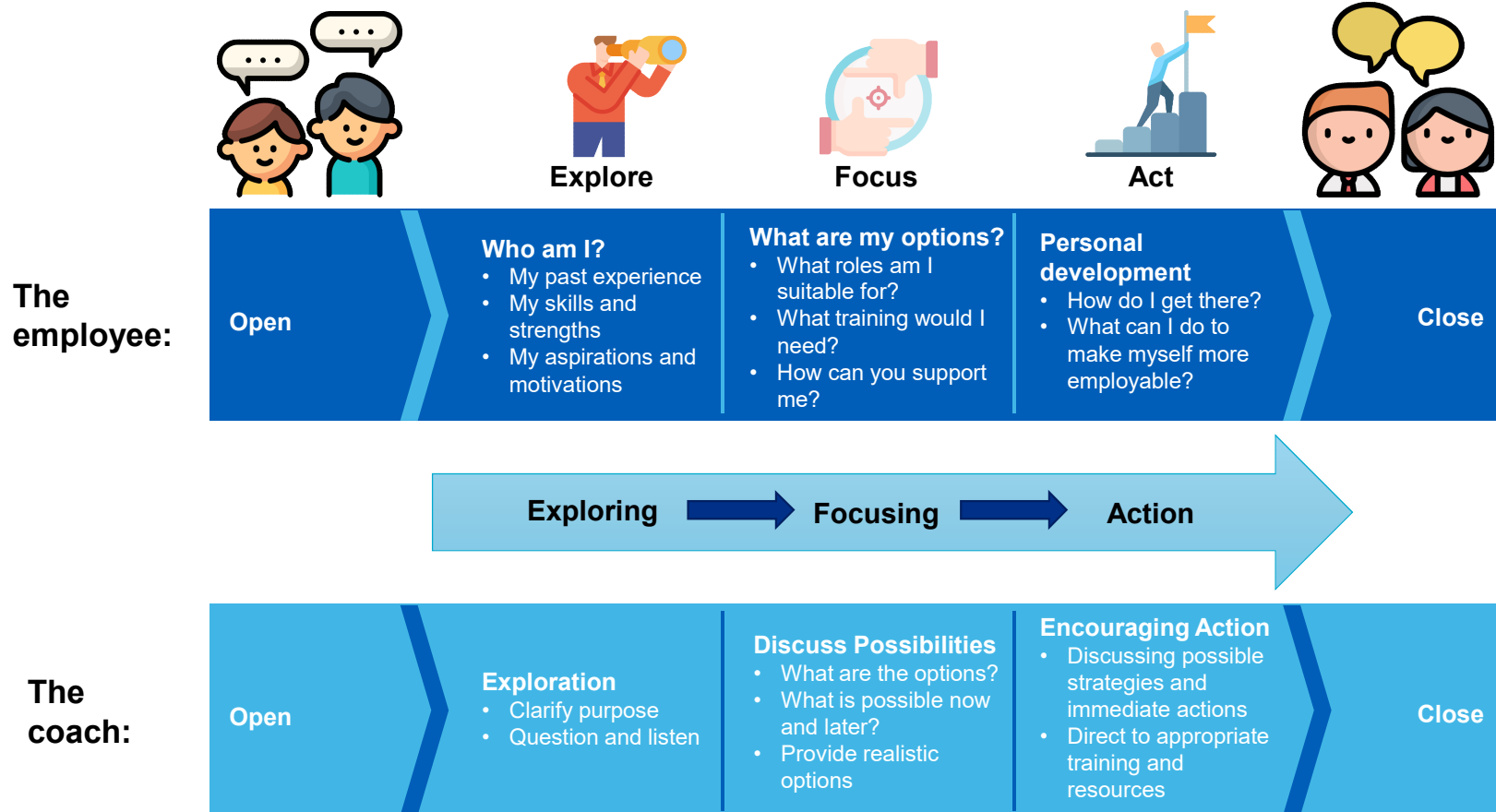


Step 3: Career Conversations

Structure for having career conversations



Below is a helpful structure for having an effective career conversation. More detailed guidance is on the following slides.



Structure for having career conversations



Opening

Here are some top tips for opening a career conversation:

- Agree the desired outcome from the conversation.
- Establish an open feel, putting your colleague at ease and showing interest.
- Be present, listen carefully and check you understand what they say to you.
- Explain the flow of the conversation you hope to have.
- Confirm your desire to help.
- Approach the conversation with enthusiasm and genuine curiosity.
- Encourage your colleague to write things down as you go along.



Step 1: Exploring

Too often we start by asking “*what do you want to do next?*”, but **what really drives meaningful career development is discovering what matters to someone** and asking about their dream job is a great way to get at that.

