

MSC ADVANCED CLINICAL PRACTICE

Institute of Health

Academic Level:	7	Credits:	180
Apprenticeship Standard:	Advanced Clinical Practitioner (Integrated Degree)		
Apprenticeship Standard and Assessment Plan:	<p>Advanced Clinical Practitioner (Integrated Degree) found at the Institute of Apprenticeships here</p> <p>Advanced Clinical Practitioner (Integrated Degree) End Point Assessment here</p> <p>The QAA Characteristic Statement for Apprenticeships can be found here.</p>		
LARS Code of the Apprenticeship Standard:	252	LARS Code of the University Award	
Awarding Body:	University of Cumbria		
Delivery Site:	Distance learning		
Programme Length:	3 years inclusive of End Point Assessment. (Maximum registration 5 years)		
Mode of Delivery:	Distance Learning / Work-based learning		
Pattern of Delivery:	Full Time		
	Delivery pattern:	Weekly study day	
	Standard semester dates:	No	
Placement:	Not applicable. All apprentices are employed.		
PSRB:			
	Date of accreditation:	Accreditation period:	
End Point Assessment:	Integrated		

End Point Assessment Organisation:	University of Cumbria
External Quality Assurance Body:	OFSTED – Teaching quality Office for Students – Integrated EPA
Programme Webpage:	Advanced Clinical Practitioner Apprenticeship - University of Cumbria

Entry Criteria

Government funding rules require that an apprentice must:

- Have the right to live and work in the UK,
- Be in employment,
- Be paid at least the legal minimum wage
- Have a contract of employment covering the full duration of the apprenticeship from start to planned EPA date
- Have a written and signed agreement for the apprenticeship with their employer.

The minimum duration periods for an apprenticeship set in each Apprenticeship Standard is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis. The shortest duration that an apprenticeship can be from start to gateway is 366 days.

All apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the apprenticeship programme. Although the University may receive direct enquires and filter these before passing to prospective employers, apprentices must apply directly via an employer. After acceptance by an employer, the University of Cumbria will require a formal application using the APTEM system, which it will assess according to the programme entry criteria.

Apprentices must meet the funding eligibility as set out in the ESFA rules.

Employer selection criteria

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

University selection criteria

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University

website. Where an apprentice is granted APL, they must still need a minimum of 12 months/52 weeks learning between the start of the programme and the gateway or they cannot be funded as an apprentice. Each candidate will be dealt with on a case-by-case basis. Each candidate for APL will be advised how that may affect ESFA funding.

Detailed criteria for admission to this programme can be found on the programme webpage

The following additional requirements apply for entry to this programme:

- Applicants must be a registered health care professional currently registered on their associated professional register.
- Evidence of Maths and English at level 2
- Applicants must have a minimum of 3 years post registration experience.
- Applicants must have support from employers to undertake this route. You are required to have an educational supervisor in clinical practice to support your clinical learning and meet required assessments. This must be a GMC registered Doctor or an MSc qualified ACP with a minimum of 2 years post qualifying experience.
- Completed training plan by learner, employer and university outlining supervised learning opportunities in clinical practice.
- Normally you must hold an Honours degree classification 2ii or above in a cognate subject.
- If you do not hold a 2ii Honours degree, you will be considered as a non-standard entrant and be required to demonstrate the ability to benefit from and successfully complete the course. You will need to provide evidence of successful study at Level 6 (or equivalent) within the last 5 years.
- If English is your second language you may be required to provide evidence of passing an International Language Testing System (IELTS) with a score of 7.0 with a mean score of 6.5 in all elements.
- The application must be supported by two references one of which must make reference to the applicant's professional competence. One referee must be the applicant's current employer.
- It is expected that you will have in place a satisfactory enhanced Disclosure and Barring Service (DBS) check. If an additional DBS check is required as it is for the Non-Medical Prescribing programme, it is the responsibility of the learner or employer, to arrange for and fund this. Please see <https://www.cumbria.ac.uk/applicants/offers/dbs-information/>
- If you undertake a placement with a placement provider outside a Contract of Employment, there is an expectation that adequate arrangements for Indemnity Insurance will be in place, and this is your responsibility.
- Placements are subject to a self-administered educational audit of the learning environment.

Exit from employment

If an apprentice is made redundant during their apprenticeship through no fault of their own, then the employer and University have a legal duty to help the apprentice try to find alternative employment.

If the redundancy is within six months of the planned completion date of the apprenticeship, then ESFA will fund 100% of the remaining agreed cost, even if the apprentice cannot find another employer.

If the redundancy is over six months from the planned end date, the ESFA will fund the remaining agreed cost for 12 weeks to allow the apprentice to find alternative employment. Where a new employer cannot be found the apprentice will be recorded as having left the programme

As well as standard Accredited Prior Learning (APL), we can offer APL for the following:

- If you have Non-Medical Prescribing at level 6, then under university regulations we can APL 20 credits into this programme.
- If you have Non-Medical Prescribing at level 7 and were awarded 40 credits or more, you will be able to APL a maximum of 40 credits.
- If you have Non-Medical Prescribing at level 7 and were awarded fewer than 35 credits you will be able to APL a maximum of 20 credits.

English & Maths

Apprentices on this programme must have a minimum of Level 2 qualifications in English and Maths as a pre-entry requirement.

Additional Qualifications

This degree apprenticeship has no additional qualifications associated with it.

PROGRAMME AIMS AND OUTCOMES

Programme Aims

By the end of this programme you will be able to:

1. Develop a comprehensive and systematic knowledge and practical understanding of how techniques of rigorous enquiry enable the critical appraisal, interpretation and application of evidence as it concerns the field of advanced practice.
2. Critically evaluate modes of clinical decision making in the area of advanced practice and the impact and interaction of judgement and decision making in complex and unpredictable situations.
3. Critically appraise different models of leadership and management and apply them appropriately to enable advanced practice service development and improvement, demonstrating originality of thought and the development of strategic thinking in response to a changing and dynamic practice environment and to health and social policy.
4. Critically appraise a range of theoretical concepts and frameworks for collaborative working and therapeutic relationships (embracing equality and diversity), demonstrating mastery in their application and innovative approaches to multi-agency working in the arena of advanced practice, including user/carer engagement and team working.
5. Critically review the complex nature of sociocultural, economic, political, technological, legal, professional and ethical concepts as they apply to the field of advanced practice.

