



Routes into AHP Careers

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Contents

1. INTRODUCTION	3
2. ALLIED HEALTH PROFESSION COURSES AVAILABLE IN SCOTLAND.....	4
3. ALTERNATIVE ACCESS ROUTES AND QUALIFICATIONS RELATED TO AHP CAREERS.....	8
4. CURRENT AHP COURSES AND ROUTES TO GRADUATE DEGREES AVAILABLE ELSEWHERE IN THE UK.....	14
5. CASE STUDIES	16
6. KEY THEMES AND LESSONS LEARNED.....	17
7. CONCLUSION.....	22
Appendix 1 AHP Course Mapping Table	23
Appendix 2 Case Studies.....	33

1. INTRODUCTION

The aim of this NHS Education for Scotland (NES) report is to identify the current routes into Allied Health Profession (AHP) careers which are available in Scotland and to explore how we can build capacity in the AHP workforce by promoting and supporting a range of recruitment and employment pathways into AHP careers at all levels. This report is presented in the context of the NES Strategy 2019-2024 (NHS Education for Scotland 2019) which aims to contribute to a national infrastructure to improve attraction, recruitment, training and retention.

The anticipated impact of the work undertaken is to:

- Provide a comprehensive analysis of current routes into AHP roles at all levels in Scotland
- Identify potential emerging pathways and routes into AHP roles
- Provide information/resources which support organisations to be able to recruit into AHPs' careers
- Support future activity in the promotion of routes into AHP roles
- Support establishment of future collaborative relationships in AHP education
- Contribute and inform future actions and recommendations from the Scottish Government AHP Educational Review

A robust understanding of the current and wider AHP education system available in Scotland was obtained through engagement and consultation with a range of stakeholders including Higher Education Institutions course providers, the Open University, Further Education, Scottish Widening Access Programme (SWAP), Professional Bodies, Skills Development Scotland, NES, employers of AHPs, members of the AHP workforce and through reviewing relevant websites including those of the Scottish Funding Council and Student Awards Agency Scotland, as it was not possible to directly engage with these organisations. The experiences of AHP graduates and current students were also captured through case studies to illustrate examples of available alternative routes to a graduate AHP role and explore widening access opportunities across the AHP workforce (section 5).

AHPs are a group of specific professions who work in the NHS, social care, education, private practice or the third sector supporting people of all ages to live healthy, active and independent lives. Each profession has unique and protected skills and all are regulated by the Health and Care Professions Council (HCPC). In order to be eligible to apply to register to practice, an individual must have successfully completed a professional AHP degree course which has been approved by the HCPC. The scope of this report is to include routes into entry level professional practice and considers the thirteen AHPs listed by Scottish Government <https://www.gov.scot/publications/allied-health-professionals-list/>: art therapists, dieticians, dramatherapists, music therapists, occupational therapists, orthoptists, paramedics, physiotherapists, podiatrists, prosthetists/ orthotists, diagnostic radiographers and therapeutic radiographers and speech and language therapists.

Educational routes which are available in Scotland for healthcare support workers were also identified in relation to offering potential pathways into an AHP career. Identification of all relevant courses available across the rest of the UK was beyond the scope of this work but specific examples of relevant innovation or educational opportunities are highlighted.

Return to Practice for qualified AHPs who are no longer registered was not in the scope of this work. The requirements for this are guided by the HCPC and routes to support this will be considered within a separate NES report.

Providing details of each specific course entry requirements and the criteria for funding was out of scope of this report due to the complex variables that must be considered and to ensure the currency of the information presented. Links to relevant current sources of this information have been included throughout the report.

2. ALLIED HEALTH PROFESSION COURSES AVAILABLE IN SCOTLAND

2.1 Current AHP Courses

To be eligible to apply for registration to practice as an AHP, an individual must have successfully completed a relevant AHP graduate degree course which has been approved by the regulatory body, the HCPC <https://www.hcpc-uk.org/registration/getting-on-the-register/>. Mapping of the AHP degree courses which are currently available in Scotland was completed to identify the existing graduate entry routes into the Profession (Appendix 1 columns 1-3)

The AHP graduate courses which are identified as available in Scotland can be divided into Undergraduate or Postgraduate pre-registration degree courses and all are delivered by Higher Education Institutions (HEIs). There are seven HEIs in Scotland which deliver AHP courses. Geographically, these HEIs are located in Edinburgh, Glasgow/Paisley and Stirling, apart from one HEI which is based in the North East–Aberdeen. No HEI delivers courses for all professions and a number of AHP courses are only offered in one Scottish HEI (Appendix 1, columns 1-3).

2.1.1 Undergraduate Courses

The Undergraduate courses available for those AHP professions included in the scope of this report are a 3-year BSc (Paramedics only) course, a 4 year BSc (Honours) or a 4 year Integrated Masters Degree course. Integrated Masters courses have recently replaced four AHP BSc (Hons) courses in two HEIs in the last four years, aiming to enhance graduate knowledge and skills in order to meet future workforce needs (appendix 1, column 2). While entry requirements are understood to have remained relatively unchanged, students are able to complete a Masters degree in 4 years by completing 150 SCQF credits in each year instead of the usual 120 SCQF credits.

All the Undergraduate courses identified in Scotland are currently full-time programmes with on-campus delivery and scheduled Practice Education placements which vary in terms of placement weeks according to the profession. AHP courses normally have a minimum student course attendance criteria. Practice education placements are predominantly full time and integrated through each year of the course. There is an exception for the Paramedic BSc courses which requires students to complete approximately 2250 hours on placements over the three years and which are divided between the Scottish Ambulance Service and partner Health Boards. It is noted that during the Covid 19 pandemic, many AHP courses moved to on-line teaching and may have provided simulated practice education placements on a temporary basis.

2.1.2 Postgraduate Courses

Post graduate MSc (pre-registration) courses were also identified for a number of AHPs (appendix 1, column 3). Those available in Scotland are all full time, on campus of approx 2 -2.5 years duration and applicants require having a previous related degree. All have the same practice education placement experience requirements as the Undergraduate courses. For some AHP courses (art therapy, dramatherapy, music therapy, dance movement psychotherapy) the qualification is only available at postgraduate level.

2.2 Entry requirements

Each HEI will specify the entry requirements for their AHP course. Entry requirements may vary across providers but are usually between 3-4 SQA Highers or SCQF equivalent with specified grades for undergraduate courses or degree classification award for pre-registration MSc courses, as minimum entry criteria.

The Scottish Credit and Qualifications Framework (SCQF) is Scotland's national qualifications framework <https://scqf.org.uk/about-the-framework/>. The SCQF helps describe programmes of learning and qualifications, supports the development of progression routes and maximises the opportunities to transfer credit points between qualifications.

All HEI AHP courses in Scotland indicate reduced minimum entry requirements for widening access applicants which may include a reduced number of Highers or the grades required. This provision is only for applicants who meet detailed widening access criteria and further information is available on each course web page (see appendix 1).

All HEI course webpages state that alternative qualifications to identified SQA Highers will be considered for meeting entry requirements on an individual applicant basis. Those recognised include HNC, SVQ, Modern Apprenticeships and SWAP qualifications (see section 3). Individual applications for direct entry may also be considered in relation to recognition of prior learning and through mapping to achievement of learning outcomes. Some AHP degree courses have articulation agreements in place with Further Education providers who offer Higher Education profession specific courses which can allow application for direct entry into 2nd Year of an Undergraduate BSc / (BSc Hons) course (see section 3.3). This is not usually possible on Integrated Masters courses due to the students not having achieved all the SCQF level 7 and 8 credits required to support direct entry.