Talking about someone’s dream job can help you to get clues about someone’s sense of purpose in life and their ultimate vision for their career.

Use powerful questions (see the question bank on [slides 19 and 20](#) if you need inspiration) and listen to them.

An important part of the conversation is to encourage them to talk openly to help them get to know themselves - their career history and any patterns; their likes and dislikes; their strengths and development areas.

We often make the mistake of jumping straight to discussing a future “job”.



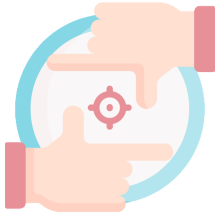
Structure for having career conversations



Step 2: Focusing

Help facilitate their thinking to establish what they want from work in the future.

Asking exploratory questions can be a powerful way to ground the career conversations in discovering what really matters to someone, so that they can work on exploring career paths that are truly meaningful. But remember that these questions are just a starting point—once you've gained a greater sense of what's important to someone, what their strengths and values and interests are, you'll still need to have a more practical conversation about what opportunities exist and what development activities to set goals around.



Use your knowledge to help them to look ahead - give them an honest and realistic picture of the organisation landscape:

- Are their preferred options realistic?
- Do they match their strengths and opportunities?
- What potential barriers may they face?

Step 3: Action



Help them create a meaningful development plan.

Employees who create specific plans of action that are designed to help them grow professionally are more likely to stay and be satisfied.

Put them in touch with the relevant organisations and recruitment functions, proactively seek out potential opportunities.

Closing



When closing the conversation, you should:

- Review the discussion
- Agree follow-up actions
- Set a date to review progress

Conversation openers

- What would you like to gain from this conversation?
- How are you feeling regarding your current role?
- What do you enjoy doing most at work at the moment?
- What features of your current role do you like? Why?
- What have been the best times at work for you in the last year? Why?
- What are the core skills and competencies that you often get positive feedback about?
- What do you enjoy doing least at work? How would you like things to be different?
- What job changes have you made in your career so far and why?
- Which roles or parts of roles have you particularly enjoyed? What was it about them that made them enjoyable?



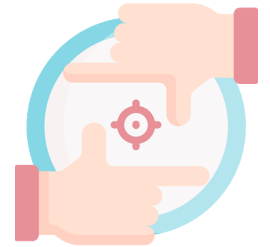
Exploring questions (step 1)

- What do you see as your strengths?
- What would help you realise them more?
- What personal values would you like to be central to your career?
- How well do your strengths and values fit with your current role?
- What would you like to stop, or do less of, in your working life?
- What would increase your motivation and energy at work?
- What are the features that your future career must have?
- How would you describe your ideal career? - think about people, activities, environment, issues, challenges and results...



Identifying options (step 2)

- How clear are you on your options currently?
- How could you get more clarification?
- What are the top three things that would make you choose one job over another?
- What are the top three things you'd like to avoid in any role?
- How could you shape your career to spend more time using your strengths and on the things you enjoy?
- If you have a role in mind, what is it about the role which excites or inspires you?
- What are you looking forward to? What concerns you about the role, if anything?
- What are the skills, competencies and experience that you need to develop based on your choices?
- If we forget about any barriers for a minute, what options come to mind for you?



Agreeing actions (step 3)

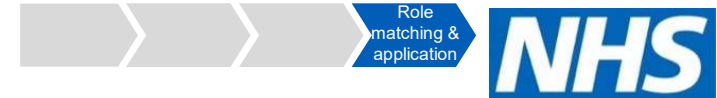
- What options do you want to follow up?
- How clear are you on the actions you need to take to achieve your career goals?
- What would help you gain more clarity?
- What's a realistic timeframe for those actions?
- What will be your quick wins?
- What support do you need from me/others?
- What barriers do you see? How will you prepare to overcome them?
- What's the first thing you are going to do?
- When will you want to review progress?





