

Integrated Urgent Care / NHS 111 Workforce Blueprint



Accreditation and Qualifications Guide



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Introduction

This Accreditation and Qualification guide will support Integrated Urgent Care (IUC) / NHS 111 staff, enabling them to make informed decisions in relation to teaching, learning and training when it comes to service provision, personal development, career progression and continuous professional development.

This document outlines the current situation with regards to accreditation and qualifications in England. It gives information to providers of IUC / NHS 111 services so that they can understand and prepare themselves to meet the challenges of supporting and developing their employees, thus encouraging staff retention.

This guide will be helpful for managers to share with their team, so employees can be fully aware of the learning and support that is available to them. Peer support for training is highly important in this critical area of the NHS. This will help encourage progression for staff working in the Integrated Urgent Care service.

This guide can be used as a tool to:

- Identify and map learning opportunities, e.g. apprenticeship standards, stand-alone qualifications to job descriptions or Continuous Professional Development (CPD), appraisal and personal development reviews.
- Identify current levels of development of all staff, supporting employers with workforce planning through, for example, training needs analysis and succession planning.
- Implement apprenticeship projects.
- Provide a signpost for those considering other learning opportunities.
- Improve retention and role satisfaction within the system by offering flexible training opportunities.
- Provide a framework through which accredited education and training can be delivered to staff at all levels; increasing the investment in staff development should encourage and enable career progression within the service.

Accreditation

This section explains what accreditation means and describes the two main regulatory bodies in England. It outlines the role of the awarding bodies and Royal Colleges/Professional Bodies in accrediting qualifications and continuing professional development courses. In addition, it describes the process for how an employer can set up accreditation for an in-house training programme.

What accreditation means

Accreditation is the official certification that a school/college/university or a course has met standards set by external regulators.

In England, the Office of Qualifications and Examinations Regulation (Ofqual) is a regulator of qualifications, examinations and assessments. Ofqual's role is to maintain standards and confidence in qualifications. They oversee the following:

- GCSEs
- A levels
- AS levels
- vocational and technical qualifications

In Higher Education, the Quality Assurance Agency (QAA) is the independent body which checks how universities, colleges and alternative providers of UK higher education maintain their academic standards and quality. The Framework for Higher Education Qualifications (FHEQ), published by the Quality Assurance Agency for Higher Education (QAA) describes the qualification levels.

Universities, colleges and all training providers need to go through a process to have their qualifications accredited. For an employer or employee, when searching for an appropriate qualification, it is possible to check whether it has achieved 'accredited/regulated status'.



How to check whether a qualification has 'accredited status'

It is possible to search the [Register of Regulated Qualifications](#) to find out:

- if a qualification is regulated (officially recognised)
- [what level it is](#) on the Regulated Qualifications Framework (RQF)

The register includes GCSE, A level, AS level and vocational (work related) qualifications in England and Northern Ireland.

For qualifications in higher education, the QAA has a register here: <http://www.hefce.ac.uk/reg/register/search/>

Awarding bodies

An awarding body is an examination board which sets exams and awards qualifications. The process is overseen by the [Federation of Awarding Bodies](#).

Many awarding bodies (over 160) in the UK are recognised by Ofqual (for England), CCEA (for Northern Ireland), Welsh Government (for Wales) and/or SQA (for Scotland).

In England and Northern Ireland recognised awarding bodies must meet the 'Conditions of Recognition'. In Scotland recognised awarding bodies must meet SQA's Regulatory Principles and Directives.

For many awarding bodies, recognition by one of the UK regulators will be the appropriate quality mark for their organisation. For others it might be QAA, International Organisation for Standardisation (ISO) or oversight by a professional regulator.¹

Examples of awarding bodies are shown below:

- **City and Guilds**

<https://www.cityandguilds.com>

City and Guilds are a global leader in skills development. They offer qualifications in a wide range of areas including business skills and IT.