While guidance is provided on each course webpage, the process for confirming whether a qualification would be recognised was reported as challenging for potential students to navigate. It was perceived as lacking in clarity and presented as a barrier for potential students who may wish to apply for an AHP course but were unclear if an alternative qualification would be considered as appropriate, and whether any related work or personal experience skills would be taken into account.

Gaining a place on some AHP courses in Scotland can be a competitive process for applicants, with HEIs reporting for some courses having a much higher number of applicants in comparison to the number of student places they offer. The HEI will endeavour to ensure that any prospective student who is offered a place has the potential to succeed on the course to avoid future student attrition and subsequent impact on the expected number of graduates entering the profession each year. Applications for all AHP courses will be screened for achievement of the requisite academic entry criteria plus appropriate personal statements, related work experience and meeting of any specified conditions for health and good character. A high number of AHP course providers also reported that they complete an interview process with each applicant to determine professional suitability. It therefore cannot be guaranteed that an applicant will be offered a place, despite having met all required academic entry requirements.

2.3 AHP Course Student Numbers

The number of places an HEI is able to provide on an AHP course is approved by the HCPC, which is the regulatory body, and in collaboration with the relevant accrediting AHP Professional Body. This approval process will consider a number of factors including ensuring that a course meets all of the HCPC Standards of Education and Training <https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/>, Standards of Proficiency <https://www.hcpc-uk.org/standards/standards-of-proficiency/>, and the relevant Professional Body's Standards for Education. Approval will confirm the availability of appropriate resources including suitably qualified staff; staff: student ratios; course facilities; appropriate teaching, learning and assessment methods; practice education placements; and graduate employability.

It was highlighted by stakeholders that the student numbers on AHP courses in Scotland are not explicitly correlated to current and future workforce demand as existing data intelligence gathering and sharing capabilities do not allow for the extraction of AHP workforce data to inform comprehensive workforce planning (NHS Education for Scotland 2021 AHPs Workforce Planning). However, the HEI will consider graduate employability when setting their student recruitment target numbers.

Practice education is an essential aspect of AHP student education with students of some professions required to complete up to 1000 hours over a range of practice education placements integrated across their course. It was previously noted that practice education hours are even higher for Paramedic courses and the recent introduction of the BSc Degree has increased demand for placements for Paramedic students. Practice education placement availability is a key factor in determining the number of student places which a

HEI can offer. Practice placement agreements are in place for the majority of the AHPs which are between NES, HEIs and each Health Board in Scotland to try to ensure the appropriate number and range of placements are available for each AHP student. It has been highlighted by stakeholders that meeting practice placement agreements can be a challenge in the context of staff shortages and the impacts of COVID19.

2.4 Student Funding

Information relating to course and student funding was obtained from organisation websites due to being unable to engage directly with these organisations. It is provided for guidance and context only and all details should be confirmed for accuracy with the appropriate sources.

Scottish Government provides funding to Scottish HEIs and Further Education Colleges via the Scottish Funding Council. The Scottish Funding Council (SFC) and each college and university have an Outcome Agreement which sets out what is planned to be delivered educationally and is in line with Ministerial priorities and the Scottish Funding Council's (SFC) strategic framework <https://www.sfc.ac.uk/>.

Decisions on a student's eligibility for funding of a university or higher education programme, including tuition fees, are taken by the Student Awards Agency Scotland (SAAS). These decisions can be complex and are based on consideration of a number of criteria including any previous study funding, and a general overview only is within the scope of this report. All information regarding student funding for any AHP course would require to be confirmed by SAAS [Student Awards Agency Scotland](https://www.saas.gov.uk/).

Scottish students resident in Scotland and applying for a place on an undergraduate AHP Scottish course are eligible to apply to SAAS for the funding of their tuition fees and also for assistance with other identified reasonable expenses incurred during placement such as accommodation and travel expenses. AHP Students currently do not have to pay for completion of PVG Criminal Record checks or uniforms but may have to pay for health screening and any recommended vaccinations <https://www.saas.gov.uk/full-time/funding-information-undergraduate/>. Prospective students with a previous degree may also be entitled to support for the first 2 years of an undergraduate AHP degree course under the Allied Health Profession 2nd Degree concession <https://www.saas.gov.uk/need-to-know/previous-study>. The exception to this is where the applicants first degree is in one of the AHP professions, in which case they would not be eligible for this funding.

There is an exception for SAAS funding for the recently launched undergraduate Paramedic Science courses which is the first AHP programme to attract a bursary. Scottish students studying Paramedic Science in Scotland are now able to apply to SAAS for a bursary of £10,000 a year. This bursary was introduced for 2021/22 in order to attract students into a Paramedic career and to provide support to students during their studies. This bursary is also offered for Nursing and Midwifery students but is not currently

available for any other AHP students. Further information on criteria for this can be provided by SAAS <https://www.saas.gov.uk/news/paramedic-nursing-and-midwifery-bursary>.

Postgraduate students who have previously completed a degree and hope to complete a Pre-registration AHP course are normally required to fund their tuition fees but can apply for a tuition fee loan and living cost loans <https://www.saas.gov.uk/full-time/postgraduate-funding-information>.

However, in response to a recognised shortage of Physiotherapy graduates, the NHS Scotland Physiotherapy Funded Places Scheme was recently designed to deliver 225 training places in collaboration with NHS Boards and HEIs by 2025/6. Successful applicants able to receive payment of course fees for 2 years and agreement that 50% of practice-based learning placements will be located within the host health Board.

Stakeholders interviewed indicate that funding and the lack of available bursary for AHP students can be a barrier in recruitment and promotion of AHP Career routes. The inclusion of funding as one of the workstreams in the recently launched Scottish Government review of AHP education and workforce is therefore widely welcomed.

3. ALTERNATIVE ACCESS ROUTES AND QUALIFICATIONS RELATED TO AHP CAREERS

Mapping of AHP course provision identified that there are currently no alternative routes to an AHP career available in Scotland that do not require the completion of a four year full time Undergraduate (3-year for Paramedics) or 2-year full time Postgraduate (pre-registration) degree.

For prospective students who do not have the required SQA Highers or SCQF equivalent there are few clearly defined, articulating routes for gaining alternative qualifications which could lead to direct entry into an AHP graduate degree course. For AHP professions (unlike nursing) there is no Scotland wide agreement for advanced standing or availability of a defined route which would enable a HCSW to gain entry to any degree programme in Scotland. Successful achievement of a qualification listed below was identified as potentially providing eligibility to apply to be considered for entry to an AHP course.

3.1 For those still in Full Time School Education

Foundation Apprenticeships

Foundation Apprenticeships are offered as part of full-time school education in S5-S6. A Foundation Apprenticeship provides recognised entry to Further Education Higher National Qualifications courses or may be recognised as an eligible entry qualification to an undergraduate degree programme. This will depend on a course's admission process

and entry requirements. Foundation Apprenticeships have a vocational link with application to that area of work and include workplace placement time to support learning. Foundation apprenticeships are developed and co-ordinated by Skills Development Scotland. The most relevant Foundation Apprenticeship to AHPs would be the Foundation Apprenticeship in Social Services and Healthcare which is at SCQF level 6 but the detail provided in the framework specification focuses on entry into future careers in Social Services <https://www.skillsdevelopmentscotland.co.uk/media/48220/fa-l6-social-services-and-healthcare-framework-specification-3.pdf>.