Programme Outcomes

The programme provides opportunities for you to develop and demonstrate the following:

Level 7: After 180 credits of study you will typically be able to –

1. Display 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 advanced practice
2. Employ advanced subject-specific and cognitive skills in the area of advanced clinical practice to enable decision-making in complex and unpredictable situations.
3. Generate new ideas and support the achievement of desired outcomes.
4. Accept accountability for decision making including the use of supervision.

5. Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field of advanced clinical practice
6. Completion of 180 credits which are directly mapped onto the Apprenticeship Standard for the Advanced Clinical Practitioner
7. Demonstrate an advanced range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Advanced Clinical Practitioner
8. Demonstrate an advanced range of digital literacy.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

At the end of the programme, you will have demonstrated a systematic understanding and critical awareness of the following areas of practice that are fundamental to advanced practice.

- K1. The philosophical principles, theories and policy drivers that underpin advanced practice and the complexities of professional, ethical and legal perspectives.
- K2. Take a clinical history in complex situations, being systematic and creative and utilise physical examinations, psychological wellbeing and diagnostic testing to enable safe problem solving, diagnostic reasoning and evidence-based treatment planning.
- K3. Use complex reasoning, critical thinking, problem solving, reflection and analysis to inform your assessments, clinical judgements and decisions.
- K4. Use evidence-based approaches and risk assessment in clinical decision making and be able to give a rationale for diagnosis and treatment.
- K5. The effect of pathophysiological, psycho-social and developmental factors upon disease presentation and management.
- K6. Theories and research to support innovative approaches to leadership and management and develop collaborative and effective working partnerships.
- K7. Develops self and others through education, research and the use of audit of their own and the practice of others.
- K8. Develops practices and roles that are appropriate to patient and service need through understanding the implications of and applying epidemiological, demographic, social, political and professional trends and developments.

K9. Develops and utilises health promotion and disease prevention strategies and comprehensively assess patients for risk-factors and early signs of disease.

K10. Working across professional, organisational and system boundaries and proactively develop and sustain new partnerships and networks to influence and improve healthcare outcomes.

Programme Outcomes – Skills and other Attributes (including Employability Skills and Behaviours)

The programme provides opportunities for you to develop and demonstrate the following:

Intellectual Skills:

If you are successful at the end of the programme you will be able to:

- S1: Make rational and sound professional judgements and use a range of techniques in relation to the assessment of health needs of individuals.
- S2: Seek and critically evaluate evidence based approaches to diagnostic interventions
- S3: Use models of leadership and collaborative working to effectively develop partnerships with individuals, families, groups, communities and agencies working together for health improvement.
- S4: Influence policy and advanced practice at local and regional level.

Practical / Professional Skills:

If you are successful at the end of the programme you will be able to:

- S5: Demonstrate ability to systematically and holistically search for health needs at individual, family, group and community level.
- S6: Plan, deliver and evaluate and evidence advanced practice interventions.
- S7: Demonstrate the use of effective interpersonal skills for the development of therapeutic partnerships with individuals, families, groups and communities in order to support and empower them in enhancing their health and well-being.
- S8: Use effective communication, negotiation and leadership skills in effective collaborative working with statutory, voluntary and private agencies.
- S9: Undertake health assessment, screening and surveillance with individuals, families, groups and communities for health protection, prevention of ill-health and to promote health and well-being.
- S10: Work at all times within professional, legal and ethical codes of conduct and frameworks for practice.

Employability:

S11: Work effectively within professional, ethical and legal frameworks, able to reflect upon own practice and that of others and take responsibility for own professional practice.

S12: Work in effective partnerships with others, in a range of different situations and settings.

S13: Use higher level communication skills that include verbal, non-verbal, written and electronic means to convey information.

S14: Use proactive leadership, change and resource management skills, interacting effectively in teams.

S15: Use information technology systems effectively to access, analyse and interpret data, research findings and the evidence base for advanced practice.

S16: Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

PROGRAMME FEATURES

Programme Overview

The Apprenticeship Standard and Assessment Plan for the Advanced Clinical Practitioner Degree Level Apprenticeship have been designed by employers in the health care sector.

The Degree Level Apprenticeship for the occupation Advanced Clinical Practitioner at the University of Cumbria leads to the academic award of MSc Advanced Clinical Practitioner Degree Apprenticeship

The University of Cumbria has a very good national reputation for advanced practice and continues to be one of the leading providers of advanced practice in the UK. Our apprenticeship programme integrates the provision of higher-level academic knowledge, understanding and skills with the opportunity to contextualise this provision in the workplace and thus to develop occupational competency at a professional level in specific job roles. This enables you to also be responsive to the rapidly changing nature of health care and health care delivery in the 21st Century [Interim NHS People Plan \(2019\)](#).

The programme begins with a 3-day, well-structured online induction within the virtual classroom which you are expected to attend. You will normally study this programme over 3 years unless your personal training plan indicates otherwise. You will undertake 60 credits per year, which equates to one module per semester. Each module has been designed to take you through the pillars of practice set out within the apprenticeship standard and build your theoretical knowledge base and clinical skills. You will soon see how your academic and workplace learning are woven into the programme to enable you to integrate the new knowledge and clinical skills that enable you to become an advanced practitioner. We have used this interweaving of practice and learning for many years very successfully and it is an integral part of the apprenticeship programme. Normally masters programmes are 2 years long (D3.1 academic regulations). However, the nature and content of this programme requires delivery over 3 years. As an apprentice, you are required to be working a minimum of 30 hours per week in clinical practice. You must have an identified educational supervisor who can facilitate your learning within the workplace and who will give you a minimum of 1 hour per week direct educational supervision. This is an important part of the required workplace learning hours in clinical practice that are linked to each of the modules. You must have exposure to a range of patients with undifferentiated conditions, from exacerbations of conditions to complex and unpredictable needs to enable you to develop the range of capabilities required to become an advanced practitioner.