They also offer qualifications in health and social care from Entry Level through to Level 5. Their qualifications are designed to equip different learning needs and provide cover across sectors within the industry. More information can be found on their website here: <https://www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care#fil=uk>

- **NCFE – previously known as the Northern Council for Further Education**

<https://www.ncfe.org.uk>

NCFE design and develop a range of qualifications which can be searched here: <https://www.ncfe.org.uk/centre-information/offering-ncfe-qualifications/>

¹ Further information can be found here: <http://www.awarding.org.uk/about-us/about-awarding-bodies>

They also award health and social care apprenticeships via CACHE (Council for Awards in Care, Health and Education), which is a trademark owned by NCFE. Information on these can be found here: <https://www.cache.org.uk/our-qualifications/apprenticeships-and-traineeships/apprenticeships/health-apprenticeships/>

- **NOCN – previously known as the National Open College Network**

<http://www.nocn.org.uk>

NOCN offer qualifications in a wide variety of areas, including administration, health and social care, as well as nursing and subjects allied to vocational medicine.

NOCN qualifications can be searched here: http://www.nocn.org.uk/qualifications_and_units/search

- **Pearson**

<https://qualifications.pearson.com/en/home.html>

Pearson award a whole range of qualifications, including in health and social care. These are mostly at BTEC or HND level and more information can be found on their website here: <http://qualifications.pearson.com/en/subjects/health-and-social-care.html>

In addition to these awarding bodies, the two organisations below have helpful information on their websites:

- **AELP** (Association of Employment and Learning Providers) <https://www.aelp.org.uk/> is a national membership organisation which represents the interests of over 800 organisations. These organisations are involved in providing majority of the UK's apprenticeships, traineeships and programmes for the unemployed. AELP's main purpose is to lobby for government funded skills and employment programmes that increase workforce productivity and social mobility. News, blogs and up-to-date information about this sector can be found here: <https://www.aelp.org.uk/news/>
- **UKRLP** (the UK Register of Learning Providers) <https://www.ukrlp.co.uk> is a portal which can be used by government departments, agencies, learners and employers to share key information about learning providers. This portal enables employers to view learning providers' contact details and it provides a link to relevant information held by stakeholder agencies.

Royal Colleges'/Professional Bodies' Continued Professional Development (CPD) accreditation

As part of revalidation and regulation processes, many healthcare professions are now being asked to undertake a certain number of hours of CPD. For example, for nurses the requirement is to complete 35 hours of CPD, three years prior to their revalidation date.² Most of the Royal Colleges/Professional Bodies will accredit CPD.³ This is different to the accreditation by the awarding bodies, as this will not be regulated by Ofqual or the QAA, but by the Royal College/Professional Body itself. Two examples of Royal Colleges/Professional Bodies that will accredit CPD are below:

- **RCGP Educational Accreditation**

<http://www.rcgp.org.uk/learning/rcgp-educational-accreditation-for-education-providers.aspx>

The Royal College of General Practitioners accredits a wide variety of educational activities for health professionals.

- **RCN Accreditation**

<https://www.rcn.org.uk/accreditation>

The Royal College of Nursing accredits a wide range of programmes including events, e-learning, credit-bearing degrees, hard copy resources, guidelines, standards and competency frameworks.

How to accredit an in-house training programme

It is possible to accredit an in-house training programme, including one which could be a stand-alone qualification, through one of the awarding bodies or Royal Colleges/Professional Bodies.

The awarding bodies or Royal Colleges/Professional Bodies will evaluate the programme against their benchmarks and will often provide consultant support to ensure that the programme meets accreditation standards. Once approved, the training programme is 'accredited' and can be marketed as such for an agreed period.

The accreditation process will help employers to:

- **Demonstrate commitment to quality:** The process of going through an accreditation process with an awarding body or Royal College/Professional Body means that the programme is reviewed by an education consultant against an accreditation benchmark. The awarding body will provide detailed feedback and advice on areas that might need improvement. Therefore, going through a quality assurance process demonstrates commitment to excellence.
- **Have confidence in the programme itself:** Being able to promote the programme as having been accredited by an awarding body or Royal College/Professional Body will clearly demonstrate to learners that it is of the highest quality.
- **Develop bespoke programmes:** The creation of bespoke, co-created programmes, developed to meet specific objectives and requirements. When the programme meets the awarding body or the Royal College's/Professional Body's benchmark, accreditation will provide external validation from a respected brand.
- **Market an accredited course externally:** Once a course is accredited, it can be advertised as such by the employer. The course could create a source of income for the employer.

² Further information on revalidation requirements for CPD for nurses can be found here: <https://www.rcn.org.uk/professional-development/revalidation/continuing-professional-development>

³ Professional Bodies e.g. [Chartered Society of Physiotherapists](#) are also included here.