This Foundation Apprenticeship can articulate with the Modern Apprenticeships in either Healthcare Support or Social Services and Healthcare as described in section 3.3.

3.2 For adult learners who have been out of education for a number of years

Scottish Wider Access Programme (SWAP) courses

The Scottish Wider Access Programme (SWAP) is a partnership between colleges and universities in Scotland that supports access to higher education for adult learners. SWAP courses have been developed for adults who have been out of education for some time and have no or few qualifications. Time out of education and previous qualifications normally determines eligibility for entry to a programme. SWAP access programmes are one-year full time access programmes run at colleges across Scotland and can provide a route into degree courses at partner universities.

<https://www.scottishwideraccess.org/national-about-swap-what-courses-are-available>

Specific SWAP courses are recognised as meeting academic entry criteria and eligibility to apply for an AHP course. This is not made explicit by all Universities and applicants should check with each University course to confirm specific entry criteria. Relevant SWAP access courses may include:

- Access to Biological Sciences
- Access to Health and Life Sciences
- Access to Life Sciences
- Access to Medical and Life Sciences
- Access to Medical Studies
- Access to Nursing
- Access to Paramedic Science
- Access to Physical Science
- Access to Sciences
- Access to University

It was reported that Robert Gordon University and North East College have developed SWAP Access courses which have been specifically developed as supporting eligibility to apply for entry to identified AHP course and these are currently awaiting approval. These were identified as:

- Access to AHPs and Midwifery - supports eligibility to apply for entry to courses including Occupational Therapy, Paramedic and Physiotherapy AHP courses at Robert Gordon University
- Access to Life Sciences which supports eligibility to apply for entry to courses including the Dietetics course at Robert Gordon University.

These SWAP access courses may also be recognised at other Universities offering AHP courses and it is acknowledged that other SWAP courses may be in development by other providers which were not identified.

Most SWAP students are entitled to have tuition fees paid for their SWAP programme and are also entitled to a college bursary to help with living costs, but funding does depend on the individual's personal circumstances. Decisions on funding eligibility are taken at the college level.

3.3 Work based routes for those working in a healthcare or related support worker (HCSW) role aiming to gain related qualifications

A HCSW is someone who provides care under the direction of registered Health Care Professional (HCP) through delegation and appropriate supervision. It is acknowledged that these support staff may be recognised by other titles in different work settings but for the purpose of this report, the title HCSW is used generically to represent all of these roles. A HCSW can be profession specific i.e. supporting physiotherapy, or work across professions i.e. supporting physiotherapy and occupational therapy. For the majority of AHPs in Scotland, there is no recognised formal or accredited training for HCSWs. In the NHS, HCSWs usually fall within the Agenda for Change pay bands 2-4. NES have produced a HCSW Learning Framework to support HCSW development and career progression from Band 2 to 4 available [here](#).

However, this is not regulated and there are no clearly defined national training requirements or educational routes that align to scope of practice or articulate to qualification. An identified exception to this is the Assistant Practitioner role in Radiography which is discussed below. Ambulance Technicians roles were also identified which is a different Band 5 role to a Band 5 Paramedic and has defined training routes. The Ambulance Technician qualification does not provide HCPC registration and therefore is out of the scope of this report.

Identified educational routes which would be appropriate to HCSW career development and could provide a qualification considered for entry to an AHP course, were identified and are outlined below.

- **Assistant Practitioner courses in Radiography**

In Scotland, it was identified that in addition to HCSW roles, there are also accredited Assistant Practitioner roles in Radiography (Band 4). These are experienced staff working in support roles alongside qualified healthcare professionals and although they are not registered practitioners, they have a high level of skill through their

experience and training. The Radiography Professional Body, the College of Radiography, are supporting the development of these roles in identified clinical areas of Radiography as part of providing a career progression strategy for all Radiography staff.

Radiography Assistant Practitioner courses are available in the UK. In Scotland, Robert Gordon University offer a [Certificate of Higher Education \(Cert HE\) in Radiographic Studies](#) which is designed specifically for clinical support workers employed within a UK-based Diagnostic Imaging department. This is a one year, part time course delivered through blended learning (campus/face to face and online), with students developing the basic knowledge and skills necessary to fulfil the scope of practice of an Assistant Practitioner in Radiography. Successful completion of this course may allow for advanced entry to Undergraduate Radiography education.

Queen Margaret University offer a [1-year Cert HE in Mammography](#) for individuals working in breast imaging services which allows them to become accredited Assistant Practitioners. This course can support eligibility to apply for an Undergraduate programme.

Applicants to either course must meet specified academic and work-related entry requirements.

Information regarding eligibility for help with fees and funding can be obtained from <https://www.saas.gov.uk/>

- **Podiatry Support Worker Training**

A large number of training courses were identified for individuals working in foot healthcare related roles across the UK, with variations in the scope of practice which these supported. These are non HCPC registered roles. Due to the complexity identified, it is not possible to present further detail in this report, but it is understood that some of these qualifications may be recognised as prior learning which can support entry to an HEI Podiatry Undergraduate course. The Royal College of Podiatry also reported that they are currently developing standards of education and training for all those working in Podiatry Support Worker roles including Foot Care Assistants/Orthotic Technicians/Podiatry Assistants. In the future, the aim is that all training for those working in foot healthcare in the NHS, will have to be accredited by the professional body.

- **HNC Occupational Therapy (SCQF level 7)**

This qualification, offered at only one college in Scotland, enables application for year 1 of an [Integrated Masters of Occupational Therapy](#) or for advanced entry into year 2 of a BSc (Hons) Occupational Therapy course, provided other identified criteria are met and following successful interview. This course can be completed part time if working in a related support role or can be completed full time by individuals currently not working in a related support role but who have an interest in Occupational Therapy. Entry requirements include evidence of academic ability and related experience

Students may be eligible for assistance with funding: <https://www.saas.gov.uk/full-time/funding-information-undergraduate> and <https://www.glasgowclyde.ac.uk/study-at-glasgow-clyde/tuition-fees/tuition-fees-for-part-time-courses-including-evenings>

- **[PDA in Occupational Therapy Support](#)**

This distant learning qualification is offered at one Further Education College in Scotland and is available to individuals working in a relevant occupational therapy support role, who may wish to develop their skills base and have a relevant SCQF level 7 award.

Eligible students may be able to get assistance with tuition fees

<https://www.glasgowclyde.ac.uk/study-at-glasgow-clyde/tuition-fees/tuition-fees-for-part-time-courses-including-evenings>

- **Modern Apprenticeships**

An employer may offer a Modern Apprenticeship (MA) opportunity to a current or future Healthcare Support Worker to support recruitment and career development. A Modern Apprenticeship is primarily aimed at 16-24 year olds, but there is no upper age limit. The Apprenticeship combines part time education with work related training, completed over 12-24 months. A Modern Apprenticeship supports an individual to earn while they learn and to gain a qualification in the healthcare industry to assist their career development. A relevant Modern Apprenticeship qualification then may be recognised by an HEI as meeting the criteria to be eligible to apply for entry to first year of a full time AHP course.