Your workplace learning takes place within your employed area. If you and your employer must seek alternative placement then your employer is responsible for ensuring that all governance

arrangements are in place, including honorary contracts. The University is not responsible for sourcing placements.

At all times, you must be cognisant of your codes of professional conduct as a registrant with a PSRB. These apply not only in the workplace but also within the educational setting.

Non-Medical Prescribing (NMP) is an inherent part of the advanced practice framework and is embedded into this Masters programme. In order to undertake the NMP programme, you must demonstrate you meet the relevant legal and professional statutory regulatory body (PSRB) criteria for entry to the programme and for eligibility for a prescribing role on successful completion. You will also be required to demonstrate you are eligible to prescribe in accordance with UK legislation and be registered with the appropriate UK PSRB. NMP offers the option of class attendance for this module or online delivery for learners which is very useful for those who are not local to the University. For those professions who are yet unable to prescribe, you will take 40 credits of optional modules in year 2 from a selection. If you have been granted 20 credits of APL for NMP at level 6, then in year 2 you would be required to take a single optional module as NMP is 40 level 7 credits.

In order to study the final 20 credit module which is the End Point Assessment for the apprenticeship, all preceding modules need to have been achieved and presented to the University boards. Your employer and the University must agree that all components of the gateway have been fulfilled in order that you are deemed ready to undertake this final assessment.

By studying this programme, you have the flexibility to undertake the work asynchronously but within a set time frame. We purposefully ensure that we run your set tasks from mid-week to enable you to post at the weekends if this is more appropriate for you. To enhance the learning experience there are two live taught workshops held within the virtual classroom per 20 credit module.

We are very flexible in our approach to your education and realise that sometimes you cannot always study continuously. If your circumstances change at any point in the programme and you are finding study difficult, we can allow you to take time out (intercalate) for a set period, and then enable you to re-join the next cohort. This is an option that some learners have taken and have gone on to continue their studies and graduate. This flexible approach to your studies can give you the time out you need without having to leave the programme.

The apprenticeship programme is offered at the University on an "open cohort" basis in a flexible part-time block mode that normally takes 3, 4 or 5 years to complete. "Open cohort" means that learners from different employers study the same programme as a group at the same time. However, subject to negotiation, certain bespoke delivery modes may be offered, whilst retaining the same overall programme structure.

Delivery Arrangements and Attendance

Proposed delivery arrangements for the apprenticeship programme are indicative only. Bespoke delivery will be confirmed at a later stage in partnership with employers.

Before commencement of the programme, you will need to have an individual learning needs analysis performed in conjunction with the University and your employer to establish modules you will need to study on the programme and identify and evidence any prior study which may be used for APL. This forms the basis for your individual training plan that forms the tripartite agreement of your learning needs throughout your period of study. This is agreed and signed by you as the learner, the employer and the University ensuring a committed approach to your academic and work-based learning that will ensure the theoretical underpinnings for advanced practice are developed in line with clinical opportunities available in the workplace.

The programme team will need to have contact and discussions about your progress with your educational supervisors/ lead ACP/ Employer and if supported with funding from any faculty of advancing practice within NHSE (formerly Health Education England).

You will be learning in the workplace and will be required to document the hours spent in advanced practice training with your Educational Supervisor and any additional supervised practice hours supported through other appropriately qualified clinical colleagues. You will be undertaking assessments in practice that relate to the problem-based learning patients you will meet on Blackboard. There are also formative / summative assessments that need to be completed in practice that include Direct Observations of Practice (DOPs) as well as Clinical Evaluation of Practice (CEPs) that are designed to help evidence your development of your clinical capabilities. You will be working in practice to demonstrate your achievement of the knowledge, skills and professional behaviours that exemplify advanced practice. You will be supported in this via blackboard and via tripartite reviews with your personal tutor and employer through an established schedule of regular reviews throughout your apprenticeship. The schedule for tripartite reviews is stipulated by the ESFA and this programme adheres to this, adjusting any scheduling in the event of any funding rule changes. This approach to your study will enable you to integrate the educational underpinning of your clinical practice with your practical assessment of patients in the workplace.

Online academic work is expected to take up one day per working week with additional taught workshops requiring attendance associated with module. Attendance at the taught workshops on programme is expected and apprentices should be punctual in logging into the virtual classroom. Please note that when you are undertaking Non-Medical Prescribing, this has its own attendance stipulated through PSRB requirements that must be met as well.

Refer to **Appendix 1** for further information on apprenticeship delivery models

Learning and Teaching

Teaching

Learning takes place both via the University academic modules and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. You must have a named educational supervisor to support your learning in the clinical environment who is responsible for assessing your achievement of competency in practice.

Overview of the methods of learning and teaching used on the programme:

Academic learning is facilitated through an online VLE using supported distance learning and a combination of asynchronous scheduled learning and live workshops scheduled for each module. Teaching and learning within each module on programme are very structured, with the set tasks designed to build your clinical knowledge, challenge and promote your critical thinking as a diagnostician, and develop your digital capabilities alongside your academic writing skills. Through engaging with the module content, and discussion around the current discourse in the field of advanced practice, you will also see how health and health care are influenced by the wider complexities of sociocultural, economic, political, technological, legal, professional and ethical factors.