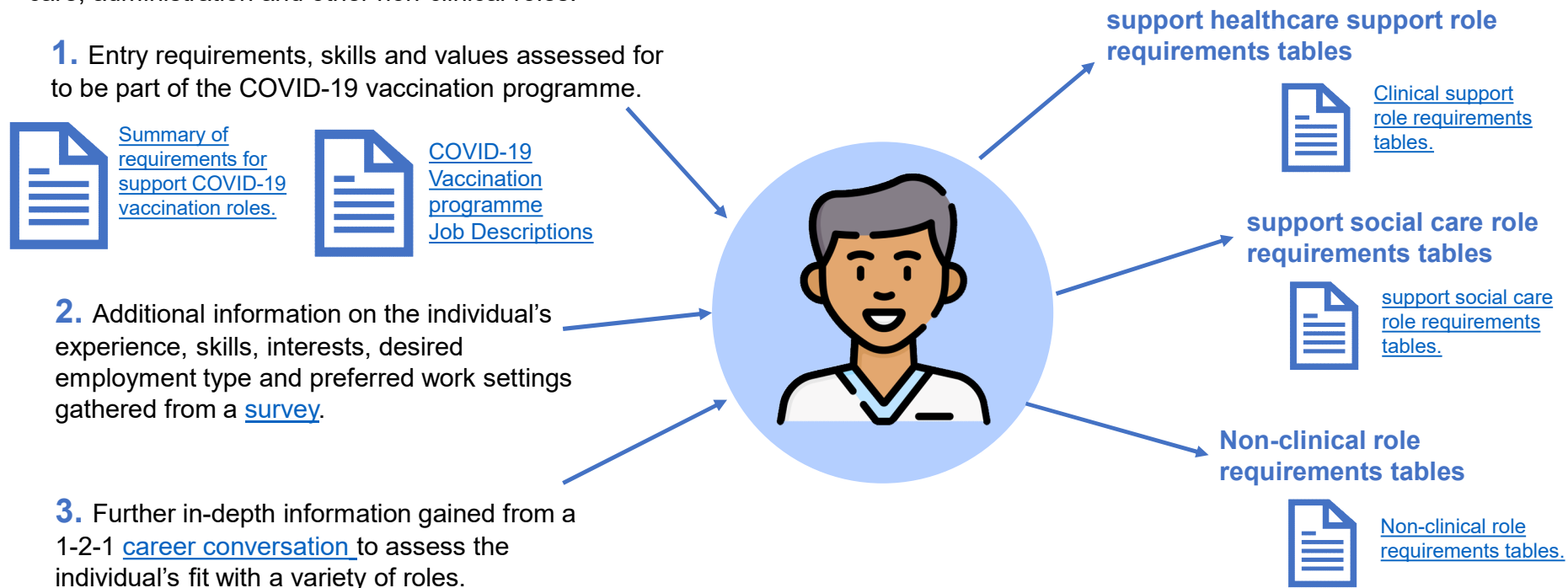
Step 4: Role Matching and Application

Role matching



Information gathered about the individual's qualifications, experience, skills and interests at various stages of their triage journey can be compared to the requirements for a variety of health and care roles to assess their suitability and identify realistic options.

To support this, the embedded documents on the right hand side of the diagram below include a series of tables outlining the standard entry requirements, required skills and personal characteristics, and desirable work experience for a range of roles in healthcare support, social care, administration and other non-clinical roles.



A **skills matrix** could be used to support role matching, such as this one developed by University Hospitals Birmingham NHS Trust (contact [Angela Machin](#) if you would like more information).



Apprenticeships



Apprenticeships provide paid routes into a variety of NHS careers through a blended approach of classroom and on-the-job training. The individual may be interested in an apprenticeship as an opportunity to enter a new career path.

NHS apprenticeships are available at four levels which each have different entry requirements:

1. Intermediate (Level 2) apprenticeships (equivalent to 5 GCSEs at grades 9-4 or A*-C)

There are no set entry requirements for an intermediate apprenticeship, but employers may set their own. Completing an intermediate level apprenticeship provides the skills needed for certain roles or allows entry to an advanced level apprenticeship.

2. Advanced (Level 3) apprenticeships (equivalent to 2 A-levels)

To start an advanced level apprenticeship the individual should have 5 GCSEs (at grades 9-4 or A*-C) or have completed an intermediate level apprenticeship.

3. Higher (Levels 4, 5, 6 and 7) apprenticeships (equivalent to a foundation degree and above)

To start a higher level apprenticeship the individual should have 2 A-Levels (or equivalent) or have completed an advanced level apprenticeship.

4. Degree (Levels 6 and 7) apprenticeships (equivalent to a full Bachelor's or Master's degree)

To start a degree level apprenticeship the individual should have 2 A-Levels (or equivalent) or have completed an advanced level or higher level apprenticeship.