The accreditation process for a qualification with an awarding body is described below. The process for accrediting a qualification with a Royal College/Professional Body is on p.9

Accreditation for a qualification with an awarding body:

An IUC / NHS 111 employer can accredit an in-house training programme through one of the awarding bodies (the local college, training provider or university can also be contacted in order to provide support with this process).

The employer would then need to go through the following steps:

1. Contact several awarding bodies, such as City and Guilds or OCR, to discuss the accreditation of the in-house training programme. A short online application form may need to be completed at this stage.
2. Choose whichever awarding body seems best to meet the need.
3. Discuss the programme with the awarding body's specialist accreditation team. Development costs will be confirmed and the awarding body will confirm the process of application. The formal application will then commence. Please note some awarding bodies will have an approval process to complete before development is confirmed.
4. If required, the awarding body will commission one of their educational consultants to work to ensure the programme meets the awarding body's accreditation benchmark.
5. A quality assurer will visit the organisation to conduct a review of the programme.
6. Once the programme is approved, it can be marketed as 'accredited' to a specific framework.

Note: Depending on the size of the programme, the process can take anything between three to six months.

The accreditation process for a qualification with a Royal College/Professional Body is described below. The process for accrediting a qualification from an awarding body is on p.8.

Accreditation for Continued Professional Development (CPD) with a Royal College/Professional Body:

The steps associated with this process are itemised below:

1. Contact several Royal Colleges/Professional Bodies to discuss the accreditation of the in-house training programme.
2. Choose whichever Royal College/Professional Body seems best to meet the need.
3. Complete the formal application process (usually this process is online).
4. Once the process has been completed, if the programme has been accepted, then the employer can run the course and the delegates will be able to claim CPD points. Usually there will be one CPD point for each hour of the course, after making an allowance for breaks.
5. Delegates on the course can apply to the Royal College/Professional Body to claim their CPD points.

Qualifications

This section outlines the different levels of qualification in England and shows how qualifications in England compare with those in Scotland and outside of the UK.

Different levels of qualifications

Most qualifications have a difficulty level: the higher the level, the more difficult the qualification. The levels reveal the difficulty of the acquired qualification commensurate with the academic requirement. However, within a particular level, qualifications can cover a wide range of subjects and take varying amounts of time to complete.

In England, Wales and Northern Ireland there are nine levels of qualification, which are outlined in the table below:⁴

Qualification levels in England, Wales and Northern Ireland *contd overleaf*

Entry level	Level 1	Level 2
<p>Each entry level qualification is available at three sub-levels – 1, 2 and 3. Entry level 3 is the most difficult.</p> <p>Entry level qualifications are:</p> <ul style="list-style-type: none"> • entry level award • entry level certificate (ELC) • entry level diploma • entry level English for speakers of other languages (ESOL) • entry level essential skills • entry level functional skills • Skills for Life 	<ul style="list-style-type: none"> • first certificate • GCSE - grades 3, 2, 1 or grades D, E, F, G • level 1 award • level 1 certificate • level 1 diploma • level 1 ESOL • level 1 essential skills • level 1 functional skills • level 1 national vocational qualification (NVQ) • music grades 1, 2 and 3 	<ul style="list-style-type: none"> • CSE – grade 1 • GCSE – grades 9, 8, 7, 6, 5, 4 or grades A*, A, B, C • intermediate apprenticeship • level 2 award • level 2 certificate • level 2 diploma • level 2 ESOL • level 2 essential skills • level 2 functional skills • level 2 national certificate • level 2 national diploma • level 2 NVQ • music grades 4 and 5 • O level – grade A, B or C

⁴ From: <https://www.gov.uk/what-different-qualification-levels-mean>

Level 3

- A level
- access to higher education diploma
- advanced apprenticeship
- applied general
- AS level
- international Baccalaureate diploma
- level 3 award
- level 3 certificate
- level 3 diploma
- level 3 ESOL
- level 3 national certificate
- level 3 national diploma
- level 3 NVQ
- music grades 6, 7 and 8
- tech level

Level 4

- certificate of higher education (CertHE)
- higher apprenticeship
- higher national certificate (HNC)
- level 4 award
- level 4 certificate
- level 4 diploma
- level 4 NVQ

