

# **University of Plymouth**

**Faculty of Health**

**School of Nursing and Midwifery**

## **Programme Specification**

**Master of Science**

**Advanced Clinical Practice**

(Advanced Clinical Practitioner degree apprenticeship route)

Date of Approval: 08 August 2018  
Date of Implementation: September 2018  
Year of first award: 2021

**Minor Change approved for 2020-21 implementation**





## Contents

1. MSc Advanced Clinical Practice .....	5
2. Awarding Institution .....	5
3. Accrediting Body .....	5
4. Distinctive Features of the Programme and the Student Experience .....	5
5. Relevant QAA Subject Benchmark Group(s) .....	7
6. Programme Structure .....	8
7. Programme Aims .....	12
8. Programme Intended Learning Outcomes.....	13
9. Teaching and Learning Strategies and Assessments.....	15
10. Admissions Criteria, including APCL, APEL and DS arrangements .....	16
11. Progression Criteria for Final and Intermediate Awards .....	18
12. Fitness to Practice.....	19
13. Exceptions to Regulations .....	19
14. Transitional Arrangements .....	20
15. Mapping.....	20

## Appendices

Appendix 1	Degree apprenticeship standard Advanced Clinical Practitioner...	27
Appendix 2	Integrated Degree Apprenticeship Assessment Plan (EPA).....	32
Appendix 3	Mapping of Degree Apprenticeship Standard Advanced Clinical practitioner - module contribution to the meeting of assessed learning outcomes .....	33
Appendix 4	The apprenticeship review process.....	38
Appendix 5	Apprenticeship Journey mapping roles and responsibilities.....	39
Appendix 6	The 12 week contractual experiential and progress review guidance.....	46
Appendix 7	Application process flow chart.....	50

**As policies and procedures relating to apprenticeship routes develop, change and are approved by the University, these will be implemented by the programme.**

**Please note for the purposes of the this document the term ‘Advanced Clinical Practitioner Apprenticeship/Apprentice will also apply to the term ‘student’ in relation to the University of Plymouth policies and procedures.**



## 1. MSc Advanced Clinical Practice

### Final award title

MSc Advanced Clinical Practice

### Level 7 Intermediate award title(s)

Postgraduate Diploma (Pg Dip) Advanced Clinical Practice

### Level 7 Intermediate award title(s)

Post Graduate Certificate (Pg Cert) Advanced Clinical Practice

<b>UCAS code</b>	N/A
<b>JACS code</b>	B900

**2. Awarding Institution:** University of Plymouth

**Teaching institution:** University of Plymouth

**3. Accrediting body:** Royal College of Nursing

## 4. Distinctive Features of the Programme and the Student Experience

### 4.1 Distinctive Features of the Programme

The contemporary and flexible focus of the Advanced Clinical Practice programme provides the apprentice with the opportunity to study for a work integrated degree whilst remaining in salaried employment. Research-informed teaching will support the programme, with an emphasis on ensuring an evidence-based programme that utilises the range of skills and experience available within the programme team, all of whom have current clinical roles. The foundations of the programme ensures that the apprentice advances his/her knowledge and skills to meet the core values in the Institute of Apprentices Advanced Clinical Practitioner standards. The programme offers the apprentice the choice of optional modules therefore allowing them to tailor the learning experience that meet the needs of both the apprentice and employer. This work-based programme provides the apprentice with protected supervised time in the clinical environment, with the university providing the expertise to support the apprentice to gain the evidenced based knowledge and skills to bridge the theory practice gap. Thus supporting the drive to develop new ways of working in the NHS, ([Five year forward Plan 2017](#) ) leading to a resultant positive impact on patient care across a diversity of clinical settings. The development and design of the programme was a collaborative partnership following national consultation and local consultation

with our stakeholders and employers in the region. It aligns with Health Care Employers' strategic objectives and goals around workforce planning and national guidance from the [Health education England \(HEE\) Advanced Practice Framework \(2017\)](#).

## **4.2 The Apprenticeship experience**

The programme team, conscious of the need to enhance the apprenticeship experience and promote academic excellence whilst ensuring that the programme meets contemporary service needs, have built on existing good practice to ensure that the Advanced Clinical Practice programme reflects contemporary service, political and professional changes.

The apprenticeship experience assumes increasing importance in the quality monitoring of programmes and in particular in healthcare delivery as this has a significant impact on patient care and in retention of students to become active citizens of the health and academic community to which they belong. This applies equally to the apprenticeship studying with the University of Plymouth. The SNAM has fully engaged with the Curriculum Enrichment Project (CEP) [https://www.plymouth.ac.uk/uploads/production/document/path/7/7867/Turner\\_et\\_al\\_CEP\\_Final\\_Report\\_2016.pdf](https://www.plymouth.ac.uk/uploads/production/document/path/7/7867/Turner_et_al_CEP_Final_Report_2016.pdf) which was introduced in 2012, and was shaped by student feedback, academic review, institutional quality measures and contemporary pedagogical research. CEP recognises and acknowledges that students' entry into higher education is a challenging and potentially difficult time. A student's ability to negotiate the academic demands of a programme of study and integrate into peer networks is essential to their retention and success.

The programme team recognise that our students face not only the challenges of Masters level study whilst continuing to work in their clinical area, but that they are mature students who will face the day to day challenges of managing an effective work life balance; our teaching and administration teams are experienced in supporting students through difficult times. Our apprentices will have access to all the [university's student support services](#), access to a personal tutor and support from the Academic Partnerships team.

**The Advanced Clinical Practice Programme offers the apprentice the opportunity to:**

1. Undertake a 3-year work-based programme to prepare the apprentice to work with a high level of autonomy as part of integrated health and social care teams.
2. Undertake assessment that is embedded in practice: students will be able to build their assignments around their own learning needs in their professional area whilst meeting the programme outcomes at Masters Level.
3. Achieve a named specialist MSc Advanced Clinical Practice that can be used to enhance career opportunities.
4. Undertake a programme that is delivered by a team with extensive experience in teaching at Masters Level and who have a wide and diverse range of health and social care experience.
5. Develop a close partnership working with clinicians contributing to the teaching and assessment strategy.
6. Engage in an Inter-professional study environment allowing rich peer learning opportunities.
7. Map the programme learning outcomes to current Advanced Practice Frameworks.

The two core clinical modules in the programme will develop the apprentice's understanding of the underpinning principles of clinical assessment and examination to inform safe and effective clinical decision-making. This will ensure that they have the knowledge and skills required to work in any sector of the health service e.g., pre-hospital, primary care and secondary care settings.

**5. Relevant QAA Subject Benchmark Group(s)**

The programme is informed by the Quality Assurance Agency (QAA) Master's Degree Characteristics Framework for higher education qualifications in England, Wales and Northern Ireland (2010)

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

SEEC Level Descriptors (2010).

[www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010](http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010)

The Institute for Apprenticeship Standards for the Advanced Clinical Practitioner  
<https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/>



## 6. Programme Structure

The MSc Advanced Clinical Practice is a clinically focused specialist programme designed and developed to prepare and support Nurses, Midwives and Allied Health Professionals (AHPs) in their clinical career, whilst in salaried employment in a trainee role. It recognises the wider advanced practice agenda and has been developed building upon Advanced Practice frameworks from across the United Kingdom ([Institute for Apprenticeships](#), [DoH 2010](#), [HEE 2017](#))

The Royal College of Emergency Medicine (RCEM) have included AHPs in their future workforce development and Health Education England (HEE) is currently considering a broad non-medical advanced practice framework for England. The Royal College of Nursing (RCN) has developed a [“credentialing”](#) scheme to support advanced practice; all these serve only to strengthen the case for the benchmarking of this level of practice

The curriculum offers a generalist approach at an advanced level of practice, that is to say, the student will gain substantial experience in their clinical area and demonstrate advanced level knowledge and clinical competence.

Assessment that is embedded in practice ensures that students learn and develop in their work place. With the support and guidance of a mentor in practice and a robust academic curriculum, they will develop their skill and knowledge in relation to assessment, clinical reasoning and formulation of appropriate differential diagnosis, diagnostic decision making, and initiation or delivery of appropriate timely evidence-based care for patients in their clinical setting.

Clinicians working in specialist areas who want to further their learning and career within their speciality can choose two optional modules to suit their personal and professional needs from our extensive Continuing Professional Development (CPD) portfolio. The apprentice will discuss this choice with the programme leader and their employer to ensure that the needs of the apprentice and service are met.