Here are some useful resources about apprenticeships to signpost candidates to:

- [Health Careers – Apprenticeships](#)
- [Health Careers - PDF overview of apprenticeships in health](#)
- [Apprenticeship Pathways Tool](#)
- [Step into the NHS - Apprenticeships](#)
- [Apprenticeships in social care](#)
- [Apprentice real life stories](#)

Apprenticeships guidance for employers



About Apprenticeships:

- [NHS - Overview of the Apprenticeship scheme](#)
- [NHS Employers - What apprenticeships are and how to use them](#)
- [NHS Employers – Degree apprenticeships: what employers need to know](#)
- [NHS Employers - Apprenticeships FAQs](#)
- [Skills for Health – Apprenticeship Standards](#)
- [Skills for Health – Apprenticeship Implementation Toolkit](#)

About the Apprenticeship Levy:

The apprenticeship levy was introduced in 2017. All employers who have an annual pay bill of over £3 million pay 0.5% of their total pay bill to HMRC through the PAYE process. Levy-paying employers can then access levy funds on a monthly basis to pay for apprenticeship training costs. Unused funds expire after 2 years so it is crucial to utilise this funding or it is lost. Levy-paying organisations can transfer up to 25% of the value of their annual levy fund to another organisation.

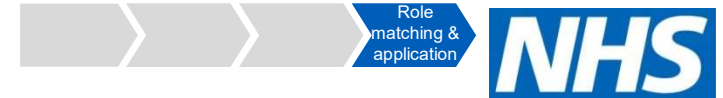
The levy can be used to train anyone aged 16 and over, including both new and existing workforce. Additional funding of £1,000 is available to support getting 16-18 year olds into employment in the health or care sector. There is also additional funding support of £1,000 available for employers who employ apprentices aged 19-24, who have previously been in care or who have a local authority education.

- [NHS Employers - Apprenticeship Levy factsheet](#)
- [NHS Employers - Using your Apprenticeship Levy](#)
- [NHS Employers - How to maximise your Apprenticeship Levy](#)
- [Health Education England - Demystifying Levy transfer](#)
- [Health Education England – Nursing associate apprenticeships and the levy: a quick guide for employers](#)

Health Education England – NHS Regional Apprenticeship Relationship Managers

Health Education England have a team of NHS Regional Apprenticeship Relationship Managers who provide operational support on the Talent for Care agenda, particularly support on delivering apprenticeships. The contact details of each region's relationship manager are available on the [Skills for Health website](#).

Routes into Nursing



If the individual is interested in a career in Nursing, there are three main routes they should be encouraged to consider.

1

Nursing Degree

They could enrol on a Registered Nurse degree course at a university. The [HealthCareers website](#) outlines the benefits of having a Nursing degree.

First they would need to decide which field of Nursing they would like to qualify in. University courses in the four different fields of Nursing can be found using the [HealthCareers Course Finder](#). Dual courses are available if they would like to qualify in more than one field.

From 2021, some universities are offering Adult Nursing courses using a [blended learning approach](#), where much of the content is delivered online. These courses can be found using the [HealthCareers Course Finder](#).

Students can access student finance for both the traditional Nursing degree courses and the blended-learning Adult Nursing degree course.

2

Nursing Apprenticeship

If they would prefer not to study full-time, a [Level 6 Registered Nurse degree apprenticeship](#) is a flexible, work-based route into Nursing which combines university study and paid work placements.

This apprenticeship usually takes 4 years to complete, however if they already have a relevant Level 5 qualification (such as a [Nursing Associate](#) or [Assistant Practitioner](#)) they may only need to complete a 2-year 'top up' or 'conversion' apprenticeship.

Apprenticeship opportunities can be found on [NHS Jobs](#) or on the [UK Government website](#).

The Apprenticeship Levy pays up to £27,000 of training costs for individuals completing a Nursing apprenticeship.

3

Nursing Associate

The [Nursing Associate \(NA\)](#) role is a relatively new role which bridges the gap between Healthcare Support Workers and Registered Nurses. Nursing Associates work across all four fields of nursing.

A Nursing Associate apprenticeship is available. Advice on implementing NA apprenticeships using the apprenticeship levy is available [here](#).

Once they have enough experience as a Nursing Associate they may be able to complete a shortened Registered Nurse degree apprenticeship in 2 years.

More information on how to become a Nursing Associate is available on the [Nursing and Midwifery Council's website](#). NHS Employers have produced this handy [employer guide to Nursing Associates](#).

More information about routes into Nursing is available on the [HealthCareers website](#) and the [Nursing and Midwifery Council's website](#).

Opportunities to boost employability

There are many online learning programmes available to help individuals develop additional skills and knowledge to maximise their chances of successful employment. Completing online training may be a relatively quick and easy way to address any gaps in their suitability for an identified role. They could also seek opportunities to gain experience in healthcare.

- 1 Advanced statutory/mandatory training**

Individuals may have already completed some of the statutory/mandatory e-learning package for their role in the vaccination programme. Another opportunity to enhance future employability is to complete additional modules in this package (such as advanced Safeguarding or Resuscitation).