Level 5

- diploma of higher education (DipHE)
- foundation degree
- higher national diploma (HND)
- level 5 award
- level 5 certificate
- level 5 diploma
- level 5 NVQ

Level 6

- degree apprenticeship
- degree with honours – for example bachelor of the arts (BA Hons) , bachelor of science (BSc Hons)
- graduate certificate
- graduate diploma
- level 6 award
- level 6 certificate
- level 6 diploma
- level 6 NVQ
- ordinary degree without honours

Level 7

- integrated master's degree, for example master of engineering (MEng)
- level 7 award
- level 7 certificate
- level 7 diploma
- level 7 NVQ
- master's degree, for example master of arts (MA), master of science (MSc)
- postgraduate certificate
- postgraduate certificate in education (PGCE)
- postgraduate diploma

Level 8

- doctorate, for example doctor of philosophy (PhD or DPhil)
- level 8 award
- level 8 certificate
- level 8 diploma

4 From: <https://www.gov.uk/what-different-qualification-levels-mean>

Qualification comparison information

It is possible to [compare qualifications in Scotland](#) with those in England, Wales and Northern Ireland.

In addition, the following qualification comparisons can be made between:

- UK and [European qualifications](#)
- a UK and any non-UK qualification – contact the [UK National Academic Recognition Information Centre \(UK NARIC\)](#). Please note that there is a fee for this.

Useful links to further information:

- <https://register.ofqual.gov.uk/Links>
- <http://www.accreditedqualifications.org.uk>



Apprenticeships

Apprenticeships are work-based training courses, called Apprenticeship Standards. They provide an individual with a path to a successful career, through structured on and off the job learning, whilst receiving a wage.

Please refer to the **Workforce Blueprint Apprenticeship Scheme** for more information about apprenticeships, from the benefits they bring to funding matters, tips and case studies.



Leadership

Developing the right people with the right skills and the right values is a key priority to enable the sustainable delivery of health services. Leadership is the most influential factor in shaping an organisational culture which can deliver such people, skills and values. Therefore, ensuring the necessary leadership behaviours, strategies and qualities are developed is fundamental in the IUC / NHS 111 service.

Please refer to the **Workforce Blueprint Leadership Development guide** for more information on leadership and the support that is available across the health service.

Technology Enhanced Learning

According to the Higher Education Academy (HEA), Technology Enhanced Learning (TEL) 'is often used as a synonym for e-learning but can also be used to refer to technology enhanced classrooms and learning **with** technology, rather than just through technology.⁵'

This section is included in order to inform staff in IUC / NHS 111 of the e-learning resources available.

The TEL programme in the NHS was established in 2013. The TEL programme in England is structured within Health Education England (HEE) and more information can be found at: <https://hee.nhs.uk/our-work/research-learning-innovation/technology-enhanced-learning>

TEL comprises several programmes, which are explained in more detail below:

- **E-learning for Healthcare (e-LfH)** <http://www.e-lfh.org.uk/home/>

This supports patient care by providing free e-learning programmes for the training and education of the health and social care workforce across the UK. E-LfH works in partnership with the NHS and professional bodies, such as the Royal Colleges/Professional Bodies, other professional healthcare organisations and the Department of Health policy teams.

The e-learning provided by e-LfH facilitates multidisciplinary training and team-working and is available free of charge to all relevant users in health and social care across the NHS. This also applies to anyone working for organisations in the private or third sector commissioned to deliver NHS services through the OpenAthens system. For more information on who is entitled to an OpenAthens account, please see: <https://www.nice.org.uk/about/what-we-do/evidence-services/journals-and-databases/openathens/openathens-eligibility>

The HEE West Midlands office has developed a suite of e-learning programmes which staff in the IUC / NHS 111 service may find helpful: <https://www.e-lfh.org.uk/programmes/west-midlands-modules/>. This is just one example of the many useful e-learning programmes that can be found on this platform. Other topics range from paramedics to perinatal mental health, and sepsis to safeguarding.