The programme will include the following core modules:

- Advancing Practice in Context
- Research Methodology and Application
- Advanced Assessment for Clinical Practice
- Managing Clinical Complexity
- Substantive Professional Project
- End Point Assessment (EPA)

In addition, students will undertake two optional modules (See Table 1)

**Table 1.**

<b>Programme Structure PGCert/PGDip/MSc Advanced Clinical Practice</b>			
Core module APP701 Advancing Practice in Context  20 Credits	Core Module APP710 Advanced Assessment for Clinical Practice  20 Credits	Core module APP758 Advanced concepts in research: methodology and methods  20 Credits	<b>Post Graduate Certificate</b>  <b>60 Credits</b>
Optional Module  20 credits	Core Module APP711 Managing Clinical Complexity*  20 Credits	Optional Module  20 Credits	<b>Post Graduate Diploma</b>  <b>120 Credits</b>
Core Module SPP702  Substantive Professional Project  40 credits		Core Module APP746  Reflection of Professional Practice for the Advanced Clinical Practitioner and EPA 20 credits	<b>Masters</b>  <b>180 Credits</b>

\* Note Advanced Assessment for Clinical Practice (APP710) must be achieved before undertaking Managing Clinical Complexity (APP711)

**Table 2. Full Time programme (example of a 3-year route)\***

Year	Modules (and Credits)	Semester 1	Semester 2
1	Advancing Practice in Context (20)		
	Programme Specific Module (20) Advanced Assessment for Clinical Practice		
	Advanced concepts in research: methodology and methods (20)		
2	Optional Module* (20)		
	Programme Specific Module (20) Managing Clinical Complexity		
	Optional Module* (20)		
3	Substantive Professional Project (40) all students		
	Reflection of Professional Practice for the Advanced Clinical Practitioner and EPA (20)		

\* All core modules and many optional modules run more than once a year to allow the student flexibility to complete the programme.

### 6.1 Apprenticeship Route Structure

The integrated degree apprenticeship route will comprise 180 credits at level 7, 160 credits will be derived from on-programme learning and assessment. The successful completion of the End Point Assessment (EPA) will contribute the final 20 level 7 credits to the MSc Advanced Clinical Practice.

The apprentice will complete learning and assessment to the value of 60 credits in the first academic year, 60 credits in the second and the final 60 credits in the third year, with the overall degree apprenticeship route taking 36 months to complete (Table 1 provides an example structure).

The programme consists of on-programme learning and assessment that facilitates and measures the apprentice's achievement of the knowledge, skills and behaviours as outlined in the [Degree Apprenticeship standard for Advanced Clinical Practitioner](#) (IfA2017). In close partnership, the employer and the university support the apprentice to meet the required knowledge, skills and behaviours within the workplace, in their academic achievement to enable increasing independence and autonomy as an Advanced Clinical Practitioner as the apprenticeship route progresses. The apprentice will have 3 visits per annum by one of the programme team to discuss progress and assist as required, this is in addition to the 12 weekly tripartite meetings with the academic partnership team and employer. ( See Appendix 5)

## **6.2 Optional Modules**

All apprentices will discuss their choice of their optional module with their programme lead/ personal tutor/employer to ensure that their selection is appropriate for their chosen award title. These can be two subjective specific modules or Independent and Supplementary Prescribing (within legislative boundaries)

Apprentices are advised that optional modules are subject to minimum numbers and are advised to check with the Professional Development Unit to confirm that the module will be running two months prior to the proposed delivery dates.

**Optional Module Choice – Please refer to the University of Plymouth website for a comprehensive list of available modules.**

## **6.3 Electronic Portfolio (E-portfolio)**

There is an optional electronic portfolio that runs across year 1 and year 2 for all students. This is to map your achievements and competencies gained over the 2 years against:

[Advanced Clinical Practitioner Standards](#) (Institute for Apprenticeships 2017)

[The Royal College of Nursing Advanced Practice Framework](#) (RCN 2012)

[Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales](#) (NLIAH 2009)

[Advanced Nursing Practice Toolkit](#) (2007)

[Health Education England Frame work for Advanced Practice](#) (2017)

## 7. Programme Aims

The aim of the Advanced Clinical Practice Programme is to equip the apprentice to advance his/her knowledge and skills by:

1. Gaining a deeper understanding of the Advanced Clinical Practitioner role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time
2. Developing a critical understanding of the contemporary issues that influence on service delivery and how the advancing level of practice influences the provision of high quality, patient centred care.
3. Developing a contemporary approach to health and social care through advancing and utilising knowledge and skills in professional practice.
4. Ensuring professional practice is underpinned by a focus on excellence and sustainability by developing a critical, analytical and creative approach.
5. Critically reviewing trends in theory, practice and management relating to practice;
6. Equipping individuals for lead roles in management, clinical practice and/or education.
7. Promoting an understanding of the philosophy and procedures involved in research and use of evidence.
8. Designing and undertaking research that will enhance and develop patient care and/or service provision.
9. Enabling experienced healthcare practitioners to develop cognitive and clinical skills with regard to the consultation process, clinical examination of major body systems and interpretation of diagnostic data.
10. Enabling practitioners to synthesise and implement knowledge into practice.
11. Developing competence, autonomy and professional accountability in the development of managing clinical complexity. Using a systematic approach to make sound judgements in the absence of complete data demonstrating expertise in complex decision-making.

## **8. Programme Intended Learning Outcomes**

Please see Section 15.1 and Appendix 3 for mapping of Intended Learning Outcomes against modules and level and Advanced Clinical Practitioner Standards (IfA 2017)

### **8.1 Knowledge and understanding**

On successful completion graduates will have developed:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry used to create and interpret knowledge in the discipline.
4. Knowledge gained from advanced study to professional practice
5. A deeper understanding of the Advanced Clinical Practitioner role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time
6. A developed a deeper understanding of the influences, drivers and policies that inform the level of advanced practice.
7. Additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision making.
8. An ability to accurately recognised illness through clinical history taking, observation and examination and formulated a working diagnosis and management plan for patients presenting with undifferentiated/undiagnosed complaints.

### **8.2 Cognitive and intellectual skills**

On successful completion, graduates will have developed the ability to:

1. Critically analyse policy, research and theoretical literature
2. Synthesise arguments and results from varying sources including research, policy and theoretical literature
3. Critically reflect on professional practice and incorporate knowledge to enhance practice
4. Develop critical arguments around research, policy and theory
5. Apply knowledge gained from advanced study to professional practice
6. Develop one's own capabilities relating to, and embed the principles of, the four- pillars of advanced practice into the clinical arena.

7. Use critical thinking skills relating to the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner in an integrated service sector.

### **8.3 Key and transferable skills**

On successful completion, graduates will have developed the ability to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
2. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.
3. Accept responsibility for their own professional practice applying ethical, legal and professional principles.
4. Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

### **8.4. Employment related skills**

On successful completion, graduates will have developed the ability to:

1. Exercise initiative and personal responsibility
2. Employ the skills for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development
3. Demonstrate sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.
4. Evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development.
5. Develop a contemporary evidenced based proposal for research that will inform practice.

## **8.5 Practical skills**

On successful completion, graduates will have developed the ability to:

1. Facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.
2. Proactively adopt appropriate strategies to enhance learning for patients and colleagues.
3. Propose and develop a researchable question and critically analyse the evidence from the research to fill a practice - theory gap
4. Undertake self-motivated research, critically appraise and present data
5. Utilise their clinical skills through simulated scenarios and enhanced competence in practice, including safe consultation and informed clinical decision making about diagnosis by a deeper understanding of the body systems and patho-physiology.
6. Practice with competence, autonomy and professional accountability in the development of managing clinical complexity, systematically and creatively; to make sound judgements in the absence of complete data demonstrating expertise in complex decision making.

## **9. Teaching and Learning Strategies and Assessment**

The apprentice will achieve the learning outcomes through teaching and learning strategies, appropriate to the module outcomes. These include a variety of student centred delivery methods such as action learning sets, interactive lectures, group discussion, group and individual tutorials, on-line study tasks, seminars, workshops, self-directed study, and the use of communication and information technologies, for example, narrated PowerPoint presentations, podcasts plus synchronous and asynchronous discussion fora. Practical skills taught in simulated settings are further developed in clinical practice under the guidance of a mentor; the apprentice has the benefit of 20% of their working week dedicated to learning. This will be facilitated in the face-to-face days at the university and higher-directed study on our digital learning platform.

A diverse range of assessment methods will be utilised such as written reports, critical literature reviews, research proposals, posters, Objective Structured Clinical Examinations (OSCEs), case studies, critical reflections on practice, essays, professional projects, oral presentations, small group presentations, active participation in group discussions, portfolios, and project outputs.