A Modern Apprenticeship provides an individual with a route to a SCQF level 6 or Level 7 qualification which includes completing a SVQ at level 2 or 3 while working in a related post. The SVQ is a mandatory component of each Modern Apprenticeship and includes core, mandatory and optional units which can be chosen in relation to relevance to the employment area.

Currently in Scotland, there are Modern Apprenticeships available in the NHS for a number of careers but not specifically for any AHP career. [The Modern Apprenticeship in Healthcare Support \(clinical\) framework](#) is offered by Skills Development Scotland in conjunction with health and care related employers and while not specific to AHP, it contains a number of units which could be relevant for some AHP Healthcare support worker roles:

<https://www.skillsdevelopmentscotland.co.uk/media/41739/ma-healthcare-support-scqf-level-6-january-2016.pdf>

<https://skillsforhealth.org.uk/wp-content/uploads/2020/12/MA-Healthcare-Support-SCQF-Level-7-Framework.pdf>

[The Social Services and Healthcare Modern Apprenticeship Framework](#) is also available through SDS, targeted toward those working in Social Services. There are no specific entry criteria for a Modern Apprenticeship.

The apprentice is paid by their employer and Skills Development Scotland contributes to the cost of training through an identified training provider who will work directly with the employer.

- **SVQ level 2 and 3 Healthcare Support (Clinical) at SCQF level 6 and 7)**

The SVQs in Healthcare Support (Clinical and Non-clinical) are suitable for support staff in the NHS and employees in the private healthcare sector <https://www.sqa.org.uk/sqa/47716.html> . These SVQs enable individuals to show that they have demonstrated some of the competences required to support the delivery of healthcare services. The SVQ in Healthcare Support is delivered flexibly by a number of Further Education colleges across Scotland on a full time, part time or evening basis. No prior qualifications are required for entry and candidates can progress from SVQ 2 to SVQ 3 as long as their job role is appropriate to the requirements of the SVQ 3 qualification. These SVQs are mandatory components of the Modern Apprenticeship as detailed above [Scottish Modern Apprenticeship in Healthcare Support at SCQF Level 7](#) <https://www.skillsdevelopmentscotland.co.uk/media/41739/ma-healthcare-support-scqf-level-6-january-2016.pdf>.

Students may be eligible for Funding through Student Awards Agency Scotland (SAAS) <https://www.saas.gov.uk/part-time/undergraduate-funding>

- **HNC (SCQF Level 7) Healthcare Practice**

This HNC SCQF level 7 course is delivered by a number of Further Education colleges across Scotland and can be available on a full time, part time or evening basis. Applicants require to meet entry requirements which include national qualifications at Higher or SVQ at level 2 or 3 in a relevant area plus have relevant experience. The course is primarily aimed at those seeking to enter Nursing careers but may have some relevance for AHPs <https://www.sqa.org.uk/sqa/47715.html>.

Students completing this course may be eligible for financial support from the Student Awards Agency Scotland <https://www.saas.gov.uk/>

- **The Open University Certificate in Higher Education (Cert HE) in Healthcare Practice (SCQF level 7)**

This Cert HE course is for individuals working in health care and is distance learning and completed over 1 -2 years either part time or full time. No prior qualifications are required for entry. The course content is primarily focused on those considering a career in Nursing but does have some relevance for AHPs.

<https://www.open.ac.uk/courses/nursing-healthcare/certificates/certificate-of-higher-education-in-healthcare-practice-t01>

Students may be eligible for Part time funding through Student Awards Agency Scotland <https://www.saas.gov.uk/part-time/undergraduate-funding>.

3.4 For any other applicant without the required traditional entry qualifications for an AHP undergraduate course

Completion of Scottish Qualification Award (SQA) Higher national qualifications SQA Highers can be completed part time through Further Education Providers, the Open University or Private Education Companies to meet the specified entry criteria for an AHP graduate degree course. This could be done over a minimum of a year depending on number of SQA Highers taken and can be completed via a range of delivery modes including part time, face to face or distance learning.

Students may be eligible for Funding through Student Awards Agency Scotland (SAAS) <https://www.saas.gov.uk/part-time/undergraduate-funding>

4. CURRENT AHP COURSES AND ROUTES TO GRADUATE DEGREES AVAILABLE ELSEWHERE IN THE UK

Exploration of the AHP courses and routes to qualification which are available elsewhere in the UK was completed aiming to identify if there are alternative modes of AHP education delivery provided elsewhere in the UK but not currently offered in Scotland. This would help recognise potential opportunities for future AHP educational routes in Scotland. Through a review of key online resources and engagement with selected HEI providers, this mapping highlighted some variations in AHP education provided elsewhere in the UK (Appendix 1 Column 5).

4.1 Fulltime BSc (Hons) AHP course length

Full time undergraduate courses for all AHPs are available in all four nations. The standard length of all undergraduate AHP BSc (Hons) Degrees in England and Wales are 3 years duration in comparison to the 4-year duration in Scotland and Northern Ireland, due to differences in education systems and levels. A 3-year programme may appeal to a student seeking to complete their degree in a short timeframe.

4.2 Part-time Undergraduate and Postgraduate AHP courses

Part time courses are available for many AHP professions in England. Part time routes were developed by a number of HEIs approx 10-15 years ago to meet a recognised demand from potential students for a route into a profession that enabled them to work while completing their studies. Consultation with English AHP HEI stakeholders provided examples of where part time students have successfully been able to complete their

course along with students completing full time programmes of study through reconfigured approved curriculum design and dedicated support systems.

Part time courses continue to be available in some HEIs in England alongside fulltime and Degree Apprenticeship routes (see 4.3). Providers view these as offering an alternative for students who may require to continue working in conjunction with their studies, or are not currently employed as a HCSW, or may not be supported by their employer to complete a Degree Apprenticeship route.

Students on both full and part time undergraduate AHP courses in England are eligible to apply to a Learning Support Fund for financial support to complete their studies but require to self fund tuition fees.

4.3 Degree (Graduate) Apprenticeships

Building on the experience of HEIs delivering part time routes, a Degree Apprenticeship model of education <https://www.hee.nhs.uk/our-work/apprenticeships> is available in England. In summary, this model of AHP education was primarily driven by the introduction of the employer apprenticeship levy in 2017. Key stakeholders including Health Education England, Institute for Apprenticeships and employers sought the development of innovative models of education which enabled existing Healthcare Support Workers to continue to work while engaging in AHP education, promoted recruitment to AHP Careers and helped address workforce shortages and staff retention. This was followed by the establishment of trailblazer groups comprising of key stakeholders including employers, HEIs and professional bodies who were responsible for the development of a profession's degree apprenticeship standards and frameworks. These educational routes were recognised by the majority of consulted stakeholders as widening access to Higher Education, providing employment and career development opportunities previously not available or affordable for many individuals.

While the period of time involved to develop an apprenticeship framework was highlighted as a challenge, the majority of AHPs now have an Undergraduate BSc / BSc (Hons) Degree Apprenticeship education framework developed by Trailblazer groups <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/> and which are successfully delivered by one or more HEI in partnership with key Health Trusts in England <https://www.healthcareers.nhs.uk/career-planning/study-and-training/apprenticeships/nhs-apprenticeships>. It is identified that not all AHP professions currently have a framework being delivered by an HEI (Appendix 1 column 5).