Each of the modules within the programme has its own 'module descriptor form' (MDF) and this sets out the indicative allocated learning hours. For example, the 200 learning hours for a 20-credit module in year one comprises:

Scheduled learning and teaching = 36 hours

Work Based learning = 136 hours

Guided independent study = 28 hours

Typically during the course of a module in your first year, you will have around 3 contact hours per week through guided task work and learning activities. You will notice as you progress on programme that each module builds upon the preceding one in a cumulative manner that will build your knowledge, skills and professional behaviours of the advanced practitioner role and you will become part of an inclusive community of practice.

A typical pattern for **scheduled teaching and Learning** includes:

Week one - guided task work and feedback that develops your academic underpinning of advanced practice.

Week two - may focus upon a given problem-based learning task, linking the academic work to the workplace using 'patient presentations' and developing your anatomical and pathophysiological knowledge related to these alongside the relevant clinical management. This cycle continues over all the modules in the first year and includes other set methods such as discourse, case-based discussion and critical reflection-on and in-practice.

In your clinical environment, 136 supervised workplace practice hours are required for each module with at least one hour per week with your educational supervisor. You will be expected to consult with patients with a range of differing conditions within your workplace under close supervision and undertake workplace assessments on a termly basis e.g. demonstration of practical skills (DOPs) for physical examination of specific physiological systems. In combination with your 36 scheduled teaching and learning hours, the 136 hours in practice equates to 172 'off the job' learning hours per module in year 1 that must be recorded as evidence of achievement. The University provides two systems to help with this: APTM and your personal E-portfolio in PebblePad. Your tutor and educational supervisor will be able to monitor your progress against the apprenticeship standard through these systems by the evidence of achievement mapped against the KSBs in Pebblepad and the tripartite reviews recorded in APTM.

In year 2, scheduled teaching and learning is around 2 hours per week contact time for the core leadership module (including its associated 136 workplace supervised practice hours), with Non-Medical Prescribing as the other scheduled year 2 component. Non-medical Prescribing (NMP) sits within year 2 on programme as you are becoming more adept at undertaking patient histories and developing your diagnostic skills and confidence in role. Becoming an independent prescriber allows you to increase your level of clinical autonomy and complete full episodes of patient care within your scope of practice. The schedule of teaching and learning for NMP is timetabled by that programme team and has its own allocated workplace supervision hours.

Please note that if you are not taking Non-medical Prescribing, you will follow your detailed training plan for the remainder of your programme that is set through discussion with the Programme Lead prior to commencing the apprenticeship.

In year 3, you will embark on your Service Evaluation module during which time you will choose an aspect of health care delivery within your clinical area and benchmark the standard of care in line with National Guidelines to establish your baseline standard here. Your recommendations for practice leading from this form the building blocks for your practice change report which is one of the summative elements of the End Point Assessment. This work integrated project includes a total of 300 hours of associated 'off the job learning' and it is expected that this will continue to include at least 1 hour per week with your educational supervisor to support consolidation of your advanced knowledge and skills in practice.

End Point assessment is the culmination of your apprentice journey through the MSc Programme and is discussed in more detail in its own section further in this document.

Your learning on programme is also supported with the live workshops in the virtual classroom. These workshops support your developing clinical knowledge and skills as well as your understanding of the KSBs that form the apprenticeship standard and how you are working towards EPA. They are interactive and facilitate learning to enhance your learning experience on programme.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-directed study. Our MSc programme is informed by adult learning theory and is designed to facilitate your development as an independent learner, able to identify your own learning needs and have the ability to research the answers. This capability is also embedded within the apprenticeship standard itself and helps you in your role as an advocate for a work culture that supports life-long learning.

Independent self-directed study does not count towards Off the Job learning hours

Teaching Staff

All staff who teach on the programme have extensive backgrounds in advanced practice from a range of different practice settings.

Work-Based Learning

In order to meet the nationally set criteria, a minimum of 20% of the learning will take place 'off the job', for example in lectures, seminars, job shadowing or visiting other clinical areas out with your usual place of practice. 20% is a minimum requirement and the actual number of hours required to support your learning will be specified in those modules within your individual training plan. You are responsible for evidencing that you have completed the minimum set out in your training plan before being allowed to pass gateway for end point assessment.

Maths and English Development

Apprentices will already hold the minimum Level 2 qualifications in English and Maths, and these skills will be assessed and will be continually developed throughout the apprenticeship programme. This is supported by all apprentices completing an initial assessment of their English and Maths ability at the start of the programme. This is intended to establish a baseline against which progress will be monitored and reviewed in tripartite review meetings.

Tripartite Reviews

Regular tripartite reviews between the apprentice, the employer and the University tutor will take place to review progress and set targets for ongoing learning. The frequency of TPRs will be based on the requirements of ESFA Funding rules, in force at the time the apprentice starts the programme. The exact interval of reviews must be agreed with individual employers and the details must be reflected in the Programme Handbook. The first TPR should take place within 4 weeks of the programme, followed by at least one every 12 weeks and 4 per year.

Assessment

Overview of the methods of assessment used on the programme within each year of study

Year 1

HPHA7120 - Patchwork Text

HPHA7121 - Case Study & Viva

HPHA7122 - Written assignment.

Year 2

HPHA7123 - Poster presentation

Non-Medical Prescribing – see separate Programme Specification for this.

HPHA9100 - OSCE (plus e-portfolio submission for those learners on the fast-track route)

Any apprentice taking optional modules as part of their training plan, these are all written assignments.

Any apprentice on the fast-track route will undertake the Service Evaluation in year 2 and undertake EPA following this if all relevant criteria for Gateway are met.

Year 3

HPHA7124 - Service Evaluation

HPHA9101 - E-portfolio submission for apprentices on a standard-length training plan.

EPAG9102 - Readiness for Gateway and EPA

HPHA7127 - End Point Assessment if all relevant criteria are met.

Feedback:

The team provide formative feedback on academic work submitted within the Blackboard virtual learning environment (VLE). This helps to develop your academic writing skills and critical thinking around the topics within each module.

The programme team make extensive use of rubrics in the marking of assignments. You will be able to see the rubric on each module you undertake.