## 9.1 End Point Assessment

The EPA forms the final part of an Integrated Degree Apprenticeship route for Advanced Clinical Practitioner at level 7 and accounts for 20 credits towards the final award. It will be taken in the final semester of the degree, over a period no longer than 3 months. The apprentice is required to satisfy **Gateway Criteria** prior to the EPA, this is assessed by the employer, the university and the apprentice. End point assessment provides apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed throughout the apprenticeship route.

## 10. Admissions Criteria, including APCL, APEL and DS arrangements

1. Applicants applying for the MSc Advanced Clinical Practice degree apprenticeship route must be in salaried employment, working in a role demanding advanced practice skills and knowledge\* and have the full agreement from their health care employer.

\*Students will be required to be working in a clinical area that will facilitate the successful completion of the programme/module outcomes.

2. In order to commence this programme, the student must be on the Nursing and Midwifery Council register or the Health and Care Professions Council register and must meet the University's entry requirements for study at postgraduate level.
3. Apprentices will need to undertake a self-declaration that no change on DBS has occurred each year on re-enrolment
4. Applicants will normally have a first degree, BSc (Hons) at 2.2 or above; or European first cycle equivalent plus a professional qualification in health or social care.

**Apprentices must have a minimum of 3 years post –registration experience.**

5. Those individuals without a degree but with appropriate practice related experience relevant to the programme may be eligible to apply.
6. Applicants where English is not the first language must also provide evidence of competence in written and spoken English in accordance with the University's Admissions Code of Practice, that is, IELTS minimum of 6.5 overall with a minimum of 5.5 in each part.

7. Potential students are assessed for their ability to study at Masters Level and therefore an interview will normally be necessary. Candidates without a first degree at 2.2 or above (or European first cycle equivalent) will normally be required to submit a written critical evaluation of advanced practice marked against the level 7 criteria as set by the programme lead as part of the admissions process.
8. Apprentice selection is managed in collaboration with Academic Partnerships (See appendix 7) to comply with Education and Skills Funding Agency (ESFA) requirements:

Potential apprentices applying should demonstrate:

- I. A strong GCSE profile of 5 GCSE or O level subjects at grade C/4 or above including Maths, English and Science.
- II. For apprentices who have not got the above qualifications they will be assessed to ensure that they have Level 2 functional skills in Mathematics and English which are considered as an alternative to GCSE Maths and English as specified by ESFA. Candidates who do not have these will be required to complete them prior to starting the programme.

### **10.1 Accreditation of Prior Learning AP(E)L:**

Claims for credit for prior learning, whether certificated or experiential are accepted and will be considered following University regulations and Faculty procedures. The minimum apprenticeship route completion period is 12 months when credits are used from previous study.

### **10.2 European Credit Transfer and Accumulation System (ECTS)**

This programme is equivalent to 90 ECTS credits (second cycle) with 30 ECTS credits at postgraduate certificate, 60 credits at postgraduate diploma and 90 credits at Master's Degree. Each 20-credit module has the equivalent of 10 ECTS credits and assumes a notional student effort of between 200-300 hours.

**10.3. Programme specific entry criteria** - None in addition to that at programme level in section 8. However, the Programme Leader will screen applications to ensure that they have adequate support in clinical practice, i.e. a designated clinical mentor and to be working in an area that will facilitate the successful completion of the module learning outcomes.

## **10.4 Disability Services**

The programme design enables students to have an equitable experience. We work collegiately with expert colleagues in (within the Learning Gateway) to ensure students, who consider studying the MSc Advanced Clinical Practice programme, receive timely advice on the support available. Apprentices can declare a support requirement or disability – via the ‘Disclosure for applicants’ pages. [Click this link](#) for the document.

If the applicant declares as part of the application process that they have a disability an assessment is undertaken ensuring that the necessary support is in place at the start of the programme and regularly reviewed thereafter. The employer and the individual are not expected to bear the cost of the assessment.

Where a defined package of support is required, the SNAM can access additional learning needs funding for apprentices. This can be claimed up to the actual learning end-date. Learning support is claimed by the University of Plymouth to meet the costs of putting in place a reasonable adjustment as part of the Equality Act 2010. In order to do this there is a requirement to:

- Carry out a thorough assessment to identify the support the apprentice needs
- Deliver support to meet the apprentice’s identified needs, and review progress and continuing needs, as appropriate
- Record all outcomes in the evidence pack and keep evidence of the assessment of the needs
- Report in the ILR (individualised Learner Record) that an apprentice has a learning support need to the ESFA (Education and Skills Funding Agency).

## **11. Progression Criteria for Final and Intermediate Awards**

Apprentices are signed up to a 3-year Masters programme, on the successful completion of all elements of the programme they will exit with the award title of MSc Advanced Clinical Practice.

In circumstances where the apprentice is no longer able to complete the programme, he/she will receive a generic award in Advanced Professional Practice consummate with the required credits i.e. 60 credits for PG Cert, 120 credits for a PGDip in accordance with the university guidelines.

Apprentices will progress through the programme in line with the University academic framework and regulations governing apprenticeships. Robust fitness to practice and academic measures are in place to act promptly to concerns raised with regard to an apprentice's conduct or progress, or compromise of safety or learning. Early identification of problems will be possible through the 12 weekly tripartite meetings between the apprentice, employer and the UoP Apprenticeship team university Partnerships. Close liaison between the Programme Lead and the Apprenticeship team will ensure that the apprentice is supported academically and professionally throughout the programme and any issues arising will be dealt with in a timely manner at the tripartite meeting or sooner as necessary.

At the end of the period of study the Award Assessment Board will review the apprentices' academic and practice achievements in the given period and determine progression to the next year of the programme. Both the University and programme specific regulations determine the criteria for progression.

Apprentices who have interrupted the programme are eligible to resume the programme provided that this allows for completion within a five-year period from date of commencement.

Apprentices who fail the EPA, will on the successful completion of a further optional module of 20 credits to bring their total number of credits to 180, will be able to transfer onto the standard MSc Advanced Professional Practice programme.

## **12. Fitness to Practice**

The University and the employer has a responsibility to ensure that apprentices are fit to practice and must adhere to regulatory advice provided by the NMC. Student Handbooks and the professional body websites provide information about the standards of behaviour expected. It is the apprentice's responsibility to familiarise him/herself with the provisions and requirements of the relevant professional bodies. Any apprentice departing from the guidance given by regulatory bodies may be subject to consideration by the Fitness to Practice procedure of the Faculty of Health and Human Sciences

## **13. Exceptions to Regulations**

Normal University of Plymouth Regulations will apply to this programme and awards. There are no exceptions to regulations

## **14. Transitional Arrangements**

Students currently studying a pathway on the MSc Advanced Professional Practice with the University of Plymouth and who wish to take up an apprentice opportunity will need to meet all the criteria and have an individual assessment of modules already successfully completed, which may be used to APEL into the MSc Advanced Clinical Practice degree apprenticeship route programme.

## **15. Mapping**

15.1 ILOs against Modules Mapping

15.2 Assessment against Modules

### **Note:**

There is no specific mapping for the Knowledge and Skills Framework (2004). The core and specific dimensions of the framework have been considered and reflected in the above mapping exercises.

## 15.1 ILOs against Modules Map

Postgraduate Certificate  
level

Program Intended Learning Outcomes Map	Certificate Level		
	Aim(s)	Subject benchmark	Related Core and specialist modules
<b>Core Program Intended Learning Outcomes</b> (as worded in the Program Specification)			
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			
A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	1,2,4,		APP701 APP758 APP710
Knowledge gained from advanced study to professional practice	2,3,4,5		APP701 APP710
A deeper understanding of the Advanced Clinical Practitioner role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time	1,2,5,6		APP701 APP710
A deeper understanding of the influences, drivers and polices that inform the level of advanced practice.	2,3		APP701 APP710
Additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision making.	9,10		APP701 APP710
<b>Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:</b>			
Critically analyse policy, research and theoretical literature	2,3		APP701 APP758 APP710
Critically reflect on professional practice and incorporate knowledge to enhance practice	1,2,3,4		APP701 APP710
Develop critical arguments around research, policy and theory	5		APP701 APP758 APP710

Develop one's own capabilities relating to, and embed the principles of, the 4 pillars of advanced practice into the clinical arena.	1,2,3		APP701 APP710
Use critical thinking skills relating to the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner in an integrated service sector.	2,5		APP701 APP710
<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences	4,6		APP701 APP710
Accept responsibility for their own professional practice applying ethical, legal and professional principles.	4,6		APP701 APP710
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
Exercise of initiative and personal responsibility	1,3,4		APP701 APP710
Use their skills for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development	1,9,10		APP701 APP710
Demonstrate a sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.	1,3,4		APP701 APP758
Evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development.	5,6		APP701 APP710
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
Facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.	1,3,6		APP701
Proactively adopt appropriate strategies to enhance learning for patients and colleagues.	3,4		APP701
Employ their clinical skills through simulated scenarios and enhanced competence in practice, including safe consultation and informed clinical decision making about diagnosis by a deeper understanding of the body systems and patho-physiology.	9,10		APP710