Degree Apprenticeship AHP courses are offered by a number of HEI providers in England, in a variety of modes of delivery and duration, with apprenticeships usually of between 36-48 months. This offers alternatives for the number of days per week the Apprentice requires to be released from work for study, although full time Practice Education placements are an essential component. This educational route enables employers and prospective students to choose the most suitable mode of study to meet their needs, personal commitments, and service requirements. Prospective apprentices are still

required to meet specified academic criteria for entry to a Degree Apprenticeship programme.

The apprentice is paid by their employer and the Apprenticeship training costs are mainly funded by the apprenticeship levy. Therefore, the apprentice can gain an AHP qualification at no personal cost. How this funding is managed in Scotland differs from England and these Apprenticeships are for English domiciles only.

Masters Level Apprenticeships are also offered in a small number of HEI in England, aiming to provide an additional route to professional qualification for those who already hold a previous degree but who wish to make a career change while remaining in employment. Depending on the delivery mode, it is likely that this route would be shorter than the Degree Apprenticeship reflecting the Postgraduate nature of the course but may require more days released per week for study.

Graduate Apprenticeship educational routes are available in Scotland but not for the AHPs.

4.4 Foundation Degrees and Access to Higher Education Courses

A number of HEIs elsewhere in the UK offer or recognise a Foundation Degree which is directly related and articulated to a specific AHP Degree course or more generally to AHPs. During the Foundation Year the student develops the essential skills to enable them to progress into higher education and begin to develop the subject specific knowledge and skills for their degree course. Students must meet specified entry requirements.

Similar to SWAP courses, a variety of Access to Higher Education diploma courses which prepare individuals without traditional qualifications to study at university are also available elsewhere in the UK. Access courses explicitly linked to AHPs are delivered by a number of Further Education providers. Courses identified are full time and students must meet standard entry requirements. <https://www.accesstohe.ac.uk/course-search>

5. CASE STUDIES

Case studies were identified during completion of this report, see appendices. Video recordings or written responses were provided by qualified AHPs or those currently on an AHP course. These are included to offer insight to the challenges and facilitators experienced by individuals in pursuing a route to an AHP career. It is noted that the included case studies cannot identify any additional barriers which may have prevented other individuals from being able to pursue an AHP career. Key themes identified from these case studies are synthesised with other report findings and discussed in section 6.

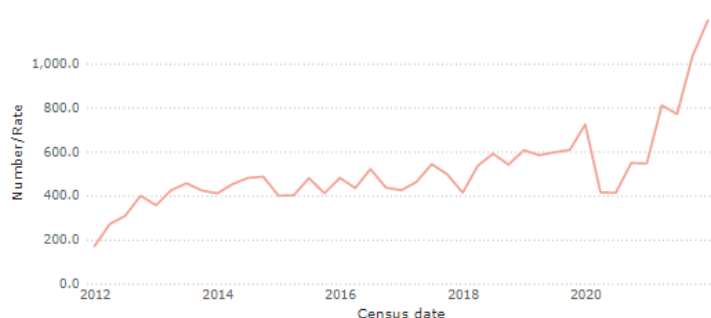
6. KEY THEMES AND LESSONS LEARNED

Through the analysis and synthesis of the information collected from the case studies, the mapping exercise and the stakeholder perspectives, it has been possible to extrapolate key themes which suggest opportunities for learning which can guide how future routes into AHP careers in Scotland could potentially be developed and augmented.

6.1 Workforce data intelligence

A national shortage of AHPs in Scotland has been reported by stakeholders, particularly emphasised in specific AHP professions and in some geographical areas where acute AHP workforce issues have been reported. This is supported by workforce data (NHS Scotland, Turas) which highlights an increase in the overall vacancy number/rate across AHPs.

AHP vacancies over time



Aging workforces and recruitment challenges were highlighted as of acute concern by service providers and employers, particularly in more rural Health Board areas which are located farther from Universities providing AHP courses. Stakeholders also highlighted that graduate shortages correlated with significant recruitment challenges and subsequently on systematic and sustained workforce development. The challenges of providing practice education placements within professional groups already experiencing workforce shortages was also considered as a compounding barrier to increasing student training numbers.

The need for comprehensive workforce data intelligence to support workforce planning has previously been recognised (NHS Education for Scotland 2021 AHPs Workforce Planning). Existing available data from NHS Scotland predominantly only captures current AHP workforces and vacancies in NHS Health Boards and does not include information on the AHP numbers required to meet predicted need and future workforce demand. It also does not include workforce data for employers of AHPs outwith the NHS such as Local Authority, education, private practice and the Third Sector. This lack of comprehensive future workforce data and ability to take an integrated approach to workforce planning was acknowledged as a major challenge for all stakeholders in determining the future viability of any educational routes.

Stakeholders' views suggest that a collaborative approach is essential to capture current and future workforce staff requirements and for this data to be shared with key stakeholders including HEIs, to facilitate sustainable and viable future AHP course developments and any potential requirement for an increase in student numbers.

6.2 AHP Graduate course delivery models

was highlighted by a number of stakeholders, with currently all AHP undergraduate courses in this country being full time with on campus delivery and of at least 4 years duration, except for paramedics being 3 years. This was reported as a barrier to prospective students who want to work and learn or are unable to commit to a 4-year full time period of study. Employers also consistently reflected limited availability of flexible routes to AHP qualification that could allow them to 'grow their own' qualified staff to support career progression and to address recruitment challenges. They highlighted the alternative course delivery opportunities available elsewhere in the UK and a need for these options to be explored in Scotland. The availability of flexible, distance learning BSc (Honours) Nursing Degree programmes offered by the Open University were identified when completing the AHP routes mapping exercise <https://www.open.ac.uk/courses/nursing-healthcare/degrees/bsc-nursing-r39#entry-requirements>.

These courses allow those working in a related healthcare post to study to become a registered nurse while remaining in work. An access course is also available to help prepare students to enter the degree programme. However, there are no similar graduate courses offered by the Open University for AHPs at this time.

The geographical availability of some AHP professional courses was also highlighted as a barrier to recruitment by some employers who perceive that a lack of local provision in some areas, particularly in the North of Scotland, presents a barrier to students who are unable to leave the local area to study due to personal reasons, including the cost of moving away, carer responsibilities or existing employment. It was also perceived that those students who leave their local area to study are less likely to return to the area to work.

The mapping exercise has identified alternative AHP educational routes which are available elsewhere in the UK and also part time, distance learning routes available for Nursing via the Open University. This has highlighted interest from stakeholders in exploring flexible delivery modes to include reduced course length, part-time, and blended/online delivery. This could widen access to AHP education in Scotland and support students to 'work and learn' and prevent experienced support staff having to leave their employment or move geographical areas to access AHP graduate education.

6.3 Graduate Apprenticeships

Graduate apprenticeships are available in Scotland via the Flexible Workforce Development Fund administered by Skills Development Scotland or SFC for a number of health-related careers but are currently not available for AHPs. At time of consultation, Skills Development Scotland indicated that there are no apprenticeship education routes currently being planned for AHPs, primarily due to a lack of established funding source or quantitative data to indicate demand and the viability of providing these apprenticeship routes.