⁵ From: <https://www.heacademy.ac.uk/individuals/strategic-priorities/technology-enhanced-learning>

- **NHS e-learning** <https://www.elearning.nhs.uk/>

This website gives some general information about NHS e-learning in England. As well as e-LfH, several e-learning training courses are hosted on the Electronic Service Record (ESR) website. ESR is the NHS's national workforce management system, managing HR, recruitment and payroll functionality. Courses, for example 'manual handling' are managed on this site. The site is also a portal to the e-learning repository site: <https://www.elearningrepository.nhs.uk/>, which hosts wide-ranging information and can be used as an extensive 'search and discover' platform for NHS users. Finally, the website hosts a link to the 'readiness toolkit', <http://www.elearningreadiness.org>. This toolkit is useful if an organisation wishes to include e-learning in their delivery.

- **Skills Development Network**

<https://www.skillsdevelopmentnetwork.com/home>

The Skills Development Network brings together training and development opportunities for finance, procurement and informatics staff. There are online learning resources in subjects such as 'widening finance skills', 'sustainable procurement' and 'understanding informatics'.

- **Healthcare library and knowledge services**

<https://www.hee.nhs.uk/our-work/research-learning-innovation/healthcare-library-knowledge-services>

Healthcare library and knowledge services underpin education, lifelong learning, research and evidence-based practice. HEE manages this service in England and their ambition is to extend this role so that healthcare knowledge services become the integral part of informed decision-making and innovation. HEE is committed to enabling all NHS staff to have free access to library and knowledge services so that they can use the right knowledge and evidence to achieve high-quality, safe healthcare. Much of this service is delivered electronically, so it is possible to have electronic access to popular journals, to be able to search for literature and to borrow books. Local libraries can be accessed via this website: <http://www.hlisd.org>. NHS staff can also open an NHS OpenAthens account, which will enable them to access:

- Clinical databases such as Medline
- Full text e-journals
- Electronic books
- E-learning for Healthcare

- **Make Every Contact Count (MECC)**

<http://www.makingeverycontactcount.co.uk>

The fundamental idea underpinning the MECC approach is simple. It recognises that staff across health have thousands of contacts every day with individuals and are ideally placed to promote health and healthy lifestyles.

The MECC website states that 'Making Every Contact Count is an approach to behaviour change that utilises the millions of day-to-day interactions that organisations and people have with people to support them in making positive changes to their physical and mental wellbeing'.⁶

This section is included in this guidance, as there are multiple opportunities for IUC / NHS 111 staff to use this approach.

MECC focuses on the lifestyle issues that, when addressed, can make the greatest improvement to an individual's health:

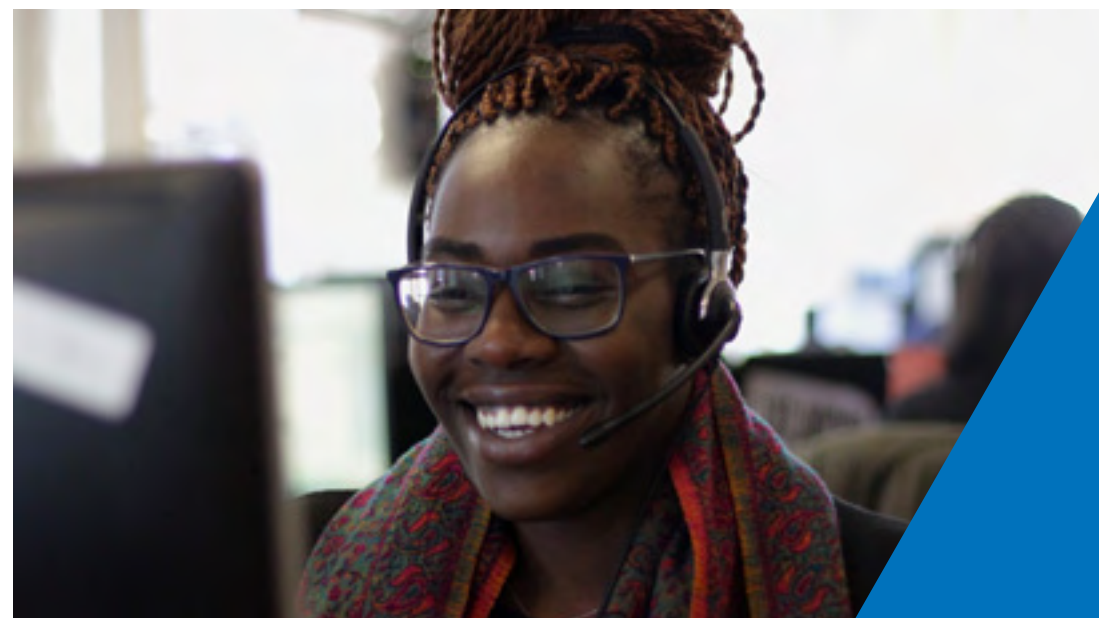
- Stopping smoking
- Drinking alcohol only within the recommended limits
- Healthy eating
- Being physically active
- Keeping to a healthy weight
- Improving mental health and wellbeing.