**Postgraduate Diploma level**

Program Intended Learning Outcomes Map	Diploma level		
	Aim(s)	Subject Benchmark	Related Core Modules
<b>Core Program Intended Learning Outcomes</b> (as worded in the Program Specification)			
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	1, 5, 6		APP711
Accurately recognised illness through clinical history taking, observation and examination and formulated a working diagnosis and management plan for patients presenting with undifferentiated/undiagnosed complaints.	9,10,11		APP711
<b>Cognitive and Intellectual Skills - On successful completion graduates will have developed the ability to:</b>			
Synthesise arguments and results from varying sources including research, policy and theoretical literature	5, 6, 7		APP711
<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences	2, 3, 7		APP711
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
Learn independently to support continuing professional development	2, 3, 5		APP711
Understand the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.	2, 3, 5		APP711
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
Practice with competence, autonomy and professional accountability in the development of managing clinical complexity, systematically and creatively; to make sound judgements in the absence of complete data demonstrating expertise in complex decision making.	10,11		APP711



<b>Program Intended Learning Outcomes Map</b>	<b>Degree Level</b>		
<b>Core Program Intended Learning Outcomes</b> (as worded in the Program Specification)	<b>Aim(s)</b>	<b>Subject Benchmark</b>	<b>Related Core Modules</b>
<b>Knowledge and Understanding - On successful completion graduates will have developed:</b>			APP746 SPP702
Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	5,6,7,8		
A comprehensive understanding of techniques applicable to their own research or advanced scholarship.	4,5,6,7,8		
apply knowledge gained from advanced study to professional practice	4,5,6,7,8		
<b>Key and Transferable Skills - On successful completion graduates will have developed the ability to:</b>			
Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.	4,5,6,7,8		
<b>Employment Related Skills - On successful completion graduates will have developed the ability to:</b>			
Develop a contemporary evidenced based proposal for research that will inform practice.	4,5,6,7,8		
<b>Practical Skills - On successful completion graduates will have developed the ability to:</b>			
Undertake self-motivated research, critically appraise and present data	4,5,6,7,8		
Propose and develop a researchable question and critically analyse the evidence from the research to fill a practice - theory gap	2,3,5,7,8		

## 15.2 Assessment against Modules

Module	Credit	Formative Assessment	Summative
<b>Core to all Programmes except Education</b>			
APP701 Advancing Practice in Context	20	Written submission of blog – Group feed forward from tutor via blog platform	Written assignment critically considering how the advanced practice role might enhance or impact on service delivery in a particular field of practice (ALOs 1-5)
APP758 Advanced concepts in research: methodology and methods	20	Feedback from presentation of work in progress to academics and peers	Critical Review of the Literature (A LOs 1-8)
SPP702 Substantive Professional Project	40	Feedback from presentation of work in progress to academics and peers	Substantive Professional Project (ALOs 1-5)
APP746 Reflection of Professional Practice for the Advanced Clinical Practitioner and EPA	20	Tutor feedback	Open Book Examination Presentation of Practice (ALOs 1-5)
APP710 Advanced Assessment for Clinical Practice	20	Feed forward from tutor via submission of examples of work Tutor feedback from mock OSCE in practical sessions. Written submission of A4 plan and paragraph	Written assignment and OSCE (ALOs 1-5)
APP711 Managing Clinical Complexity	20	Feed forward from tutor via submission of examples of work Tutor feedback for mock OSCE in practical sessions. Written submission of A4 plan and paragraph	Written assignment and OSCE (ALOs 1-5)

## **Appendices**

Appendix 1 - Degree apprenticeship standard Advanced Clinical Practitioner

Appendix 2 - Integrated Degree ACP Apprenticeship Assessment Plan (EPA)

Appendix 3 - Mapping of Degree Apprenticeship Standard Advanced Clinical practitioner - module contribution to the meeting of assessed learning outcomes

Appendix 4 - The apprenticeship review process

Appendix 5 - Apprenticeship Journey mapping roles and responsibilities

Appendix 6 - The 12 week contractual experiential and progress review guidance

Appendix 7 - Application process flow chart

## Appendix 1 Degree apprenticeship – Advanced Clinical Practitioner

### Occupational profile:

Advanced Clinical Practitioners are experienced clinicians who demonstrate expertise in their scope of practice. Advanced Clinical Practitioners manage defined episodes of clinical care independently, from beginning to end, providing care and treatment from the time an individual(1) first presents through to the end of the episode, which may include admission, referral or discharge or care at home. They carry out their full range of duties in relation to individuals' physical and mental healthcare and in acute, primary, urgent and emergency settings (including hospitals, general practice, individuals' homes, schools and prisons, and in the public, independent, private and charity sectors). They combine expert clinical skills with research, education and clinical leadership within their scope of practice. Advanced Clinical Practitioners work innovatively on a one to one basis with individuals as well as part of a wider team. They work as part of the wider health and social care team and across traditional professional boundaries in health and social care.

### Responsibilities and duties:

As an Advanced Clinical Practitioner, you will:

- Have a high level of autonomy(2) and freedom to make decisions about how people should be cared for a treated and act in complex and unpredictable situations
- Use person-centred approaches to taking an individual's detailed history and examine body systems to help you make a diagnosis
- Select, undertake or request a range of appropriate clinical tests and assessments to help you make a diagnosis
- Initiate and evaluate a range of interventions, which may include for example prescribing of medicines, therapies and care
- Apply a skillset that may have traditionally been the remit of other disciplines so that you can enhance the care and experience of individuals
- Analyse, interpret and act on the results of clinical tests and assessments and formulate a plan of care, which may include admission to a care setting such as a hospital, referral to settings for another opinion or discharge from services
- Drive service improvements, educate others and provide consultancy services within your scope of practice
- Undertake research activities to develop new knowledge and undertake audit to evaluate and further develop your area of expertise to improve care and services for the people you are treating

**Qualification requirements:**

- Apprentices must complete a Master's degree in Advanced Clinical Practice. Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment.

**Entry Requirements:**

You will hold current registration with one of the statutory regulators of health and care professions.

<b>Level 7</b>	<b>Duration:</b> Typically 36 months	<b>Review date:</b> After 3 years	<b>Apprentices:</b> complete the Core and two optional modules
<b>Values:</b> You will be caring and compassionate, honest, conscientious and committed	<b>Behaviours</b> You will treat people with dignity, respecting people's diversity, beliefs, culture, needs, values, privacy and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable and consistent, show discretion, resilience and self-awareness.		

<b>Core Domain</b>	<b>You will be able to:</b>	<b>You will know and understand:</b>
<b>Advanced Clinical Practice</b>	1.1 Practise with a high level of autonomy and be accountable for your decisions and omissions; work in line with your code of professional conduct, professional standards and scope of practice	1.1 Local, national policies and procedures within your scope of practice, the professional and regulatory codes of conduct relevant to your advanced clinical practice; the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice
	1.2 Assess individuals and families using person-centred approaches and a range of assessment methods, for example including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments	1.2 The range of physical, psychological and population based assessment methods used within your area of practice and the application of pathophysiology to underpin assessment and diagnosis
	1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses	1.3 The causes, signs, symptoms and impact of physical and mental health conditions within your scope of practice; how to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence-based therapeutic interventions
	1.4 Assess individuals for risk factors and their impact on health and wellbeing; facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures	1.4 How to assess risk in relation to health and wellbeing; the principles of health promotion and prevention; strategies to engage and influence people; the range of health promotion tools available including the importance of therapeutic communication and behavioural change
	1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services	1.5 How to plan and manage a defined episode of care within your area of clinical practice, which may include admission, referral or discharge, to other services; methods and techniques to evaluate interventions and how to use the outcomes to instigate service development
	1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care	1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of pharmacotherapeutics relative to your scope of practice
	1.7 Ensure safety of individuals and families through the appropriate management of risk	1.7 Strategies to mitigate risk
	1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate.	1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment.