Statutory/mandatory e-learning modules are [available to complete on e-LfH](#). They are free and accessible to anyone who wants to complete them.
- 2 HEE Care Certificate**

The [Care Certificate](#) ensures healthcare support workers have the skills to provide safe, compassionate and high-quality care.

The [e-learning modules](#) are free to complete. Individuals may have already completed some as part of their statutory/mandatory training for the vaccination programme.

For each standard, they must then be assessed in practice to demonstrate how they are applying their learning.
- 3 NHS Leadership Academy Edward Jenner Programme**

The [Edward Jenner programme](#) is a free online programme that supports health and social care staff to develop essential leadership skills.

The course is designed to help individuals deal with the daily challenges of working in healthcare, care for patients and provide leadership for those around them.

There are approx. 40 hours of online learning which can be completed at their own pace. They then need to submit a piece of written evidence.
- 4 PHE All Our Health Programme**

The “All Our Health” e-learning programme provides support and guidance for health and care professionals on how to embed prevention within their work, helping to reduce health inequalities, premature morbidity and mortality.

The e-learning sessions are free and available [on e-LfH](#).
- 5 HEE IT skills pathway**

The [IT Skills Pathway](#) provides access to quality assured, customisable learning and assessment products from basic digital skills through to more advanced Microsoft Office products.

The IT skills pathway is a free resource which is delivered by Health Education England (HEE)’s partner work area ([Digital Learning Solutions](#)).

All of the learning is delivered through the IT Skills Pathway network of training centres.
- 6 Functional Skills**

Many roles and apprenticeships require GCSE Maths and English or equivalent qualifications. For individuals who do not have these qualifications, it may be worthwhile for them to complete Functional skills courses in Literacy and Numeracy.

There is also a Digital Numeracy Functional skills course which provides digital skills which are useful for Administrative roles.

Free online learning tools are available on the [Skills for Health website](#).
- 7 Access to courses on e-LfH**

There is a wide range of e-learning courses which are free and accessible through the [e-LfH platform](#). Individuals can complete courses which are of particular interest to them, and which provide them with skills and knowledge in a certain field of expertise to support them in a future role in healthcare.

8

Experience

Many roles do not require a specific qualification, however employers may want the individual to have had some relevant experience (whether that be in a paid or voluntary capacity). If they do not have any previous experience in the healthcare sector, there are several ways they can [gain some experience](#) before applying for a role, such as through an internship or by volunteering.

More information about the HEE Care Certificate

Completing the Care Certificate is recommended for individuals interested in support healthcare support roles to prepare them for a future role as a Healthcare Support Worker (HCSW).

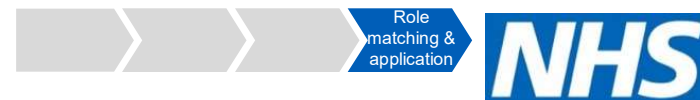
What is the Care Certificate?

The Care Certificate is a set of standards that health and social care workers adhere to in their daily working life. Designed with the non-registered workforce in mind, it gives everyone the confidence this workforce has the same introductory skills, knowledge and behaviours to provide compassionate, safe and high-quality care and support.

The 15 standards of the Care Certificate are:

- | | |
|---|---------------------------------------|
| 1. Understand your role | 10. Safeguarding adults* |
| 2. Your personal development | 11. Safeguarding children* |
| 3. Duty of care | 12. Basic life support* |
| 4. Equality and diversity* | 13. Health and safety* |
| 5. Work in a person-centred way | 14. Handling information* |
| 6. Communication | 15. Infection prevention and control* |
| 7. Privacy and dignity | |
| 8. Fluids and nutrition | |
| 9. Awareness of mental health, dementia and learning disability | |

* e-learning for these modules may have already been completed as part of the statutory/mandatory training requirements for roles on the COVID-19 vaccination programme.



1

E-learning for each standard

Self-directed online study makes up a significant portion of the Certificate and will likely be done over time. Learning may also be delivered via a blended approach (e.g. some F2F in the early stages).

2

Put learning into practice

Real-life opportunities to practise care skills are crucial and are likely to be welcomed by an support workforce who have done most of their training online.

3

Provide evidence of practice

Learners must evidence their work when practicing skills 'on the job', building a portfolio of achievements that supports conversations with their supervisor in order to be signed off.

4

Signed off for each standard

A supervisory colleague will sign off the learner as competent for each of the 15 core competencies. The e-learning and practical skills sign-off go together to confirm the Care Certificate.