Highlighting the success of AHP degree apprenticeships available in England and evidence that these can increase interest and recruitment to a profession, stakeholders have indicated a strong desire for AHP Graduate Apprenticeship availability in Scotland to offer a new route for healthcare support workers to work and learn and enable employers to 'grow their own' AHPs. Reflecting on the experience of the included case studies and identified financial challenges, this model of employment would have been welcomed to support the opportunity to undertake an AHP graduate degree while remaining in the workplace and having their professional education funded. While recognising the need to establish funding, workforce demand and the length of time to develop Graduate Apprenticeships as barriers to offering an immediate resolution to identified current workforce shortages, feedback from key stakeholders has advocated for a collaborative approach to evaluate the demand and viability of providing AHP Graduate Apprenticeship educational routes and frameworks in Scotland.

6.4 Healthcare support worker career progression routes

Recruitment and retention of skilled HCSWs was emphasised by stakeholders as essential to meet the Transforming Roles agendas. The availability of innovative, flexible and recognised educational routes for HCSWs which support their career development and could potentially lead to an AHP qualification if desired, was regarded as an essential aspect to a systematic approach to addressing the current Scottish AHP workforce shortages. However, stakeholder awareness of available courses and understanding of how these can articulate or align with each other was identified as a challenge to accessing the appropriate educational pathway to meet the individual's learning needs or support transferability between roles.

In Scotland, the HCSW Learning Framework – which is aligned to the Four Pillars of Practice – recognises the complexity of clinical support worker roles and helps to explain the difference in expectations and learning for clinical support workers in Agenda for Change roles at Band 2, 3 and 4, with guidance for education. However, it was highlighted that there are no explicitly defined training requirements for these roles or regulation of the majority of these. Similarly, for those not currently employed as a HCSW who are keen to move into an AHP role, but without the requisite entry qualifications to apply for a graduate course, the course mapping identified a range of educational routes and awards such as SWAP and HNCs in Scotland. However, these were not perceived as providing an explicitly defined progression route for development subsequently offering entry to an AHP qualification. Subsequently, this lack of clarity or reassurance may present as a barrier to a prospective AHP student who may be faced with 1-3 years of study and personal expense in order to gain an award to provide eligibility to apply for a 3 or 4-year full time Undergraduate programme and without guarantee of a place.

Further development and promotion of AHP Healthcare Support Workers training with provision of more clearly defined, flexibly delivered nationally recognised educational routes to support progression through HCSW Bands 2-4 and explicit articulation into AHP graduate education, is called for by stakeholders. Provision of access courses and foundation degrees specifically related to AHP education which were identified elsewhere in the UK, were recognised as facilitating clarity of understanding of potential articulated

educational routes and pathways. Similarly, the value of courses such as SWAP and HNC routes were acknowledged as widening access and participation with a view that these could be further developed to provide greater alignment to AHP graduate education.

A number of stakeholders acknowledged that they also lacked awareness or understanding of the Modern Apprenticeship routes and the relevance of the units to their HCSW workforce. Recognition of this award as comprehensively meeting the eligibility to apply for an AHP Graduate course could also not be confirmed. Analysis of experience reported elsewhere in the UK and from other health professions in Scotland such as Nursing and Pharmacy, also suggests that promoting awareness of current models of employment such as a Modern Apprenticeship in Healthcare Support (clinical), with the learning outcomes more explicitly aligned to AHP professions, could be further developed to support HCSW recruitment, retention and career progression.

Opportunities for collaboration between education providers, employers and professionals could be facilitated to build on and develop innovative programmes that are attractive to recruiting and retaining staff with appropriate awards, education material and resources.

6.5 Access to Higher Education

It was acknowledged by relevant stakeholders that not all students will have the academic study skills required for higher-level programmes including HNC or degree/graduate apprenticeship programmes and would likely need support to develop these in order to succeed in their higher level studies.

Analysis of the stakeholder views and the mapping exercise suggests that there is a need to explore the potential for expanding on the availability of formalised Access or bridging courses / Foundation Degrees and SWAP style courses which are aligned to AHP courses. This would provide the student with the opportunity to develop both the academic study skills to progress between educational levels as well as the professional skills relatable to their work role. Ideally, it is suggested that these courses could be delivered via alternative or flexible modes by education providers to support the student to successfully prepare to meet the demands of higher education and support widening access to undergraduate education if desired.

6.6 AHP Careers Promotion

Ongoing development of opportunities to promote AHP careers in schools and colleges to increase awareness of the professions and attract more applicants to HCSW roles and AHP education, was highlighted as essential to address graduate shortages and recruitment and workforce challenges.

Partnership working and collaborative approaches promoting health careers in schools and AHPs industry links, which include the availability of Foundation Apprenticeships and career experience opportunities, can increase awareness of AHP careers and help diversify student applications to the professions.

6.7 Student Funding

The student funding for any course provision has been acknowledged as complex and the detail is outwith the scope of this work. It is also recognised that funding for any new flexible delivery modes or ‘work and learn’ education will require a collaborative approach to support the development of new, innovative routes into AHP careers.

Case studies included in this report have identified funding barriers to accessing particular educational routes to meet AHP course entry requirements. This includes SWAP courses which are full time and have specific funding criteria which may not be met by some individuals. Case studies, who have previously been funded to complete a programme of study, provided examples of being unable to access further funding to complete further education which would enable them to meet the entry requirements for an AHP course, although their previous qualifications were regarded as out of date by the HEI.

In Scotland, bursaries which have been made available for Paramedic, Midwifery and Nursing students have reportedly encouraged recruitment to these courses and helped support students during their studies. This bursary is not yet available for other AHP students although funding is one of the workstreams identified in the recently launched review of AHP education and workforce and NES is assured that the longstanding inequities regarding lack of bursary and other financial support will be considered as part of the review .

In England, financial support is potentially available to enable a prospective student to complete their AHP studies, although students must still pay their tuition fees. This includes:

- A training grant of £5,000 per year (for new and continuing students)
- Parental support payment of £2,000 per student per year to help with childcare costs
- A specialist subject payment of £1,000 per year for students on degrees that struggle to recruit, including mental health and learning disability nursing (for new students only)

It has already been acknowledged that student funding is complex, with a number of variations across the four UK nations and defining the full details is beyond the scope of this report. However, funding was reported as a significant barrier to accessing AHP educational routes by some consulted stakeholders. Future consideration of supportive funding for AHP education or innovative employment models could encourage recruitment and widen access to AHP education for a number of prospective students to maximise the diversity of the workforce.

7. CONCLUSION

This completed mapping exercise has provided an overview of the current routes into AHP careers available in Scotland. Analysis of the mapping was synthesised with identified AHP education provided elsewhere in the UK or for other health careers and information obtained from the stakeholder engagement and the reported case study experiences. This highlighted a number of interrelated themes related to workforce data intelligence; available AHP education modes; articulation routes; HCSW recruitment and career progression; AHP careers promotion; and student funding, which were all considered as challenges or barriers to routes into AHP roles.

In reflecting on the lessons learned, it is proposed that there are identified collaborative opportunities available for stakeholders to explore and further develop routes into AHP careers in order to build capacity in the AHP workforce by supporting workforce planning and to promote recruitment, career progression and widen diversity in the AHP workforce.

Appendix 1 AHP Course Mapping Table

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND- BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
Art therapy	No Undergraduate courses available in Scotland / UK	Two Postgraduate courses available at Queen Margaret University Edinburgh: <ul style="list-style-type: none"> • MSc Art Psychotherapy 2 year Full Time • 3-4 years Part Time MSc Art Psychotherapy Queen Margaret University (qmu.ac.uk) 	2 year Full time or Part Time 2-3 year MA courses available in the Rest of the UK: Course finder Health Careers	Art therapy level 7 Degree apprenticeship route approved but no HEI providers identified
Dietetics	Three courses available: <ul style="list-style-type: none"> • Glasgow Caledonian University 4 years Full time BSc (Hons) BSc (Hons) Human Nutrition and Dietetics - Glasgow, UK GCU 	One course available: <ul style="list-style-type: none"> • Queen Margaret University, Edinburgh 2 year Full Time MSc Dietetics (pre reg). Completion of previous appropriate degree 	3 year UG courses or 2 year MSc (pre reg) courses available in Rest of UK– all Full time Course finder Health Careers	4 year level 6 integrated degree apprenticeship planned at Coventry University for 2022 https://findapprenticeshiptraining.apprenticeships.education.gov.uk/

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND– BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
Dietetics (contd)	<ul style="list-style-type: none"> Queen Margaret University 4 years Full time MDiet Master of Dietetics (MDiet) Queen Margaret University, Edinburgh (qmu.ac.uk) Robert Gordon University 4 years Full time MDiet Dietetics Course with MDiet Degree RGU University – Aberdeen, Scotland, UK RGU 	required for entry. MSc Dietetics (Pre-Registration) Queen Margaret University (qmu.ac.uk)		n.gov.uk/courses/469/providers
Dramatherapy	No Undergraduate courses available in Scotland / UK	One course available: <ul style="list-style-type: none"> Queen Margaret University, 2 year Full Time MSc Dramatherapy commencing 2022 Completion of previous appropriate degree required for entry. MSc Dramatherapy Queen Margaret University (qmu.ac.uk) 	Four 2 year, Full time MA courses available in Rest UK (England) Undergraduate Drama or Psychology degree usually required: Course finder Health Careers	Art therapy level 7 Degree apprenticeship route approved but no HEI providers identified

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND– BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
Music therapy	No Undergraduate courses available in Scotland / UK	One course available: <ul style="list-style-type: none"> Queen Margaret University, Edinburgh 2 year Full Time MSc Music Therapy MSc Music Therapy Queen Margaret University (qmu.ac.uk) 	Seven MA courses available in Rest of UK– either Full or Part time. Undergraduate music degree normally required Course finder Health Careers	Art therapy level 7 Degree apprenticeship route approved but no HEI providers identified
Occupational therapy	Three courses available: <ul style="list-style-type: none"> Glasgow Caledonian University (4 years Full time BSc (Hons) Occupational Therapy BSc (Hons) Occupational Therapy - Glasgow, UK GCU Queen Margaret University 4 years Full time MOccTh Master of Occupational Therapy (MOccTh) Queen Margaret University, Edinburgh (qmu.ac.uk) 	Three courses available: All 2 year, Full time. Completion of previous appropriate degree required for entry: <ul style="list-style-type: none"> Glasgow Caledonian University MSc Occupational Therapy (Pre-registration) - Glasgow, UK GCU Napier University, Edinburgh MSc Occupational Therapy (Pre-registration) Postgraduate Full-time (napier.ac.uk) 	3 year Undergraduate or 2 year Pre-reg Occupational Therapy Degree courses available in Rest of UK Some Universities offer a part time BSc Hons course completed over 4-6 years or MSc (pre reg) over 3 years Course finder Health Careers	4 year Degree Apprenticeship routes offered twelve HEI providers with work based, day and / or block release delivery. https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/391/provider

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND- BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSc / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
Occupational therapy contd	<ul style="list-style-type: none"> Robert Gordon University, Aberdeen 4 years Full time MOccTh Occupational Therapy Course with MOccTh Degree RGU University – Aberdeen, Scotland, UK RGU 	<ul style="list-style-type: none"> Queen Margaret University, Edinburgh Study MSc Occupational Therapy (Pre-Registration) Queen Margaret University (qmu.ac.uk) 		
Orthoptics	<p>One course available:</p> <ul style="list-style-type: none"> Glasgow Caledonian University 4 years Full time BSc (Hons) Orthoptics BSc (Hons) Orthoptics - Glasgow, UK GCU 	None in Scotland.	<p>Two other 3 year BSc Hons Full time courses available in England</p> <p>One university in England offer a 2 year Full time MSc (Pre reg). Course finder Health Careers</p>	None Identified
Paramedics	<p>Five courses available:</p> <ul style="list-style-type: none"> Glasgow Caledonian University 3 years Full Time BSc Paramedic Science BSc Paramedic Science - Glasgow, UK GCU 	None in Scotland	Number of universities in rest of UK offer 3 years BSc honours courses with students having the potential to enter into year 2 with appropriate qualifications or	Degree apprenticeship 3 year level 6 route approved for 4 providers https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/318/providers

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND- BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
Paramedics contd	<ul style="list-style-type: none"> • Queen Margaret University 3 years Full Time BSc Paramedic Science BSc Paramedic Science Queen Margaret University, Edinburgh (qmu.ac.uk) • Robert Gordon University Aberdeen 3 years Full Time BSc Paramedic Science Paramedic Practice Course with BSc Degree RGU University – Aberdeen, Scotland, UK Courses RGU • University of Stirling (3 years Full Time BSc Paramedic Science BSc Paramedic Science B780 Find a course University of Stirling • University of West of Scotland 3 years Full Time BSc Paramedic Science BSc Paramedic Science 		experience Course finder Health Careers	Emergency ambulance crew apprentice - provides potential route to a degree programme

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND– BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
	UWS University of the West of Scotland			
Physiotherapy	<p>Three courses available:</p> <ul style="list-style-type: none"> Glasgow Caledonian University 4 Year Full time BSc (Hons) BSc (Hons) Physiotherapy - Glasgow, UK GCU Queen Margaret University 4 Year Full time MPhys Master of Physiotherapy (MPhys) Queen Margaret University, Edinburgh (qmu.ac.uk) Robert Gordon University 4 Year Full time MPhys Physiotherapy Course with MPhys Degree RGU University – Aberdeen, Scotland, UK RGU 	<p>Four courses available: All 2 year Full Time Masters (Pre Reg). Completion of previous appropriate degree required for entry:</p> <ul style="list-style-type: none"> Glasgow Caledonian University MSc Physiotherapy (Pre-registration) - Glasgow, UK GCU Napier University, Edinburgh MSc Physiotherapy (Pre-registration) Postgraduate Full-time (napier.ac.uk) Queen Margaret University Physiotherapy – Pre-registration Course with MSc Degree RGU 	<p>BSc (Hons), MSc (pre reg) and Doctorate Full time routes available in Rest of UK</p> <p>Four Universities in Rest of UK offer part time routes for the BSc or MSc (pre reg)</p> <p>Course finder Health Careers</p>	<p>4 year level 6 route offered by 6 providers with work based/ day / block release options</p> <p>https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/397/provider/s</p>

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND- BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
Physiotherapy contd		<p>University – Aberdeen, Scotland, UK RGU</p> <ul style="list-style-type: none"> Robert Gordon University Physiotherapy – Pre-registration Course with MSc Degree RGU University – Aberdeen, Scotland, UK RGU <p>PG Doctorate routes - approx 3.5 years duration and a good BSc Hons required for entry offered at:</p> <ul style="list-style-type: none"> Glasgow Caledonian University DPT Doctor of Physiotherapy (Pre-registration) - Glasgow, UK GCU Robert Gordon University Doctorate of Physiotherapy Course with DPT RGU 		

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND- BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
		University – Aberdeen, Scotland, UK RGU		
Podiatry	<p>Two courses available:</p> <ul style="list-style-type: none"> Glasgow Caledonian University 4 year Full time BSc (Hons) BSc (Hons) Podiatry - Glasgow, UK GCU Queen Margaret University 4 year Full time MPod Master of Podiatry (MPod) Queen Margaret University, Edinburgh (qmu.ac.uk) 	<p>One course available:</p> <ul style="list-style-type: none"> Queen Margaret University – 2 year Full Time MSc (Pre Reg) Completion of previous appropriate degree required for entry: MSc Podiatry (Pre-Registration) Queen Margaret University (qmu.ac.uk) 	<p>3 year Full Time BSc (Hons) and 2-3 year Full time MSc (pre reg) courses available in Rest of UK</p> <p>One University offers a 4.5 year Part Time course One University offers a Full time 2 year accelerated BSc (Hons) Course finder Health Careers</p>	<p>4 year level 6 Framework route offered by number of providers with work based, day and/or block release offers https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/281/provider/s</p>
Prosthetics/Orthotics	<p>One course available:</p> <ul style="list-style-type: none"> Strathclyde University (BSc Hons 4 year Full Time) BSc Prosthetics & Orthotics Bachelor's Degree University of Strathclyde 	None in Scotland.	<p>Two other courses available in Rest of UK: One university in rest of UK currently offers a 3 year Full Time BSc Hons. One University offers a 2 year Full time MSc (Pre reg) Course finder Health Careers</p>	<p>4 year level 6 Framework approved- Derby University to offer from Jan 22 if course approved. No other providers identified</p>

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND- BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
<p>Radiography – diagnostic</p> <p>Radiography – diagnostic contd</p>	<p>Three courses available:</p> <ul style="list-style-type: none"> • Glasgow Caledonian University (4yedr FT BSc Hons) BSc (Hons) Diagnostic Imaging - Glasgow, UK GCU • Queen Margaret University (4 year Full Time MDRad) Master of Radiography: Diagnostic (MDRad) Queen Margaret University, Edinburgh (qmu.ac.uk) • Robert Gordon University (4 year FT MDRad) Diagnostic Radiography Course with MDRad Degree RGU University – Aberdeen, Scotland, UK RGU 	<p>Two courses available: Both 2 year Full Time MSc (pre reg) and completion of previous appropriate degree required for entry:</p> <ul style="list-style-type: none"> • Glasgow Caledonian University: https://www.gcu.ac.uk/study/courses/details/index.php/P03386/Diagnostic_Radiography_(Pre-Registration) • Queen Margaret University: :MSc Diagnostic Radiography (Pre-Registration) Queen Margaret University (qmu.ac.uk) 	<p>Full Time BSc (Hons) courses available in Rest of UK</p> <p>One University offers a 6 year part Time BSc (Hons) course</p> <p>2 English Universities offer 2 Year Full Time MSc Pre reg courses Course finder Health Careers</p>	<p>Four 3 year level 6 integrated courses: University of Brighton, Cumbria and West of England Unis- block and/ or day release.</p> <p>https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/431/providers</p>
<p>Radiography – therapeutic</p>	<p>Two Full time 4 year courses available:</p> <ul style="list-style-type: none"> • Glasgow Caledonian University BSc (Hons). 	<p>None</p>	<p>3 year Full time BSc (Hons) courses available in Rest of UK Course finder Health Careers</p>	<p>1 x 4 year level 6 approved - West of England https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/431/providers</p>

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND– BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
Radiography Therapeutic contd	<p>BSc (Hons) Radiotherapy and Oncology - Glasgow, UK GCU</p> <ul style="list-style-type: none"> Queen Margaret University MTRad Master of Radiography: Therapeutic (MTRad) Queen Margaret University, Edinburgh (qmu.ac.uk) 		Two English Universities offer PGDip/MSc top up or MSc(pre reg) (2 year Full Time) Course finder Health Careers	n.gov.uk/courses/445/provider/s/10007164?data=CfDJ8DjS1IRoCa1lv31Zl9vKxXjVAj5YjdUNh04hgT2hsmZ5vb8SqQavsxINfv2vLHN8U9K6rdajUqBzHw60ZS_l dpkDXaOg-VNbU49nE3eZvdun-dRqgxDAeYWJ10uixbseXg
Speech and language therapy	Two Full time 4 year courses available: <ul style="list-style-type: none"> Queen Margaret University Master of Speech and Language Therapy (MSLT) Queen Margaret University (qmu.ac.uk) Strathclyde University Speech & Language Therapy Degree (BSc) UK University of Strathclyde 	One course available: <ul style="list-style-type: none"> Queen Margaret University - 2 year FT Masters (pre reg) Completion of previous appropriate degree required for entry: MSc Speech and Language Therapy (Pre-Registration) Queen Margaret University (qmu.ac.uk) 	Full time Undergraduate (3 years) or MSc (pre reg) routes over 2 years available in Rest of UK Course finder Health Careers	3 year level 6 Framework approved but no HEI provider identified for this

PROFESSION	UNDERGRADUATE COURSES AVAILABLE IN SCOTLAND– BSC (HONS) / INTEGRATED MASTERS	POST GRADUATE (PRE REGISTRATION) COURSES AVAILABLE IN SCOTLAND	UNDERGRADUATE OR MSC / MA (PRE REG) COURSES AVAILABLE IN REST OF UK	GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY (*these are currently available only in England – see footnote for further detail)
HEALTHCARE SUPPORT WORKER APPRENTICESHIPS	<p>Apprenticeships for healthcare support workers are available in</p> <p>England: https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-healthcare-support-worker/</p> <p>Northern Ireland: https://www.cityandguilds.com/-/media/productdocuments/health_and_social_care/health/9041/additional_documents/9041_healthcare_support_worker_factsheet-pdf.ashx and https://www.cityandguilds.com/-/media/productdocuments/health_and_social_care/health/9043/additional_documents/cg-factsheet-senior-healthcare-support-worker-9043-pdf.ashx</p> <p>Wales: Health care support worker apprenticeship frameworks have been developed to support learning pathways https://acwcerts.co.uk/web/wp-content/uploads/2019/03/ACW-Health-Clinical-Healthcare-Support-FR05001.pdf</p>			

* GRADUATE / DEGREE APPRENTICESHIP AVAILABILITY – currently available only in England and are at levels 6 and 7 which are equivalent to Scotland’s full Bachelor’s and Master’s degrees respectively. In Scotland, Wales and Northern Ireland there are no identified apprenticeships for qualified Allied Health Profession roles.

8. CASE STUDIES

1. [AHP Career Routes Case Study: Christopher Milligan on Vimeo](#)
2. Abbe Campbell <https://vimeo.com/707847489>
3. Thomas Meikle <https://vimeo.com/694512755>
4. Gillian McDonald <https://vimeo.com/manage/videos/694527867>



5. Amy Finlayson Case
Study questions.docx

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email **altformats@nes.scot.nhs.uk** to discuss how we can best meet your requirements.

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