<b>Core Domain</b>	<b>You will be able to:</b>	<b>You will know and understand:</b>
<b>Education</b>	2.1 Recognise and respond to individuals' motivation, development stage and capacity; work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing	2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design
	2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services	2.2 Your role, responsibility and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals and evaluate learning
	2.3 Work collaboratively to identify and meet the learning and development needs of health or care professionals; support practice education; act as a role model and mentor	2.3 The application of teaching and learning theories and models in health and care; how to identify learning needs; organisational and professional roles and responsibilities in relation to life-long learning
	2.4 Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning.	2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture.
<b>Core Domain</b>	<b>You will be able to:</b>	<b>You will know and understand:</b>
<b>Clinical Leadership</b>	3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community	3.1 Methods and systems to measure impact of advanced clinical practice
	3.2 Use your advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development and influence clinical practices to enhance quality productivity and value	3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice
	3.3 Provide professional leadership and supervision in situations that are complex and unpredictable; instil confidence and clinical credibility in others; work across boundaries to promote person-centred care	3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care
	3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries	3.4 The importance and impact of peer review and evaluation in advanced clinical practice
	3.5 Identify the need for change; generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need	3.5 Theories, models and techniques which can be deployed across health and social care systems to affect change at individual, team and organisational level

	3.6 Establish and exercise your individual scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience	3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice
	3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others	3.7 The range of evidence-based strategies to manage risk in clinical practice.
<b>Core Domain</b>	<b>You will be able to:</b>	<b>You will know and understand:</b>
<b>.Research</b>	4.1 Engage in research activity; develop and apply evidence-based strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care	4.1 National and international quality standards; the effect of policy on health and social care
	4.2 Evaluate and audit your own and others' clinical practice and act on the findings	4.2 The range of valid and reliable evaluation and audit methods used in clinical practice
	4.3 Alert individuals and organisations to gaps in evidence; initiate and/or lead evidence-based activity that aims to enhance clinical practice and contribute to the evidence base; support others to develop their research capability	4.3 The range of quantitative and qualitative research methodologies relevant for use in health and social care; the roles and responsibilities of those involved in research; the range of legal, ethical, professional, financial and organisational policies and procedures that will apply to your research activities; the importance and impact of research on advancing clinical practices
	4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines	4.4 Critical appraisal techniques and how to apply new knowledge effectively to own and others' clinical practice; the importance of integrating research into clinical practice; the range of evidence-based standards, policies and clinical guidelines which apply to own and others' practice
	4.5 Develop and implement robust governance systems and systematic documentation processes	4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place
	4.6 Disseminate your work through appropriate media to further advance clinical practices.	4.6 The value of disseminating research to advance clinical practice, enhancing the quality, safety, productivity and value for money of health and care; how to select and use media appropriately to optimise research impact.

- 
1. Individuals includes patients, service users, clients and customers
  2. Refers to Advanced Clinical Practitioners working to the full scope of their practice
-



## Appendix 2

### Advanced Clinical Practitioner Apprenticeship End Point Assessment

#### Overview

This end point assessment (EPA) plan is designed to accompany the Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7. Advanced Clinical Practitioners are experienced clinicians who demonstrate expertise within a scope of practice, combining expert clinical skills with research, education and clinical leadership. They work innovatively as part of a wider health and social care team and across traditional professional boundaries in health and social care.

On successful completion of their apprenticeship, an Advanced Clinical Practitioner will be able to manage defined episodes of clinical care independently, from beginning to end, providing care and treatment from the time an individual first presents through to the end of the episode, which may include admission, referral or discharge or care at home. They will carry out their full range of duties in relation to individuals' physical and mental healthcare and in acute, primary, urgent and emergency settings (including hospitals, general practice, individuals' homes, schools and prisons, and in the public, independent, private and charity sectors).

The knowledge, skills and behaviour required by this role are encompassed by the Advanced Clinical Practitioner apprenticeship standard. The qualification requirement for the Advanced Clinical Practitioner apprenticeship is a Master's degree in Advanced Clinical Practice. Apprentices without level 2 English and maths will also need to achieve this level prior to taking the end-point assessment.

#### End Point Assessment Overview

Method	Area assessed	Contribution to final grade	Duration/length	Assessed by	Grading
Open Book Examination	Advanced Clinical Practice	50%	2 hours	End-point Assessment Organisation independent assessor	Pass Merit Distinction Fail
Presentation of practice	Advanced Clinical Practice Education Clinical Leadership Research	50%	1,500 word (+/- 10%) clinical practice change report  35 minutes presentation (+/- 10%)	Independent assessment panel comprising • independent assessor • independent university representative	Pass Merit Distinction Fail

## Appendix 3

### Module Map to Institute for Apprentices Advanced Clinical Practitioner standards

<b>Advanced Clinical Practitioner</b>			
<b>Apprentice is able to:</b>	<b>Apprentice will know and understand:</b>	<b>Module</b>	<b>Notes*</b>
1.1 Practise with a high level of autonomy and be accountable for your decisions and omissions; work in line with your code of professional conduct, professional standards and scope of practice	1.1 Local, national policies and procedures within your scope of practice, the professional and regulatory codes of conduct relevant to your advanced clinical practice; the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice	APP701	T/D/A
1.2 Assess individuals and families using person-centred approaches and a range of assessment methods, for example including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments	1.2 The range of physical, psychological and population based assessment methods used within your area of practice and the application of pathophysiology to underpin assessment and diagnosis	APP710	T/D/A
1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses	1.3 The causes, signs, symptoms and impact of physical and mental health conditions within your scope of practice; how to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence-based therapeutic interventions	APP710 APP711	T/D/A
1.4 Assess individuals for risk factors and their impact on health and wellbeing; facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures	1.4 How to assess risk in relation to health and wellbeing; the principles of health promotion and prevention; strategies to engage and influence people; the range of health promotion tools available including the importance of therapeutic communication and behavioural change	APP710 APP711	T/D/A

<b>Apprentice is able to:</b>	<b>Apprentice will know and understand:</b>	<b>Module</b>	<b>Notes*</b>
1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services	1.5 How to plan and manage a defined episode of care within your area of clinical practice, which may include admission, referral or discharge, to other services; methods and techniques to evaluate interventions and how to use the outcomes to instigate service development	APP711	T/D/A
1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care	1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of pharmaco-therapeutics relative to your scope of practice	APP711	T/D/A
1.7 Ensure safety of individuals and families through the appropriate management of risk	1.7 Strategies to mitigate risk	APP701	T/D/A
1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate	1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment	APP758	T/D/A
<b>Education</b>			
<b>Apprentice is able to:</b>	<b>Apprentice will know and understand:</b>	<b>Module</b>	<b>Notes*</b>
2.1 Recognise and respond to individuals' motivation, development stage and capacity; work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing	2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design	APP701 APP710	T/D
2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services	2.2 Your role, responsibility and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals and evaluate learning	APP701	Runs through all modules , self-direction of learning needs

2.3 Work collaboratively to identify and meet the learning and development needs of health or care professionals; support practice education; act as a role model and mentor	2.3 The application of teaching and learning theories and models in health and care; how to identify learning needs; organisational and professional roles and responsibilities in relation to life-long learning	APP701	D
2.4 Advocate and contribute to the development of an organisational culture that supports life-long learning	2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture	APP701	D

<b>Clinical Leadership</b>			
<b>Apprentice is able to:</b>	<b>Apprentice will know and understand:</b>	<b>Module</b>	<b>Notes*</b>
3.1 Demonstrate the impact of Advanced Clinical Practice within your scope practice and the wider community	3.1 Methods and systems to measure impact of advanced clinical practice	APP701	T/D/A
3.2 Use your advanced clinical expertise to provide consultancy across professional service boundaries; drive service development and influence clinical practices to enhance quality productivity and value	3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice	SPP702	T/D/A
3.3 Provide professional leadership and supervision in situations that are complex and unpredictable; instill confidence and clinical credibility in others; work across boundaries to promote person-centred care	3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care	APP701 APP710 APP711	T/D
3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries	3.4 The importance and impact of peer review and evaluation in advanced clinical practice	APP710 APP711	D
3.5 Identify the need for change; generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need	3.5 Theories, models and techniques which can be deployed across health and social care systems to affect change at individual, team and organisational level	APP701 SPP702	T/D/A
3.6 Establish and exercise your individual scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience	3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice	APP701 APP710 APP711	T/D
3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others and development, evidence-based practice and succession planning	3.7 The range of evidence-based strategies to manage risk in clinical practice	APP701 APP710 APP711	T/D/A