5

Certified

Once signed off for all 15 standards, the learner will be able to receive the recognised Certificate. At this stage they should also have been involved in career pathways conversations to understand where this certification could take them next.

Guidance for implementing the Accelerated Care Certificate



The traditional Care Certificate route is completed across 12 weeks of study and practical skills practice. The **Accelerated Care Certificate** uses a blended learning approach to reduce the time it takes to complete.

Resources

- [E-learning modules](#) (accessible via e-lfh) support vaccinators may already have completed some of the e-learning as part of the stat/man training requirements
- [Self-assessment tool](#) (to support identification of areas of focus, to be signed off by a supervisor)
- [Care Certificate Toolkit](#) (a set of documents created by HEE to support the facilitation of the certification)

Case Study: East of England

HSCW Retention and Transition Programme being worked up in the East of England. This case study outlines how their upskilling offer is divided into phases and makes use of the Accelerated Care Certificate.



EoE Case Study

How do we provide the Accelerated Care Certificate? Areas to consider:

E-learning content	Some learners may have already completed some of the modules (as part of the stat/man initial requirements for the programme). How will you require them to evidence the completion of these modules (e.g. PDF certificate)?
Practical skills	<p>To complete the Care Certificate learners will need to meet all 15 standards (see previous slide), however it's unlikely they would be able to practice some of them whilst working in a vaccination setting (e.g. fluids and nutrition). What other opportunities for practical skills practice could be provided?</p> <p>How will practical skills elements be signed-off? Is this the responsibility of the clinical supervisor or a separate supervisor outside of the vaccination setting?</p> <p>If a learner is already deployed in the Programme, do they need to complete their practical skills learning in a vaccination setting?</p> <p>If a learner is not yet deployed in the Programme, in what healthcare settings could they complete their practical skills learning?</p> <p>Could someone who has already completed a significant number of shifts on the Programme demonstrate they have achieved competency in some of the practical skills?</p>
Duration	<p>Approx. 7.5 hours of e-learning to complete all modules + time for skills practice and sign-off (dependent on the learner and availability of shifts).</p> <p>Potential accelerated duration to be tested in the East of England: <i>(2.5 full days of F2F learning + 3 hours per week of self-directed study for 6 weeks)</i></p>
Supervision	<p>Under whose supervision will those completing the Care Certificate fall?</p> <p>Who is best placed to provide competency sign-off?</p> <p>Who is best placed to provide career pathway support and advice?</p>
Eligibility	<p>Communication about funding must be made clear – this is development training that is paid and should appeal to those looking for recognised qualification.</p> <p>Do the occupational health standards for the Programme fall short of those required for a Health Care Support Workers (HCSW)? Further standards may need to be met for someone who has achieved the Care Certificate to work in other roles (e.g. Hep B requirement).</p>
Pay and Funding	Learners completing the Care Certificate will be paid for their time. This funding has already been made available through the Programme and can be drawn down from the existing training funding for the COVID-19 vaccination programme.

Application support – Candidate Information Pack



The [Candidate Information Pack](#) includes slides which can be included in local materials given to individuals to support them when submitting job applications.

The pack includes information and guidance on:

- Identifying transferable skills
- Opportunities to boost their employability
- Exercises to help them with career decisions
- Resources on using NHS Jobs, writing a CV and cover letter, writing a successful job application, preparing for an interview and about the Agenda for Change (AfC)

Transferable skills



There are many roles in the NHS which do not require a formal qualification or 'hard' technical skills. For these roles, employers are generally looking for 'soft' transferable skills which can be applied in a wide variety of jobs.

What transferable skills do I need for a role in health or care?

There are certain skills which most employers will be looking for regardless of the role. For example, **communication, teamwork, organisational skills and time management.** They will also be looking for good **Maths and English skills.**



For patient-facing roles, employers will also be looking for **people skills and customer service skills** that show you are able to care for patients and engage with members of the public.

For administration roles, they will be looking for **IT and keyboard skills.**



Depending on the role, they may also be looking for **problem-solving skills** and the ability to **work well under pressure.**

For more information on transferable skills and advice on how to identify which transferable skills you have, visit these websites:

- [HealthCareers: Identifying transferable skills](#)
- [National Careers Service: Identifying skills and upskilling](#)
- [Prospects: What skills do employers want?](#)

You may not even realise what an interview, you will be asked

Resources to help you make a career choice



With over 350 careers available in the NHS, it can be daunting making a decision on which path to follow. The NHS has lots of useful tools and resources to help you make a career choice.

How can you improve your chances of getting a job?



There are many opportunities for you to boost your employability and maximise your chances of success.