Where possible, the team use anonymous marking for summative assessments to reduce any risk of marking bias that may occur. Anonymous marking is not suitable nor required for the EPA.

The University has a 20-working day turnaround for marking and your feedback will be collected through Gradebook.

All learner assessment is subject to the University regulations.

End Point Assessment

All apprentices must take an independent assessment at the end of their training to confirm that they have achieved occupational competence. Rigorous, robust and independent end-point assessment (EPA) is essential to give employers confidence that apprentices completing an Apprenticeship Standard can actually perform in the occupation they have been trained in.

The University and the employer are bound by contract to work together to support the apprentice during their time on programme to successfully reach the end-point assessment. The University of Cumbria is the established End Point Assessment Organisation for this integrated degree apprenticeship. The end point assessment is the final assessment for this programme whose module content has been mapped to the apprenticeship standard and represents the final stage where the apprentice is able to demonstrate their achievement of the knowledge, skills and professional behaviours that exemplify working at this level of practice and occupational competency in the role. It is the employer's decision to put an apprentice forward for end-point assessment once all gateway criteria have been met and they are confident that their apprentice is ready.

The end point assessment (EPA) for this integrated degree apprenticeship is clearly established in the apprenticeship standard. It is comprised of an unseen open book examination where the answers are drawn from three prepared case studies taken from the apprentices own clinical practice that have been discussed and verified by their educational supervisor. The second element is a synoptic assessment presentation of practice focused on a clinical practice change report.

Overview of end point assessment methods (adapted from apprenticeship standard p.9)

Method	Area Assessed	Contribution to final grade	Duration / length	Assessed by	Grading
Open Book Examination	<ul style="list-style-type: none"> Advanced clinical practice 	50%	2 hours plus 20 minutes reading time	End Point assessment Organisation appointed Independent Assessor	Pass Merit Distinction Fail
Presentation of practice	<ul style="list-style-type: none"> Advanced Clinical Practice Education Clinical leadership Research 	50%	1,500 word (+/- 10%) clinical practice change report 35 minutes presentation (+/- 10%)	Independent assessment panel comprising <ul style="list-style-type: none"> Independent Assessor Independent University representative 	Pass Merit Distinction Fail

The end point assessment for the apprenticeship is undertaken online, conducted, and overseen within academic regulations. The open book examination, practice change report and presentation of practice are marked and graded by the Independent End Point Assessor using the established marking rubrics for these components of assessment (please see Appendices 2, 3 & 4). Successful completion of the end point assessment culminates in the award of the apprenticeship component accredited by IfATE and is graded at pass, merit or distinction in line with the rubrics.

The overall end point assessment award will be graded as follows:

Open book examination	Presentation of practice	EPA Grade
Distinction	Distinction	Distinction
Distinction	Merit	Merit
Distinction	Pass	Merit
Merit	Distinction	Merit

Merit	Merit	Merit
Merit	Pass	Pass
Pass	Distinction	Merit
Pass	Merit	Pass
Pass	Pass	Pass
Pass	Fail	Fail
Fail	Pass	Fail

Where an apprentice does not achieve a successful outcome in one or both of the assessments of the EPA, they will be afforded a further assessment opportunity of the failed component, and this is managed in line with university academic regulations. This reassessment will limit the EPA grade to a pass except where valid extenuating circumstances are upheld by the EPAO. Reassessment to improve the EPA grade is not allowed. Where all attempts at reassessment are exhausted, the apprentice will leave with an exit award of PG Dip Advanced Clinical Practitioner.

Successful achievement of the EPA contributes 20 academic credits at Level 7 (awarded at pass / fail) to complete the remaining credits of the MSc degree but does not contribute to the overall MSc degree award grade. This grading is calculated on 160 academic credits and is awarded as a pass, merit, or distinction. On successful completion, the learner leaves with the award of MSc Advanced Clinical Practitioner Degree Apprenticeship.

Graduate Prospects

Following the programme, you will become an Advanced Practitioner within any healthcare setting and you will be in a senior role. Some of you may go on to undertake credentials within your area of speciality, either through the Royal College of Emergency Medicine or through the endorsed credentials from NHSE (formerly Health Education England).

You may wish to undertake further study at PhD Level or undertake a professional doctorate. You may also aspire to consultant level practice [Report template \(hee.nhs.uk\)](http://hee.nhs.uk)

MODULES

Year 1 (60 credits)			
Code	Title	Credits	Status
HPHA7120	Consultation, examination and clinical decision making in advanced practice	20	Core
HPHA7121	Clinical Decision Making: Improving outcomes in complex patients.	20	Core
HPHA7122	Analysing research and evidence to inform advanced clinical practice.	20	Core
HPHA9100	Workplace Learning for Advanced Clinical Practice (OSCE)	QPU	Qual
HPHA9101	Evidencing Workplace Learning for Advanced Clinical Practice	QPU	Qual

Year 2 (60 credits)			
Code	Title	Credits	Status
HPHA7123	Clinical leadership to improve patient outcomes	20	Core
HPHN7146	Independent Prescribing for Pharmacists	40	Core For professions unable to prescribe then see the optional modules below
HPHN7411	Independent and Supplementary Prescribing for Nurse and Midwives		
HPHN7451	Independent and Supplementary Prescribing for Allied Health Care Professionals.		