The IUC / NHS 111 service can help with 'Making Every Contact Count' by encouraging its staff to see that public health is part of their role. The service can raise awareness of MECC by encouraging staff training in this area. It is important that staff

know where to signpost the public to services, as and when the opportunities arise. Being part of MECC will also help encourage staff to look after their own health and wellbeing. It can be delivered by various means, either via a small group teaching session or e-learning.

Two HEE MECC e-learning packages can be accessed from this page: <https://www.e-lfh.org.uk/programmes/making-every-contact-count/>

More e-learning can be accessed via this page: <http://www.makingeverycontactcount.co.uk/training/e-learning/other-e-learning-resources/>



Sector Skills Councils and standards setting bodies

Sector Skills Councils are employer-led organisations, which cover specific industries in the UK. Their four key goals are to:

- support employers in developing and managing apprenticeship standards
- reduce skills gaps and shortages and improve productivity
- boost the skills of their sector workforces
- improve learning supply, by developing appropriate employer-led training and qualifications

They aim to achieve these goals by developing an understanding of the future skills needs in their industry, and contributing to the development of National Occupational Standards, the design and approval of apprenticeship frameworks and the New Apprenticeship Standards and creating Sector Qualification Strategies.

According to the [Federation for Industry Sector Skills and Standards \(FISS\) website](http://fiss.org/sector-skills-council-body/directory-of-sscs/), 'there are 16 Sector Skills Councils and five Sector Skills Bodies who work with other 550,000 employers to define skills needs and skills standard in their industry'. Their members' directory can be found here: <http://fiss.org/sector-skills-council-body/directory-of-sscs/>

Standard setting bodies set nationally recognised technical standards across an industry. Similarly to Sector Skills Councils, they oversee the development and review of National Occupational Standards.

Sector Skills Councils and Standards Setting Bodies are included in this guide as they offer support for apprenticeships and also run learning and development programmes that may be useful for IUC / NHS 111 staff.



Skills councils and standards setting bodies that may be relevant for staff in IUC / NHS 111 are:

- **Skills for Health:** <http://www.skillsforhealth.org.uk> is the main sector skills council for health. Skills for Health has a number of roles, including being the UK's leading authority on Health Sector Apprenticeships. It is also a [national skills academy for health](#). Skills for Health offer:
 - Apprenticeship Training Agency – this supports employers who are considering taking on an apprentice. The service is available for employers across the health sector – large or small.
 - Learning and Development Programmes – education and training programmes for the healthcare support workforce as well as Institute of Leadership and Management accredited programmes for developing leaders and managers.
 - Quality Mark – defines and endorses superior delivery of learning and training that healthcare employers need for a highly motivated and effective workforce.
 - E-learning courses – provides healthcare e-learning in areas such as 'Statutory and Mandatory UK Core Skills', 'Clinical/ Care UK Core Skills', 'Primary Care courses' and 'Other courses' such as 'cancer information prescriptions' and 'stand by me dementia' courses.
- **Skills FCA:** <http://www.skillsfca.org> is a registered charity promoting skills and qualifications in the workplace. They develop standards, apprenticeships and training programmes across the UK for a whole range of business skills, including:
 - Business and Administration
 - Consultancy and Business Support
 - Contact Centre
 - Customer Service
 - Enterprise
 - Governance
 - Human Resources and Recruitment
 - Industrial Relations
 - Languages and Intercultural Working
 - Management and Leadership
 - Marketing
 - Sales

Funding

The funding for educational training is complex. Some courses will be fully funded, some will be co-funded by the government and some will be eligible for learner loans. If employers or employees identify a training requirement, it is recommended that they carry out their own research, ascertaining which local training provider, Higher Education Institute or college will meet their need.

A summary of funding in England is below:

Type of training/course	Funding/loans available
Apprenticeship	As per the Apprenticeship Levy (see https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work for more information)
Reading, writing and basic maths	It is possible for the individual to get help with the costs of: <ul style="list-style-type: none"> • the course itself • day-to-day living costs • childcare (see https://www.gov.uk/further-education-courses/financial-help)
In-house training programme accredited by an awarding body. (These could be stand-alone qualifications)	Employer-funded. This will not be funded by the government
In-house training programme accredited by a Royal College/ Professional Body for CPD, e.g. Telephone Triage	Employer-funded. This will not be funded by the government
On-line learning courses	Many of the courses referred to in the Technology Enhanced Learning (TEL) section of this document are free to health and social care employees and are provided for and by the NHS - see page 14
Leadership courses	Several courses are free to employees which are provided for and by the NHS. See https://www.leadershipacademy.nhs.uk/programmes/

Type of training/course	Funding/loans available
<ul style="list-style-type: none"> • A-levels • General and vocational qualifications • Access to Higher Education dip 	<p>Advanced Learning Loan https://www.gov.uk/advanced-learner-loan</p> <p>These loans cover tuition fees for a range of Level 3 to Level 6 courses. These are bank loans which must be paid back by the individual who is studying</p>
<ul style="list-style-type: none"> • a First Degree • a Foundation Degree • a Certificate of Higher Education • a Diploma of Higher Education (DipHE) • a Higher National Certificate (HNC) • a Higher National Diploma (HND) • a Postgraduate Certificate of Education (PGCE) • Initial Teacher Training 	<p>Student Finance https://www.gov.uk/student-finance/who-qualifies</p> <p>An employee can apply for a Tuition Fee Loan if their part-time course has a 'course intensity' of 25% or more. These are bank loans which must be paid back by the individual who is studying.</p> <p>These courses may be required as CPD/upskilling. If this is the case, the individual should speak to their line manager and/or the learning and development team</p>
<p>Applicable for courses that must:</p> <ul style="list-style-type: none"> • only last up to 2 years, or 3 years if they include 1 year of work experience • be provided by an organisation on the Professional Career and Development Loan Register – check with the course provider • help with the employee's career – they do not have to lead to a qualification <p>Note: An employee cannot get Professional and Career Development Loans for first full-time degrees but can apply for student finance).</p>	<p>Professional and Career Development Loans https://www.gov.uk/career-development-loans</p> <p>These are bank loans which must be paid back by the individual who is studying</p>

Type of training/course	Funding/loans available
<p>Postgraduate course</p> <p>Note: It is not possible to get a loan for a postgraduate certificate or diploma. It must be a full master's course</p>	<p>Postgraduate loans</p> <p>https://www.gov.uk/postgraduate-loan/what-youll-get</p> <p>These are bank loans which must be paid back by the individual who is studying</p>
<p>Further and Higher Education (courses)</p>	<p>Bursaries</p> <p>Funding rules on bursaries are complex and will vary depending on circumstances. They are also subject to change.</p> <p>For the most up to date information, please consult websites such as:</p> <p>https://www.gov.uk/education/student-grants-bursaries-scholarships</p> <p>https://www.gov.uk/extra-money-pay-university</p> <p>https://www.gov.uk/1619-bursary-fund</p>

Please note that for those under the age of 24 years, it is possible that they will not have to pay for tuition and studying for their first qualification, equivalent to GCSE or A level.⁷

⁷ Further information can be found at: <https://www.gov.uk/further-education-courses>

Glossary

Apprenticeship - A job with training, which enables someone to develop and demonstrate the knowledge, skills and behaviours they need in order to perform effectively in a particular occupation.

Awarding body - An examination board which sets exams and awards qualifications.

e-learning - learning conducted via electronic media, typically on the internet.

FHEQ - Framework for Higher Education Qualifications

HEE - Health Education England

ISO - International Organization for Standardization

MECC - Making Every Contact Count

TEL - Often used as a synonym for e-learning but can also be used to refer to technology enhanced classrooms and learning with technology, rather than just through technology.

Trailblazers - Where a minimum of ten organisations group together to develop apprenticeship standards

QAA - Quality Assurance Agency for Higher Education

This information can be made available in alternative formats, such as easy read or large print, and may be available in alternative languages, upon request. Please contact 0300 311 22 33 or email england.contactus@nhs.net.

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For more information about the Integrated Urgent Care / NHS 111 Workforce Blueprint, click [here](#).