<p>1 Advanced statutory/mandatory training</p> <p>You may have already completed some of the statutory/mandatory e-learning package for your role in the vaccination programme. Another opportunity to enhance future employability is to complete additional modules in this package (such as advanced Safeguarding or Resuscitation).</p> <p>Statutory/mandatory e-learning modules are available to complete on e-LfH. They are free and accessible to anyone who wants to complete them.</p>	<p>2 HEE Care Certificate</p> <p>The Care Certificate ensures healthcare support workers have the skills to provide safe, compassionate and high-quality care.</p> <p>The e-learning modules are free to complete. You may have already completed some as part of your statutory/mandatory training for the vaccination programme.</p> <p>Once you have completed a module, you should download a PDF certificate as evidence to provide to future employers.</p> <p>For each standard, you must then be assessed in practice to demonstrate how you are applying your learning.</p>	<p>3 NHS Leadership Academy Edward Jenner Programme</p> <p>The Edward Jenner programme is a free online programme that supports health and social care staff to develop essential leadership skills.</p> <p>The course is designed to help you deal with the daily challenges of working in healthcare, care for patients and provide leadership for those around you.</p> <p>There are approx. 40 hours of online learning which can be completed at your own pace. You then need to submit a piece of written evidence to receive the award.</p>	<p>4 PHE All Our Health Programme</p> <p>The 'All Our Health' e-learning programme provides support and guidance for health and care professionals on how to embed prevention within their work, helping to reduce health inequalities, premature morbidity and mortality.</p> <p>The e-learning sessions are free and available on e-LfH.</p> <p>Once you have completed a module, you should download a PDF certificate as evidence to provide to future employers.</p>
<p>5 HEE IT skills pathway</p>			
<p>6 Access to courses on e-LfH</p>			
<p>7 Experience</p>			

Many roles do not require a specific qualification, however employers may want you to have had some relevant experience (if any previous experience in the healthcare sector, there are several ways you can [gain some experience](#) before applying for a role).

Helpful resources for when you are ready to apply for a job



How to use NHS jobs:

- [NHS Jobs – An introduction to NHS Jobs](#)
- [NHS Jobs - Candidate help page](#)
- [NHS Jobs - FAQs](#)
- [NHS Business Services Authority - help and support for applicants using NHS jobs](#)

How to write a successful application:

- [NHS Jobs - Making successful applications](#)
- [NHS Jobs – Step-by-step guide to completing an application](#)
- [Prospects – Write a successful job application](#)
- [Prospects – What skills do employers want?](#)
- [National Careers Service – How to fill in an application form](#)

How to write a CV and cover letter:

- [Prospects – CVs and cover letters](#)
- [Prospects – Example CVs](#)
- [Prospects – Skills-based CV example](#)
- [National Careers Service – How to write a CV](#)
- [National Careers Service – How to write a cover letter](#)

Preparing for an interview:

- [NHS Jobs – Managing the interview](#)
- [Prospects – Interview tips](#)
- [Prospects – How to prepare for an interview](#)
- [National Careers Service – Interview advice](#)
- [National Careers Service – The STAR method](#)
- [Jobsite – Modern interview guide](#)

Other helpful resources

- [Health Careers – FAQs on working in health](#)
- [Health Careers – Agenda for Change pay rates](#)
- [Royal College of Nursing – Advice on the Agenda for Change](#)



Appendix



Appendix A: Further resources

- [“We are the NHS” campaign toolkit](#)
- [We are the NHS: People Plan for 2020/21](#)
- [Public Health England - Healthcare Support Worker complete assets](#)
- [Health Education England – Maternity Support Worker Competency, Education and Career Development Framework](#)
- [Health Education England - Resources to help you promote careers in the Allied Health Professions](#)

Additional educational opportunities:

- [Personalised Care Institute – e-Learning for Personalised Care](#)
- [“Making Every Contact Count” e-learning programme](#)

Resources which can be displayed at vaccination sites to encourage staff and volunteers to consider roles in the NHS:

- [HealthCareers - “Make a difference behind the scenes” postcard](#)
- [HealthCareers – “Not all roles need a degree” postcard](#)
- [HealthCareers – “Still deciding?” postcard](#)
- [NHS Employers – Recruiting volunteers vaccination centre poster](#)

Appendix B: Case Studies

East of England

A programme is underway in the East of England to promote a variety of paid educational opportunities for support staff, to boost their employability and encourage them to consider future careers in health and social care. Please see a full case study in the embedded document, along with copies of other materials developed including applicant information packs tailored to each of the different educational programmes individuals may choose to undertake.

For more information please contact Christine Sykes (Christine.Sykes@hee.nhs.uk).