HPHA9100	Workplace Learning for Advanced Clinical Practice (OSCE)	QPU	Qual
HPHA9101	Evidencing Workplace Learning for Advanced Clinical Practice	QPU	Qual
HPHA7025	Health Assessment in Common Childhood Illness	20	Optional
HPHA7026	Advanced Assessment of the Acutely Unwell Child	20	Optional
HCPD7070	Advanced Pathophysiology and Diseases in Practice	20	Optional
HCPD7068	Acute Care: Initial Management of the Acutely Ill Adult	20	Optional
HCPD7002 - 7006	Negotiated learning	20	Optional

Year 3 (60 credits)

Code	Title	Credits	Status
HPHA7124	Service evaluation for improving Clinical Practice	40	Core
HPHA9101	Evidencing Workplace Learning for Advanced Clinical Practice	QPU	Qual
EPAG9102	Readiness for Gateway / End Point Assessment for Advanced Clinical Practitioner	QPU	Qual
HPHA7127	End Point Assessment for Advanced Clinical Practitioner	20	Core
Learners exiting at this point with 180 credits would receive a named award			
MSc Advanced Clinical Practice			

Additional Module Information

Prior to commencing on programme, a full training plan will be identified by the tutor in discussion with the applicant and their employer from the modules above. Academic modules must be studied alongside the qualificatory practice units.

Where a learner commences the programme without any accredited prior learning (APL), their programme will include all the core modules and be completed within the standard 3-year time frame. Where 20 credits of APL has been awarded, then the learner will take a further 20 credit module from the optional ones in year 2 outlined above. Where 40 credits have been awarded, the learner will undertake the Service Evaluation module in year 2 and reach Gateway at the end of year 2 if all elements are successfully achieved.

If a learner is in a profession who cannot yet prescribe, then 40 credits of optional modules will be taken in year 2.

Key to Module Statuses

Core modules	Must be taken and must be successfully passed.
Optional modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
Qualificatory practice units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module. Optional modules are normally selected 3 - 5 months in advance.

Timetables

Timetables are normally available at the start of each academic year or point of entry to the programme. The entire schedule for the online workshops as part of the qualificatory module is available on the module site in Blackboard. For any learner on a fast-track programme, details of the workshops for year 2 will be identified on an individual basis.

There are points in the programme where there will be opportunity to take part in live online sessions for preparation for OSCE. You will be notified of these dates in advance.

For Non-Medical Prescribing there will be live online day attendance as per the NMP timetable.

If you are taking Non-Medical Prescribing face to face, then of course you will have to attend the University campus it is being delivered from.

ADDITIONAL INFORMATION

Apprentice Support

Support in your Workplace

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer, but typically, you will be supported as follows, where the roles may be combined in one person.

- A named educational supervisor designated by the employer to provide vocational and pastoral support for individual learners, who may or may not be your line manager. In particular, support will be provided for work-based learning assignments and the final year project.

The University and the employer are bound by contract to work together to support you as an apprentice. This will include tripartite learner review meetings between the University, the learner, and your supervisor as the representative of the employer. The agenda for these learner review meetings will typically include a summary of your progress on programme, a review of evidence on file, identification of any emerging challenges, tracking the proportion of off-the-job training undertaken, and agreement of an action plan if/where needed. Records of these learner review meetings will be held in your profile on the APTM system and may be audited by the ESFA or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships.

Your development on programme is supported within the workplace through your educational supervisor who will help you to link your university learning to your clinical practice in the workplace and your acquisition of the clinical skills required for advanced practice .

The University provides a range of support for you whilst on programme. The Programme Lead is available to discuss any difficulties you may be having that are affecting your ability to focus and make expected progress as well as your learning experiences with either the programme content or any issues within clinical practice. The programme lead is also responsible for the quality of your University learning experience. You will also be allocated a personal tutor who will be responsible for supporting your assessment on programme through, for example, the TPRs and also as a point of contact if you are having any difficulties. As a student at the University, your wellbeing is at the heart of our priorities and there are a number of resources that we can provide either through direct referral or through signposting you for self-referral where more appropriate or your personal preference.

Learners are required to maintain their own personal record of off the job learning within their learning record in the University apprentice system known as Aptem and this will be available to your employer and the University.

University Support

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

As an apprentice at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Training Hours

ESFA's apprenticeships funding rules set the minimum OTJ hours required to an apprenticeship to be considered valid. All apprenticeship programmes must contain the minimum number of off-the-job training hours, set in the Funding Rules that are current at the time the apprentice starts their programme. The ESFA has defined off-the-job training as "*learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. Training can be delivered at the apprentice's normal place of work but not as part of their normal working duties*".

Training is distinct from assessment and off-the-job training reinforces practical, work-based learning with technical and theoretical learning. The focus of off-the-job training is on teaching new skills rather than assessing existing skills. Off the job training must be completed in normal paid working hours and 20% is a minimum requirement. The actual number of hours required for each apprentice will be set out in the apprentice's training plan. It is the apprentice's responsibility to maintain an up-to-date record of off the job learning hours completed. The number of hours required in the training plan must be completed before an apprentice can pass gateway for end point assessment.

Monitoring of off-the-job training hours is recorded in the learner's electronic record in the University's electronic monitoring system, currently APTM, with evidence uploaded retrospectively on a monthly basis. Other hours such as supervised practice in the workplace is documented in the learners E-portfolio, with the two combined at the end of the programme to show achievement of the Individual Learning record hours achieved overall and the minimum 20%.

Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

Standard registration is usually 2 years for an MSc programme, however due to the requirements of the programme you will study for 3 years and a maximum period of 5 years.

External and Internal Benchmarks

As an apprenticeship, the programme integrates the learning outcomes required for a higher education qualification with those defined by employers as an occupational standard for specific (but broadly based) job roles.