<b>Research</b>			
<b>Apprentice is able to:</b>	<b>Apprentice will know and understand:</b>	<b>Module</b>	<b>Notes*</b>
4.1 Engage in research activity; develop and apply evidence-based strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care	4.1 National and international quality standards; the effect of policy on health and social care	APP701 APP758	T/D/A
4.2 Evaluate and audit your own and others' clinical practice and act on the findings	4.2 The range of valid and reliable evaluation and audit methods used in clinical practice	APP701	BUILD IN SESSION ON AUDIT T/D
4.3 Alert individuals and organisations to gaps in evidence; initiate and/or lead evidence-based activity that aims to enhance clinical practice and contribute to the evidence base; support others to develop their research capability	4.3 The range of quantitative and qualitative research methodologies relevant for use in health and social care; the roles and responsibilities of those involved in research; the range of legal, ethical, professional, financial and organisational policies and procedures that will apply to your research activities; the importance and impact of research on advancing clinical practices	APP758	T/D/A
4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines	4.4 Critical appraisal techniques and how to apply new knowledge effectively to own and others' clinical practice; the importance of integrating research into clinical practice; the range of evidence-based standards, policies and clinical guidelines which apply to own and others' practice	APP758	T/D/A
4.5 Develop and implement robust governance systems and systematic documentation processes	4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place	APP701	T/D
4.6 Disseminate your work through appropriate media to further enhance clinical practices	4.6 The value of disseminating research to advance clinical practice, enhancing the quality, safety, productivity and value for money of health and care; how to select and use media appropriately to optimise research impact	APP758 SPP702	T/D/A

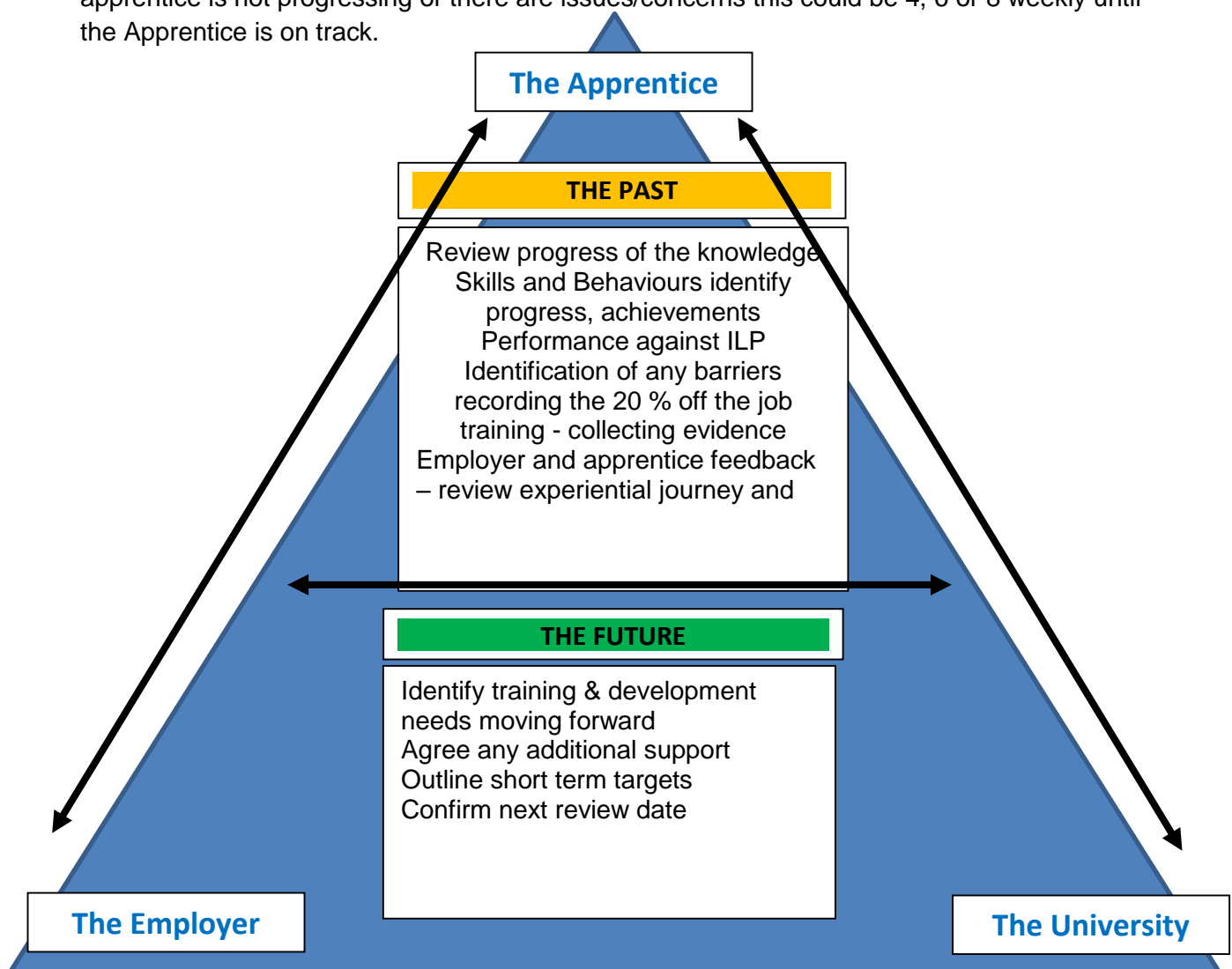
## Appendix 4

### The apprenticeship review process

The below diagram shows the 'tripartite' nature of the review process. It demonstrates the need to involve the apprentice, employer and the university if reviews are to make the best possible impact on the progress of the apprentice.

The purpose of the review is to discuss the progress of the apprentice and agree long and short term targets and to review the experiential element with the employer and ensure we are meeting their needs and expectations.

The review process is completed by the Apprenticeship Manager and will take place in the workplace every 12 weeks as a minimum contact strategy – the frequency will increase if the apprentice is not progressing or there are issues/concerns this could be 4, 6 or 8 weekly until the Apprentice is on track.



## Appendix 5

### Apprenticeship Journey mapping roles and responsibilities

#### Introduction

Academic Partnerships have been tasked to centrally manage the Education and Skills Funding Agency (ESFA) contract for apprenticeships across the University. This centralised management approach will reduce the contractual and administrative burden on Faculties and Schools to understand, stay up to date and most importantly ensure that we meet the compliance and governance requirements laid down by the ESFA within the University contract.

As part of the central management for the contract Academic Partnerships will ensure that they;

- Fully understand the ESFA contract
- Stay up to date with ESFA changes and amendments to the contract
- Meet the compliance and governance requirements as laid out in the Performance and Management Rules for apprenticeships (continuously updated)
- Manage ESFA compliance audits
- Respond to ESFA tendering and contract renewal deadlines
- Oversee the financial management of monies into and out of the University related to apprenticeship income and distribute accordingly
- Manage employer expectations acting as the broker for contracting with the University to provide knowledge and skills develop training to their workforce
- Act as the conduit between the Faculty/School, Employer and ESFA ensuring the needs and expectations are met for each stakeholder
- Reduce unnecessary contractual and administrative burden on the faculties enabling them to focus on the delivery of the programme of study
- Support the University to achieve its strategic objectives related to the delivery and future development of its apprenticeship offer

#### Apprenticeship model end to end

In order to identify how an apprenticeship differs from a traditional student it is important to understand the end to end journey and the associated responsibilities of an apprenticeship model.

As the programme of study is a component within the journey of the apprenticeship it is important that all stakeholders working within the model are clear on the roles and responsibilities and can appreciate the wider experience we are required to deliver as a University laid out by the Education and Skills Funding Agency and qualitative bodies.

The objective of this document is to outline the end to end journey of an apprenticeship informing on the roles and responsibilities of the total journey and not just those that are linked to the programme.



**NB:** Sitting alongside this model at every stage is a series of ESFA approved documents that we are required to complete for every apprentice and employer that needs to be kept up to date at all times and informs the evidence pack for the ESFA audit. Each step has a clear process which is outlined in supporting documents and can be accessed on request.