EoE flyer



EoE Case Study



Applicant pack 1a



Applicant Pack 1b



Applicant pack 2



Applicant pack 3

Somerset ICS

Work is being undertaken in Somerset ICS to boost the NHS workforce within the local area through a variety of recruitment initiatives and educational offers. New staff are recruited and trained to work within the COVID-19 vaccination programme with further upskilling opportunities provided to enable them to work elsewhere in health and social care. Please see a full case study in the embedded document.

For more information please contact Belinda Lock (Belinda.Lock@SomersetFT.nhs.uk).



Somerset Case Study

University Hospitals Birmingham NHS Foundation Trust

The UHB recruitment team ran a series of careers events for the COVID-19 vaccination workforce, developed a skills and interests survey which was used to inform a comprehensive skills matrix, made 1-2-1 telephone calls, and ran recruitment support sessions covering topics such as demystifying job descriptions, using NHS jobs and interview techniques. They then worked directly with Managers to successfully place 200 people into other opportunities within the Trust. Please see a full case study in the embedded document, along with copies of other materials developed including webinar slides and a skills matrix.

For more information please contact Angela Machin (Angela.Machin@uhb.nhs.uk).



UHB Case Study



Hints, Tips, Links



UHB skills matrix



CV webinar



Interviews webinar

Appendix B: Case Studies



South East Region

A regional Vaccination Workforce Retention Group was set up involving workforce leads in each ICS, Health Education England and analytics colleagues with the aim of developing a robust and sustainable Retention Strategy and Delivery plan to facilitate the redeployment of Band 3 registered and support vaccinators.

A toolkit was developed which included:

- Draft [Questionnaire](#) for systems to which could be adapted for use in their systems,
- Draft Letter and sample 'Thank you' Card to communicate with staff and ensure that they are kept informed of any opportunities;
- Useful links to existing resources for systems to use including social care careers guidance, links to national careers service, and NHS recruitment resources
- The Band 3 Vaccinator role was matched to live vacancies and relevant agency roles.

Each system was then asked to develop a local retention plan on the bases of which regional funding was secured.

Please see the embedded documents for a more detailed case study as well as a copy of the 'keep warm' letter that was sent to candidates.

For more information please contact Julie Rice (julie.rice7@nhs.net).



SE Retention
Presentation



South East Keep
Warm Comms

Frimley ICS

Following a 'test and learn' exercise in which a Healthcare Assistant was given the opportunity to shadow different departments and received an offer for a permanent position, a process has been set up to support additional HCAs to explore career opportunities and pathways across all settings. Please see the embedded document for a full case study.

For more information please contact Eve Mitchell (eve.mitchell@nhs.net).



Frimley HCA
Opps

Stevenage Vaccination Centre

A notice was put up in the staff room of a vaccination centre in Stevenage inviting staff and volunteers to have a discussion about NHS career opportunities outside of the COVID-19 vaccination programme. The invitation received an overwhelmingly positive response as 51 people stepped forward to find out more about roles in health and care. Several were successfully placed into other roles within the Trust to start their NHS careers.

Watch [this video](#) to see one of their stories.

For more information please contact Cath Slater (cath.slater@nhs.net).

Appendix C: Redeployment case study template

It's important to share our successes in retaining the COVID-19 vaccination workforce within the wider NHS. You may want to use this template to develop a few success story case studies to share with colleagues in other systems/regions.

Application to support vaccinator role

Applied in January 2021 to join the recruitment pipeline in Cornwall as a Band 3 with no previous H&SC experience.

Career conversations

1:1 career conversation with an experienced NHS HR professional. *"The individual support helped me understand the options available to me considering my level of education and interests."*

Nursing Associate

Accepted to start a 24 month programme leading to a foundation degree and Band 4 grading. *"I never thought I'd be able to gain further qualifications but this programme makes it easy to balance alongside work."*



Mary Smith
Previous Career: Events
Previous Education: GCSEs
Current Role: Qualifying for Band 3 HCSW

Opportunities on offer

Considering the huge response to recruitment campaign, was invited to consider other health and social care roles. *"This was perfect timing for me as my previous profession had been hard hit by the pandemic and I wanted a career change for stability."*

Healthcare Support Worker

Recruited to a HCSW role with Royal Cornwall Hospitals Trust. *"I had already completed much of the required training during my application to be a vaccinator so the process was very smooth."*

Nursing Degree Apprenticeship

Applying for shortened 24 month nursing degree apprenticeship is made possible using the Nursing Associate foundation degree already completed. *"I'm even thinking about continuing my development towards becoming a Registered Nurse once I complete my foundation programme – an amazing opportunity!"*