There are no specific QAA Subject Benchmarks for Advanced Practice. The nearest relevant criteria are the Characteristics Statement: Masters Degree QAA (2020) [Characteristics Statement: Master's Degree \(qaa.ac.uk\)](#)

Advanced Clinical Practitioner (Integrated Degree) 2018 (IfATE) [Advanced clinical practitioner \(integrated degree\) / Institute for Apprenticeships and Technical Education](#)

Multi-Professional Framework for Advanced Practice (Health Education England (HEE), 2017). <https://advanced-practice.hee.nhs.uk/multi-professional-framework-for-advanced-clinical-practice-in-england/>

Workplace Supervision for Advanced Clinical Practice: An integrated multi-professional approach for practitioner development (Centre for Advancing Practice HEE 2021). <https://advanced-practice.hee.nhs.uk/workplace-supervision-for-advanced-clinical-practice-2/>

HEE Centre for Advancing Practice [Welcome - Advanced Practice \(hee.nhs.uk\)](#)

Nursing and Midwifery council (NMC) The Code (2018) [The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates - The Nursing and Midwifery Council \(nmc.org.uk\)](#)

General Pharmaceutical Council (GPhC) Standards for Pharmacy Professionals. (2017) [Standards for pharmacy professionals | General Pharmaceutical Council \(pharmacyregulation.org\)](#)

Health and Care Professions Council (HCPC) Standards of Conduct, Performance and Ethics. (2016) [Standards of conduct, performance and ethics | \(hcpc-uk.org\)](#)

Interim NHS People Plan (2019) [Interim-NHS-People-Plan_June2019.pdf \(longtermplan.nhs.uk\)](#)

NHS Employers- Advanced and Enhanced Practice [Advanced practice and enhanced practice | NHS Employers](#)

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

[UoC Academic Regulations and Academic Procedures and Processes](#)

Disclaimer

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular

intake year will be as detailed on the programme webpage: [Advanced Clinical Practitioner Apprenticeship - University of Cumbria](#)

Appendix 1

Apprenticeship delivery structure

Apprenticeship programmes are designed to be offered for full-time study with delivery at the University. However, as a Higher/Degree Level Apprenticeship, other types of flexible delivery may be required.

This programme can be made available in two modes of study:

a) Standard Mode of Study:

- the initial offer by the University: with the defined curriculum map and programme delivery structure
- flexible duration of 3, 4 or 5 years
- delivered full-time through a mix of day release and block release across all three semesters
- with a cohort open to all employers.

b) Custom Mode of Study:

- determined by negotiation with a particular employer or delivery partner: following the defined curriculum map, but with a bespoke programme delivery structure, not defined in this specification.

Appendix 2 Marking Rubric for Open book examination End Point Assessment



ACPA EPA Open book exam rubric

		Fully Met in Q:	Partly met*	Not met
	Able to:			
1.1	Practise with a high level of autonomy and be accountable for their decisions and omissions; work in line with their code of professional conduct, professional standards and scope of practice			
1.2	Assess individuals and families using person-centred approaches and a range of assessment methods			
1.2a	Assess individuals and families using person-centred approaches and a range of assessment methods <i>for example including</i> history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments			
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			
1.4	Assess individuals for risk factors and their impact on health and wellbeing			
1.4a	Facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures			
1.5	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			
1.6	Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care			
1.7	Ensure safety of individuals and families through the appropriate management of risk			
1.8	Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate			
	Understands:			
1.1	Local, national policies and procedures within their scope of practice, the professional and regulatory codes of conduct relevant to their advanced clinical practice; the importance of working within boundaries of practice			
1.1a	The range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice			
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	The causes, signs, symptoms and impact of physical and mental health conditions within their scope of practice; how to draw on a diverse range of knowledge and critical thinking in their decision-making to determine evidence-based therapeutic interventions			
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	How to plan and manage a defined episode of care within their area of clinical practice, which may include admission, referral or discharge, to other services; methods and techniques to evaluate interventions			
1.5a	How to use the outcomes to instigate service development			
1.6	Local and national policies, regulatory <u>frameworks</u> and guidelines for prescribing where appropriate; knowledge of pharmaco-therapeutics relative to their scope of practice			
1.7	Strategies to mitigate risk			
1.8	The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment			
	Demonstrates the following behaviours:			
A	Treats people with dignity			
B	Respects people's diversity, beliefs, culture, needs, values, privacy and preferences			
C	Shows respect and empathy for those they work with			
D	Works to best practice			
E	Shows self-awareness			
F	Have the courage to challenge areas of concern			
G	Be adaptable, reliable and consistent			
H	Show discretion and resilience			

*all **bold** criteria must be fully met in order to record a pass. The use of partially met is for the purposes of feedback to students offered a resit.

Grading:

One or more bold criteria NOT fully achieved or unsafe practice demonstrated	Fail	
All bold and fewer than 2 non bold criteria achieved	Pass	
All bold and 2 or 3 non bold criteria achieved	Merit	
All bold and 4 or more non bold criteria achieved	Distinction	

Feedback:

What you have done well

What you could improve upon

General comments

First Marker:

Second Marker:

Appendix 3 Marking Rubric for Practice Change Report End Point Assessment



ACPA EPA Practice Report rubric (to be used in conjunction with the ACPA EPA Practice Presentation rubric)