## End to end journey

JOURNEY STEPS	ROLE	RESPONSIBILITY
<b>1.ENQUIRY</b>	<p>(a) Initial enquiry via the following channels; Phone, email, event etc.                      (b) Enquiry direct into faculty                      (C) Enquiry direct to Apprenticeship manager</p>	<p>(a) Enterprise Solutions                      (b) Faculty to forward to Apprenticeship Manager to follow up                      (C) Apprenticeship Manager to follow up</p>
<p>Fact find                      Needs analysis - Solution to need</p> <p>Skill scan                      Advise on next steps/follow up</p>	<p>Make contact with employer or individual through preferred contact i.e. e-mail, phone etc.</p> <p>Workplace visit to be arranged to complete a needs analysis to identify appropriate solution to meet their needs. This may not be an apprenticeship but could be a product or service of the wider University.</p> <p><b>Existing workforce</b> advice and guidance on the right apprenticeship standard for the employer and the apprentice.  <b>New recruit</b> Provide support in helping the employer to recruit an apprentice/s</p> <p>Skill scan to be completed by potential recruit to demonstrate the need to develop knowledge, skills and behaviours confirming the need to undertake the proposed apprenticeship programme</p>	<p><b>Apprenticeship Manager</b> - <i>employer relationship management</i></p> <p><b>Apprenticeship Manager/Team</b></p> <p><b>Apprenticeship Manager</b> - <i>employer relationship management</i></p>
<b>3.APPLICATION PROCESS</b>	<p>Application form                      Gather evidence i.e. certificates of prior attainment, personal statement</p>	<p>Application form and supporting evidence submitted by the individual/employer to the apprenticeships in box <a href="mailto:apprenticeships@plymouth.ac.uk">apprenticeships@plymouth.ac.uk</a>. Information to be scanned and recorded in the system and then to be forwarded to Programme Manager to make suitability judgement</p> <p><b>AP App Administrator</b> to co-ordinate process agreed by the programme manager</p>
<b>4.SUITABILITY - INITIAL ASSESSMENT</b>		

<p>Suitability</p> <p>initial assessment diagnostic</p> <p>Maths and English</p> <p>Feedback</p>	<p>Decision to be made on suitability of applicant to undertake the apprenticeship programme and to inform on any additional support requirements for those apprentices with disabilities and/or learning difficulties.</p> <p>Apprentice to undertake an Initial assessment diagnostic too;</p> <ul style="list-style-type: none"> <li>• assess their potential</li> <li>• see what they can do already</li> <li>• gauge their suitability</li> </ul> <p>Screen for Maths and English identify exemptions and collect evidence</p> <p>Feedback to be forwarded to the programme manager</p>	<p><b>Programme Manager</b> to inform AP app admin on decision of suitability</p> <p><b>AP App Administrator</b> to set up individuals log in and support through process.</p> <p><b>AP App Administrator</b> to set up individuals log in and support through process.</p> <p><b>AP App Administrator</b> to co-ordinate with the programme manager</p>
<p><b>5.CONTRACTING (ESFA)</b></p>	<p>Completion and sign of the following;  Employer agreement  Commitment Statement &amp; ILP  Eligibility declaration  All documents to be signed by all parties and in place before the apprentice e starts the programme.</p>	<p><b>Apprenticeship Manager</b></p> <p><b>AP App Administrator</b> to file copies of documents and create learner and employer files and centrally manage to comply with ESFA audit requirements.</p>
<p><b>6.INDUCTION</b>  Start of programme</p>	<p>The learner receives a robust and informative inducted into their learning and development programme</p>	<p><b>Programme Manager &amp; Faculty/School team</b></p>
<p><b>7.ON PROGRAMME</b></p> <p>Individual learning plans</p> <p>Teaching &amp; Learning</p>	<p>Faculty/school to deliver learning and training as laid out in the commitment statement/ILP</p>	<p><b>Programme Manager &amp; Faculty/School team</b></p> <p><b>Programme Manager &amp; Faculty/School team</b></p>

<p>Skills development</p> <p>Mentor support</p> <p>Off the job training</p> <p>Learning via, workbooks, Moodle VLE</p> <p>Progress</p>	<p>The apprentice will experience a high quality apprenticeship training programme, taking into account their needs and those of the employer and delivered by a professional and highly competent delivery and assessment team with relevant academic and vocational expertise. To develop the knowledge skills and behaviours as outlined in the Apprenticeship Standard.</p> <p>Workplace mentor to be inducted to role and fully supported thereafter.</p> <p>Guidance on off the job training</p> <p>Feedback on progress of apprentice within the programme of study to be fed to the apprenticeship manager which will then inform the review process at stage 8.</p>	<p><b>Programme Manager &amp; Faculty/School team</b></p> <p><b>Programme Manager &amp; Faculty/School team</b></p> <p><b>Programme Manager &amp; Faculty/School team</b></p> <p><b>Programme Manager &amp; Faculty/School team</b></p> <p><b>App Manager and Programme Manager</b> to meet regularly to discuss progress of apprentices and be informed of any changes to the learning journey which will form the basis of the review and agree future targets.</p>
<p><b>8. EXPERIENTIAL AND PROGRESS REVIEWS</b></p> <p>Evidence</p> <p>ESFA Updates/ reporting</p>	<p>Regular experiential and progress reviews (a minimum of every 12 weeks). The focus of the review is not just on progress and welfare of the apprentice, monitoring their health and safety, equality of opportunity and safeguarding it is essential to identify how the apprentice is developing their knowledge, skills and behaviours in line with the employer's needs and expectations to make them more effective and productive in their role within the organisation. We also need to ensure that the employer is getting value for money in the training and delivery that they have contracted with us to deliver.</p> <p>. It is vital that these meetings are seen as a three-way partnership linking the learning provider, the apprentice and the supervisor or line manager.</p> <p>The progress review will also monitor and respond to any concerns and issues the App may have in respect of health and safety, equality and diversity, and safeguarding, discuss any critical issues - record apprentice and employer voice feedback on the experiential element and quality of learning and discuss with the employer how the apprentice is developing and meeting their skills development needs and if the programme is meeting their expectations within the workforce.</p>	<p><b>Apprenticeship Manager/team</b></p> <p><b>Apprenticeship Manager/team</b></p> <p><b>Apprenticeship Manager/team</b></p> <p><b>AP App Administrator</b></p>

	<p>Monitoring to ensure the off the job training is taking place and is qualitative and meets the requirements of the 20% off the job rule</p> <p>Copies of reviews to be disseminated to all stakeholders ESFA evidence pack to be updated.</p> <p>Monthly reporting to the ESFA on the apprentice status</p>	<b>AP App Administrator</b>
<b>9.GATEWAY</b>	<p>Discussing with the employer that they along with ourselves believe the knowledge, skills and behaviours of the apprentice are the level required to attain be put forward for the end point assessment (EPA).</p> <p>Agree and provide gateway support to the apprentice to equip them to undertake the EPA, this could include, interviews techniques, presentation skills etc. Inform App manager who will then update the apprentice's commitment statement &amp; ILP.</p> <p>Register with the independent EPAO where required.</p>	<p><b>Programme Manager</b> to inform <b>Apprenticeship Manager</b> who will discuss with the employer as part of the review process.</p> <p><b>Apprenticeship Manager</b> to feedback to <b>Programme Manager</b> and update ESFA paperwork. <b>Programme Manager &amp; Faculty/School team</b></p>
<b>10.END POINT ASSESSMENT</b>	<p>The End Point Assessment will be carried out by an independent End Point Assessment organisation or by the University where it is integrated.</p>	<b>Programme manager/ delivery team</b> to co-ordinate and inform the <b>Apprenticeship Manager/Team member</b> of the outcome.
<b>11.COMPLETION/ACHIEVEMENT</b>	<p>Certification of any qualifications achieved, including any End Point Assessment,</p> <p>Claiming for the issue of the apprenticeship completion certificate inform the lfa</p> <p>Inform the ESFA through the ILR</p>	<p><b>Programme Manager &amp; Faculty/School team</b></p> <p><b>Apprenticeship Manager/AP App Administrator</b></p> <p><b>AP App Administrator</b></p>
<b>12.EXIT INTERVIEW</b>	<p>Return on investment</p> <p>Repeat business</p>	<p>Visit to employer to measure success and ROI - identify opportunities for progression for the apprentice and further business opportunities within the organisation.</p> <p>Revert to stage 2</p> <p><b>Apprenticeship Manager/team</b></p> <p><b>Apprenticeship Manager/team</b></p>

### Summary of ownership

The journey is broken down into 3 key stages which are as follows;

**Steps 1 to 5** - Pre programme; these steps are owned by AP Apprenticeship Manager/team as part of the ESFA contract management working collaboratively with programme managers and faculty/school teams.

**Steps 6 to 10** - On programme; these steps are owned by the faculty/school team working collaboratively with the AP Apprenticeship Manager/team.

**Steps 11 & 12** – Post programme; these step are owned by the AP Apprenticeship Manager/team

## Appendix 6

### The 12 week contractual experiential and progress review guidance

The Education and Skills Funding Agency (ESFA) are the government body that fund the Apprenticeship Programme ' They write the rules and lay out the compliance requirements in various documents that are regularly updated. To keep the funding and ensure no claw back of funds we must adhere to their funding requirements.

**The Review** - The focus of the review is not just on progress but also on the welfare of the apprentice, monitoring their health and safety, equality of opportunity and safeguarding. Within the review it is essential to identify how the apprentice is developing their knowledge, skills and behaviours in line with the employer's needs and expectations to make them more effective and productive in their role within the organisation. We also need to ensure that the employer is getting value for money in the training and delivery that they have contracted with us to deliver.

It is vital that these meetings are seen as a three-way partnership linking the learning provider, the apprentice and the supervisor or line manager.

The review process is an auditable requirement. Outside of the ESFA requirement to undertake regular reviews ongoing research shows that well documented reviews are fundamental to the apprentice achieving the full apprenticeship programme.

**The process** – what happens at the review?

- The review must be undertaken by the provider representative who will be a consistent contact and oversee the apprentice and employer experience,
- The apprentice the employer mentor and manager to be present
- The previous review & ILP (reviews must tell a story)
- The new review form is ready in paper or e-form '
- Discuss any critical issues ' apprentice and employer voice '
- Discuss with the employer how the apprentice is developing and meeting their skills development needs and if the programme is meeting their expectations
- Ask about the welfare of the apprentice, monitoring their health and safety and equality of opportunity (ensure this is recorded)
- Questions need to be asked around Safeguarding and prevent to ensure their understanding and build awareness etc.
- Check & reflect on previous targets set '
- Complete review form setting new SMART targets '
- Use a "system" to record if the learner is at risk '
- Signatures & date for next review '

**Following the review** – a copy of the review is to be forwarded to the apprentice, employer and relevant staff to action. A copy sits in the Apprentice file with the ILP and commitment statement for audit by the ESFA. Any changes to be input into the ILR and uploaded to the ESFA.

**Frequency** - Regular reviews are an important part of the learning process. Apprentices must be reviewed at least every 12 weeks (84 days) - this is a minimum contact strategy for

reviewing and therefore it is expected that the frequency would increase (i.e. 4 or 6 weekly) if the Apprentice is experiencing difficulties, is not on track or requires additional support. It is recommended that the reviews increase dependent on the issue and when the apprentice is on track to revert the contact strategy back to 12 weekly. This also demonstrates how we are personalising the learner journey which is important in terms of inspection and quality audit. The 1st review ideally needs to be completed within 8 weeks to encourage retention on the programme and identify any support requirements not identified during the Initial Assessment.

Not all reviews need be 'face to face' but must be signed retrospectively by the learner and combined with 'face to face' reviews best practice if not all reviews were to be face to face is to alternate from face to face and phone/skype.

**Recording** - Reviews must be recorded, documented and validated by at least the apprentice and the reviewer. It is good practice that the reviews involve the key stakeholders working with the apprentice i.e. line manager, mentor etc.

The review must include the following:

- Identify progress made to date and between reviews for each learning aim
- Reflect on progress towards the programme learning goals
- Review the Individual Learning Plan/commitment statement
- Set realistic but challenging and measurable targets and goals to be achieved before the next review.

If there are any changes to the apprentice or their programme the commitment statement and ILP must be updated. The updated version must be circulated to all stakeholders superseding the original and the ESFA must be informed through the ILR upload at the next reporting point.

**Preparation** - The person that carries out the review must have access to the learners ILP with details of their previous skills, experience, and any ALS (additional learning support) & Initial Assessment results.

It is important that this person communicates with all staff that interact with the learner to ensure all information is available to discuss & record at the review meeting. For example:

- Progress made on modules,
- Reason for any absence,
- Progress with any additional support,
- Details of any external visits,
- Changes to wellbeing,
- Sensitive issues (if appropriate)
- Change of employer, promotion,
- Passed / failed test, new test dates,
- Any barriers to achieving the qualification.

Ensure there is a suitable private setting (environment) for the review to take place, agree an allocated time slot for the review (suggest a minimum of 45 minutes)

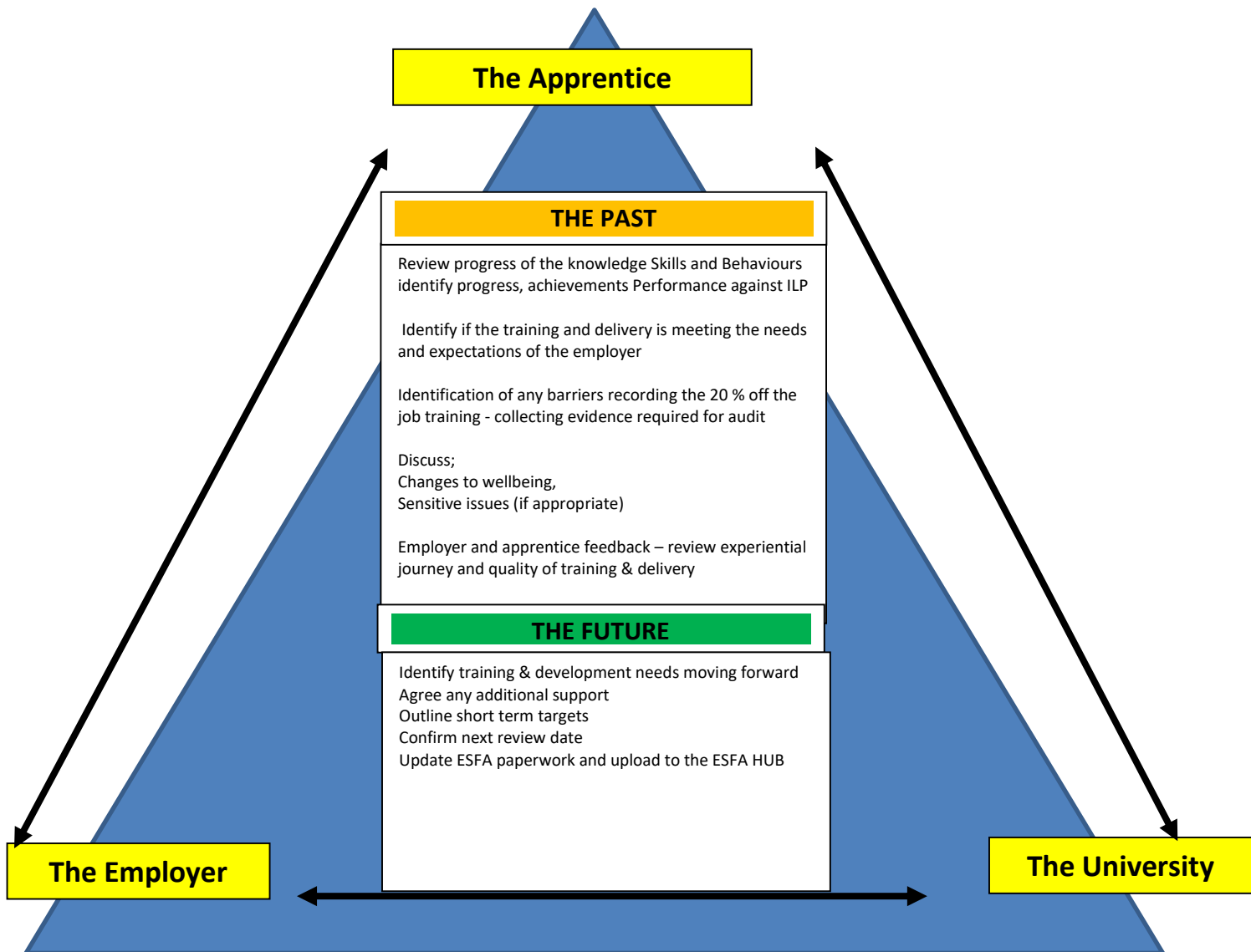


**The external auditor's role (ESFA)** is to ensure:

- The funding requirements are met
- The employer is receiving best value for money and what they are contracting with us to deliver
- There is a process in place to flag when reviews are overdue
- ALN/ASN learners have a record of support provided & how the learner is benefiting from the support
- At risk learners are flagged and an action plan in place
- Those apprentices that left early or did not achieve the full standard have had consistent effective reviews & the provider responded to the apprentices non-attendance /at risk signals

## The apprenticeship review process diagram

The below diagram shows the 'tripartite' nature of the review process. It demonstrates the need to involve the apprentice, employer and the university if reviews are to make the best possible impact on the progress of the apprentice.



In order to provide relevant and up to date information regarding the progress made on the learning component, AP will make contact with the programme manager or designated contact to gather this information prior to the review. The information required to support the process will include;

- Current position - progress made since last review - too include assignment submitted, completed modules etc.
- Concerns regarding the Apprentices progress if any
- Targets to be working towards
- Additional relevant information

## Appendix 7 – Advanced Clinical Practitioner Application Process Flowchart (External)