		Fully met in Q:	Partly met*	Not met
ADVANCED CLINICAL PRACTICE				
ACP	Able to:			
1.5	Evaluate events to improve future care and service delivery			
1.5b	Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; discharge or refer appropriately to other services			
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			
1.8	Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate			
	Understands:			
1.1(u)	Local, national policies and procedures within their scope of practice, the professional and regulatory codes of conduct relevant to their advanced clinical practice			
1.1(u)b	The importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within their scope of practice			
1.8(u)	The importance of evidence based practice and technology, to underpin and inform decisions made about care and treatment			
1.8(u)b	The importance of genomics, to underpin and inform decisions made about care and treatment			
1.3(u)	How to draw on a diverse range of knowledge and critical thinking in their decision-making to determine evidence- based therapeutic interventions			
1.3(u)b	The causes, signs, symptoms and impact of physical and mental health conditions within their scope of practice			
1.7(u)	Strategies to mitigate risk			
RESEARCH				
R	Able to:			
4.2	Evaluate and audit their own clinical practice and act on the findings			
4.2b	Evaluate and audit others' clinical practice and act on the findings			
4.3	Alert individuals and organisations to gaps in evidence; initiate evidence-based activity that aims to enhance clinical practice and contribute to the evidence base			
4.3b	Lead evidence-based activity that aims to enhance clinical practice and contribute to the evidence base: Support others to develop their research capability			
4.4	Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own practice			
4.4b	Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines			
4.1	Apply evidence-based strategies that are evaluated to enhance the quality, safety			
4.1b	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			
	Understands:			
4.1(u)	National and quality standards			
4.1(u)b	International quality standards; the effect of policy on health and social care			
4.2(u)	Valid and reliable evaluation and audit methods used in clinical practice			
4.2(u)b	The range of valid and reliable evaluation and audit methods used in clinical practice			
4.3(u)	The range of quantitative and qualitative research methodologies relevant for use in health and social care; the importance and impact of research on advancing clinical practices			
4.3(u)b	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 their research activities;			
4.4(u)	Critical appraisal techniques and how to apply new knowledge effectively to own clinical practice; the importance of integrating research into clinical practice; the range of evidence based standards, policies and clinical guidelines which apply to own practice			
4.4(u)b	How to apply new knowledge effectively to others' clinical practice; the range of evidence-based standards, policies and clinical guidelines which apply to others' practice			
CLINICAL LEADERSHIP				
CL	Able to:			
3.5	Identify the need for change			
3.5b	Generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need			
3.6	Establish and exercise their individual scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience			
	Understands:			
3.1(u)	Methods and systems to measure impact of advanced clinical practice			
3.2(u)	The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to their clinical practice			
3.6(u)	The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to their practice			

VALUES			
	Demonstrates the following values:		
A	Recognises need to treat people with dignity, respecting diversity, beliefs, culture, needs, values, privacy, preferences		
B	Shows respect for those they work with		
C	Works to best practice		
D	Shows self-awareness		
E	Have the courage to challenge areas of concern		
F	Be adaptable		
G	Show discretion		
H	Be reliable and consistent		

***all** **bold** criteria must be fully met in order to record a pass. The use of partially met is for the purposes of feedback to students offered a resit.

Please provide an overall grade and comments for the report and presentation elements on the practice presentation rubric.

Appendix 4 Marking Rubric for Presentation of Practice End Point Assessment



ACPA EPA Practice Presentation rubric (to be used in conjunction with the ACPA EPA Practice Report rubric)

		Fully Met in Q:	Partly Met*	Not Met
ADVANCED CLINICAL PRACTICE				
ACP	Able to:			
1.1	Practise with a high level of autonomy and be accountable for their decisions and omissions; work in line with their code of professional conduct, professional standards and scope of practice			
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			
Understands:				
1.8	The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment			
RESEARCH				
R	Able to:			
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			
4.5	Develop and implement robust governance systems and systematic documentation processes			
4.6	Disseminate their work through appropriate media to further advance clinical practices			
Understands:				
4.6(u)	The value of disseminating research to advance clinical practice, enhancing the quality, safety, productivity and value for money of health and care			
4.6(u)b	How to select and use media appropriately to optimise research impact			
4.5	The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place			
CLINICAL LEADERSHIP				
CL	Able to:			
3.1	Demonstrate the impact of advanced clinical practice within their scope of practice			
3.1b	Demonstrate the impact of advanced clinical practice within the wider community			
3.2	Use their advanced clinical expertise to influence clinical practices to enhance quality			
3.2b	Use their advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development and productivity and value			
3.3	Provide professional leadership; work across boundaries to promote person-centred care			
3.3b	Provide supervision in situations that are complex and unpredictable; instil confidence and clinical credibility in others			
3.5	Identify the need for change			
3.5b	Generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need			
3.7	Identify and manage risk in own clinical practice; be receptive to challenge			
3.7b	Identify and manage risk in others' clinical practice; demonstrate the ability to challenge others			
3.4	Actively seek and participate in peer review of their own and others' practice across traditional health and social care boundaries			
Understands:				
3.3(u)	Theories, techniques and models of leadership and teamwork and how these can be applied			
3.3(u)b	Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care			
3.4(u)	The importance of peer review and evaluation in advanced clinical practice			
3.5(u)	Theories, models, and techniques to effect change at individual and team level			
3.5(u)b	Theories, models and techniques which can be deployed across health and social care systems to affect change at organisational level			
3.7(u)	The range of evidence-based strategies to manage risk in clinical practice			
EDUCATION				
E	Able to:			
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			
2.2	Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services			
2.3	Support practice education			
2.3b	Work collaboratively to identify and meet the learning and development needs of health or care professionals; act as a role model and mentor			
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			
Understands:				
2.2(u)	Their role, responsibility and motivation to manage their own learning; the range of tools and techniques that can be used to direct own learning, set goals and evaluate learning			
2.3(u)	The application of teaching and learning theories and models in health and care; how to identify learning needs			
2.3(u)b	The organisational and professional roles and responsibilities in relation to life-long learning			
2.1(u)	Motivational theory and how to apply it to participation in health and social care; the value of empowerment and codesign			
2.4(u)	The importance and impact of organisational culture in learning and development; techniques to influence organisational culture			

VALUES			
	Demonstrates the following values:		
A	Treats people with dignity		
B	Respects people's diversity, beliefs, culture, needs, values, privacy and preferences		
C	Shows respect and empathy for those they work with		
D	Works to best practice		
E	Shows self-awareness		
F	Have the courage to challenge areas of concern		
G	Be adaptable, reliable and consistent		
H	Show discretion and resilience		

*all **bold** criteria must be fully met in order to record a pass. The use of partially met is for the purposes of feedback to students offered a resit.

Grading (for report and presentation combined):

One or more bold criteria NOT fully achieved or unsafe practice demonstrated	Fail	
All bold and fewer than 2 non bold criteria achieved	Pass	
All bold and 2 or 3 non bold criteria achieved	Merit	
All bold and 4 or more non bold criteria achieved	Distinction	

Feedback (for report and presentation):

What you have done well

What you could improve upon

General comments

First Marker:

Second Marker: