

# PGDIP ENHANCED CLINICAL PRACTITIONER

## Institute of Health

<b>Academic Level:</b>	7	<b>Credits:</b>	120
<b>Apprenticeship Standard</b>	Enhanced Clinical Practitioner		
<b>Apprenticeship Standard and Assessment Plan:</b>	<a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/enhanced-clinical-practitioner-v1-1">https://www.instituteforapprenticeships.org/apprenticeship-standards/enhanced-clinical-practitioner-v1-1</a> The QAA Characteristic Statement for Apprenticeships can be found <a href="#">here</a> .		
<b>LARS Code of the Apprenticeship Standard</b>	631	<b>LARS Code of the University Award</b>	Tbc
<b>Awarding Body:</b>	University of Cumbria		
<b>Delivery Site:</b>	Apprenticeship Location		
<b>Programme Length:</b>	18 months		
<b>Mode of Delivery:</b>	Blended Learning		
<b>Pattern of Delivery:</b>	Full Time		
	Delivery pattern:	Day release where learners will have identified University study days.	
	Standard semester dates:	Yes	
<b>Placement:</b>			
<b>Employer Organisation:</b>			
<b>End Point Assessment:</b>	Non-integrated		
<b>End Point Assessment Organisation:</b>	TBC		
<b>External Quality Assurance Body:</b>	OFSTED – Teaching quality		
<b>Programme Webpage:</b>	<a href="https://www.cumbria.ac.uk/study/courses/apprenticeships/enhanced-clinical-practitioner/">https://www.cumbria.ac.uk/study/courses/apprenticeships/enhanced-clinical-practitioner/</a>		

## Entry Criteria

The professions which are able to undertake this programme, and as outlined in the HEE schema to Enhanced Practice, include:

- Physiotherapists
- Occupational Therapists
- Paramedics
- Radiographers (Diagnostic or Therapeutic)
- Nurses

Provided all entry requirements below have been met.

Government funding rules require that an apprentice must:

- Have the right to live and work in the UK,
- Be resident in the UK for the last **3 years** before the start date of the programme,
- Be in employment, in a role that allows them to develop the competencies in the apprenticeship standard
- 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.
- Full DBS clearance

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. This programme is normally 18 months long. 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 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 DfE rules at the time of application.

### Employer selection criteria

Current DfE funding rules for each cohort will apply. Employers will have imposed additional requirements, such as specific clinical skills, interviews or enhanced Disclosure and Barring Service (DBS) checks to ensure candidates are suitable for the role which runs alongside the programme. These outcomes will be required to be evidenced to the University on application. DBS does not require to be repeated by the University unless the employer DBS is not available.

For the most accurate and tailored guidance, refer directly to the Enhanced Clinical Practitioner Apprenticeship Standard on the IfATE website or consult your employer for specific entry criteria.

### 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 and one day/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 DfE funding. Please note that learners are only able to APL 60 credits to the Advanced Clinical Practice programme on full completion of the PGDip and completion of the EPA.

The following additional requirements apply for entry to this programme:

- A first degree 2:2 or equivalent
- Current registration with the Health and Care Professions Council or Nursing and Midwifery Council with no restrictions on their practice.
- At least three years post-registration experience, currently working in a relevant clinical area with access to a suitable coordinating education supervisor/work-based mentor.
- Minimum of Level 2 qualification in Maths and English. For those without these qualifications, they must achieve them before undertaking the End-Point Assessment (EPA).
- Agreement from employers to support, with respect to time and opportunity, both in the workplace setting and at an academic educational institution.

### English & Maths

For this programme holding level 2 qualifications in English Language and Maths is a pre-entry requirement

### **Additional Qualifications**

No additional qualifications required.

## PROGRAMME AIMS AND OUTCOMES

### Programme Aims

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

1. Specialise in your clinical subject whilst being able to practise your skill in your own field.
2. Develop your academic knowledge of level 7 study to support your ability to study toward a Masters degree on a programme which recognises and values your prior experience and learning
3. Develop your career into roles which require Enhanced Clinical Practitioner accreditation
4. Develop conceptual knowledge and advanced understanding of how techniques of enquiry enable the critical and objective analysis, interpretation and application of research and evidence within your sphere of influence
5. Increase knowledge and leadership skills that will enhance and develop your practice.

### Programme Outcomes

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

**After 60 credits of study (PgC) you will be able to -**

1. Apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles related to Enhanced Clinical Practice and deploy a range of cognitive and transferable skills within the work setting.
2. Evaluate the appropriateness of different approaches to solving well defined problems in the area of Enhanced Clinical Practice and communicate outcomes in a structured and clear manner.
3. Identify and discuss the relationship between personal and workplace experience and findings from books and journals and other data drawn from the field of Enhanced Clinical Practice
4. Completion of 60 credits which are directly mapped onto the Apprenticeship Standard for Enhanced Clinical Practitioner
5. Demonstrate a limited range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Enhanced Clinical Practitioner
6. Demonstrate a limited range of digital literacy

**After 120 credits (PgD) of study you will be able to -**

7. Critically review, consolidate and extend a systematic and coherent body of knowledge related to Enhanced Clinical Practice .
8. Critically evaluate concepts and evidence in the area of Enhanced Clinical Practice from a range of resources.
9. Transfer and apply Enhanced Clinical Practice relevant cognitive and transferable skills and problem-solving strategies to a range of situations and to solve complex problems.
10. Communicate solutions, arguments and ideas clearly and in a variety of forms.
11. Exercise considerable judgement in a range of situations.

12. Completion of 120 credits which are directly mapped onto the Apprenticeship Standard for Enhanced Clinical Practitioner
13. Demonstrate a complex range of competence across the Knowledge, Skills and Behaviours of the Apprentice Standard for Enhanced Clinical Practitioner
14. Demonstrate a complex range of digital literacy

## PROGRAMME FEATURES

### Programme Overview

The Apprenticeship Standard and Assessment Plan for the Degree Level Apprenticeship in Enhanced Clinical Practitioner have been designed by employers in the health and social care sector. The Degree Level Apprenticeship at the University of Cumbria leads to the academic award of Post Graduate Diploma. An 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 occupation competency at a professional level in specific job roles.

The programme of study has been designed to meet your needs, interests, and workplace specialisms to developing your professional and personal knowledge, expertise and excellence in practice within community, workplace and health and social care settings. Studying with us you will be offered the opportunity of tailoring your own programme of study and associate learning to your field with context-specific learning. Delivery is through online distance learning (some closed cohorts may involve on site/or on campus study). There may be opportunity to APL credits from other programmes you have studied into the programme.

This programme provides accessible higher education opportunities at a level which is appropriate to you, the student. The programme utilises a collaborative approach in the provision of inclusive person-centred continuing professional development education, which is responsive to market demand and which has been developed following extensive engagement with employers, current students and external commissioners. Whilst undertaking this programme of study, you will be introduced to and experience the process of transformative learning, founded upon personal critical reflection which will develop you as a knowledgeable, flexible, enquiring practitioner, capable of problem solving and leading innovative approaches.

Your programme *"will include content which is relevant to the world of work, emphasising problem-solving and the interaction of theory and practice. It will challenge you intellectually, promoting independence and confidence"* (University of Cumbria, Learning, Teaching and Assessment Strategy [LTA]). Equally focussing upon one of the key themes from the same strategy we aim to *"provide an environment for the development of professionally relevant, research informed and innovative programmes"*. This theme not only provides a foundation for your chosen area of study, but it also recognises the importance of using a clear educational curriculum model and aligning to the HEE Enhanced Clinical Practitioner framework to structure your programme, with you as the learner being central to this process.

Focussing on the knowledge and skills required for your employment, the curriculum accommodates the latest contemporary practice developments, key elements of reflective practice and transformative learning. Our University of Cumbria graduate attributes recognise the importance of you being *"self-reliant, adaptable and flexible"* in your thinking and practice. This will be reflected in developing and enhancing your skills of enquiry and encouraging you to be *"enquiring and open to change"* embracing the principles which underpin transformative learning.

This programme includes a work-based learning module which has been explicitly designed to meet your needs when working in a wide range of practice situations. Morris (2018) describe work-

based learning as a means for integrating university level learning with learning from experience in the workplace, the bringing together of self-knowledge, expertise at work and formal knowledge. Work-based learning is a learning process rather than a teaching process, which encourages you to take responsibility for your own learning and develops attitudes and skills towards lifelong learning (Håkansson Lindqvist *et al.*, 2024). This module allows you to undertake focussed study, relevant to you and your place of work which is directed by a pre-determined set of learning outcomes to ensure academic rigour and consistency is maintained. The nature of the content and assessed work will be determined cooperatively by you, your employer and a designated subject tutor. Your tutor will assist you to identify key learning resources related to the area of study. For the Workplace learning, a practice-designated mentor will provide support and guidance within your workplace, the exact nature of this support will be agreed within the learning contract and approved by the tutor.

Our aim is to help you enhance your professional prospects and enable you to play an active role in developing your own practice. The facility to study modules online from your own home at a time that will fit around your shift pattern and day-to-day commitments further supports access to this advanced learning. We have extensive experience as CPD distance learning providers. All tutors are experienced in both clinical and academic practice.

In the case of the **PGDip Enhanced Clinical Practitioner**, you will be required to have undertaken all core modules with support of your profession-specific academic tutor. Module content must be relevant to your area of practice and agreed in your personal development plan with your personal tutor. The Workplace learning module must be chosen from the available options to be representative of your area of clinical practice.

Following completion of the PGDip Enhanced Clinical Practitioner programme, the framework facilitates seamless progression to the MSc Advanced Clinical Practice or other MSc programmes. The framework may also be used to prepare you for a PhD application or to undertake research.

## Delivery Arrangements and Attendance

The programme is full time and is run over 18 months. The delivery pattern is 4 x 12 week semesters and an additional module which will span the duration of your programme, with outcomes which run alongside your taught content for development in practice-supported hours. Delivery is online to support a wide range of employers and apprentices.

The programme can be delivered and commissioned to meet the needs or the requirements of the employer which may mean modules are normally delivered one day a week. Learners from different employers are able to study the programme as a group at the same time.

The Programme is flexible to ensure it can meet the needs of learners who only work part-time, or who may have commitments that would make a full-time course unrealistic. This is based on an 18 month programme, with learners studying 80 credits over one x 12 month period and 60 credits and the End Point assessment gateway module over the next 6 month period. This may be extended for any learners who, for unforeseeable issues need to study outside the traditional routes. Further information and general queries should be directed to [PAdLancaster@cumbria.ac.uk](mailto:PAdLancaster@cumbria.ac.uk)

Your apprenticeship programme is offered at the University on an “open cohort” basis in a flexible online mode. Each module may include one day per week online with synchronous or asynchronous sessions as well as additional online and virtual resources, accessed outside of the in-person teaching and will vary depending on the module and employer requirements. “Open cohort” means that apprentices from different employers study the same programme as a group at the same time. Subject to negotiation, certain bespoke delivery modes may be offered and employers may wish to commission an entire cohort.

Evidence of on- and off- the job hours will be included within the APTM portfolio.

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

## Learning and Teaching

### Teaching

Learning takes place both on online platforms at the University and in the workplace, and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, the minimum required Off the Job learning hours will take place for example in lectures, seminars, job shadowing and industrial visits. The minimum requirement and the planned number of hours required will be specified in the Training Plan and Apprenticeship Agreement for each Apprentice. Apprentices are responsible for evidencing that they have completed the minimum hours set out in the Training Plan before they will be allowed to pass gateway for end point assessment. This is evidenced by the apprentice submitting monthly reports on OTJ hours completed in the APTM system which will be assessed and approved by University Staff.

The apprenticeship is designed so that you will progressively acquire subject knowledge and skills, gradually advancing towards more independent learning in the final year, whilst developing a reflective approach to personal progress. This means many of the skills you learn are transferable across modules and build up through the modules. For example, you will develop your knowledge of physical assessment skills, with opportunity to refine these within your clinical environment, with ability to take forward many of your pathway specific skills in searching for the evidence on which you base your practice, feeding back into your second academic module. You will develop your reflective and analytical skills at each level of the programme in order to contribute fully to your workplace. In conjunction with this you will be building a portfolio of evidence to demonstrate how you use these newfound skills in practice with evidence from practice assessors and others on your increasing application of knowledge to the skills you embed on a daily basis. This authentic programme level assessment strategy builds towards your end point assessment where the assessor sees you demonstrate these skills in practice and has a professional conversation about your learning throughout the programme.

At Level 7 you typically have around 200 hours of study per module, typically consisting of:

- Scheduled learning and teaching
- Guided independent study
- Reading and searching for literature

- Individual support, where required
- Personal tutoring, where required
- Work-based learning (e.g. work shadowing, project work, working under supervision)

### **Independent Learning**

When not attending scheduled learning activities you will be expected to continue learning independently through self-study. As apprentices you have a unique opportunity to apply your university learning to practical contexts in your workplace. You are encouraged to undertake independent study both to supplement and consolidate your learning and to broaden your individual knowledge and understanding of the subject. Work-based learning forms a crucial element of many modules, typically as work-based projects or other-directed assignments. The programme is designed to ensure that theory and practice are clearly linked throughout to develop the knowledge, skills and behaviours required of an Enhanced Clinical Practitioner. Independent self-directed study does not count towards Off the Job learning hours.

### **Teaching Staff**

The programme is delivered by a team of experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant. Modules have been written and are taught by a variety of professionals in their fields, with specialities in a wide range of subjects. Programme leaders have extensive experience in supporting you to meet the needs of the programme, whilst achieving your own goals and aspirations for study on an individual level.

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative, and dynamic learning environment. Teaching, assessment, and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The University of Cumbria, Learning, Teaching and Assessment Strategy (LTA) underpins all aspects of the Enhanced Clinical Practitioner programme

Where specifically included, work based learning is facilitated by a practice designated mentor, supported by the University.

### **Digital Capabilities**

The programme is designed to be flexible, utilising the full range of UoC digital resources and supported communication through learning technology (including online and distributed places for learning). Learning and digital development is supported in both academic study and practice environments. You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice, through a transformative learning experience. Assessments incorporate a wide variety of media to enhance your experience of digital technologies.

### **Work-Based Learning**

Learning takes place both at the University and in the workplace and uses real work-based activities to inform and evidence that learning has taken place. In order to meet nationally set criteria, apprentices are required to spend a total of 688 hours involved in 'off the job' learning between the first and the last day of learning on the programme. This is reduced by 5.6 hours statutory leave each year. This 'off the job' learning can involve lectures, seminars, job shadowing and industrial visits. The actual amount of hours required will be specified in the Training Plan for each programme. Apprentices are responsible for evidencing that they have completed the minimum set out in the Training Plan before they will be allowed to pass gateway for end point assessment. OTJ methodology has been developed to align theory to practice, and has been mapped against the Standard, meeting the needs of employers and apprentices.

### **Maths and English Development**

Where Apprentices already hold the minimum Level 2 qualifications in English and Maths, 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 should 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 first TPR should take place within 6 weeks of the programme, followed by at least one every 12 weeks and, on average, 4 per year. The frequency of TPRs will be based on the requirements of DFE Funding rules, in force at the time the apprentice starts the programme.

## **Assessment**

The assessment methods used throughout the programme:

### Year 1

Practical Skills Assessment

Oral Assessment/Presentation

Report

### Year 2

Oral assessment/presentation

Portfolio

### **Feedback**

Timely and meaningful feedback is provided to ensure students achieve their potential. The University requires feedback on assessment to be provided to students within a maximum of 20 working days. This programme uses constructive alignment, formative work / feedback and discussion informs summative works. All feedback on summative assessment is provided electronically, attached to the student submission, ensuring consistency of feedback approach and

to facilitate ease of access for students. Feedback may be provided via in-text commentary, verbal recording (using the assessment platform) and use of rubric.

## 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 and can demonstrate the duties, and knowledge, skills and behaviours set out in the occupational standard.

The University and the employer are bound by contract to work together to support the apprentice and to carry out the end-point assessment. The end-point assessment takes place at the end of the apprenticeship after all the on-programme and work integrated learning elements of training have been completed (the practical period) and after the gateway has been passed. 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 format and content of the end-point assessment has been considered through the formulation of this programme; the modules and assessment methods will support development of this final assessment. The Enhanced Clinical Practitioner Apprenticeship standard includes a mandatory End-Point Assessment (EPA). The EPA is designed to confirm that apprentices meet the knowledge, skills, and behaviours (KSBs) outlined in the Apprenticeship Standard.

There are two methods of this EPA:

- 1) Workplace-Based Portfolio and Discussion. Apprentices will complete and submit a portfolio of evidence of KSB capabilities met within their clinical practice, followed by a discussion to reflect on their performance.
  - Grading: Assessed using a set of criteria aligned with the standard, typically on a pass/fail basis.
- 2) 5000-word Quality Improvement proposal with question and answer session. The apprentice presents a quality improvement proposal and engages in a question and answer session with the assessor.
  - Grading: This component may involve a grading rubric, and the outcomes are typically graded as fail, pass, or distinction.

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months. The assessment methods can be delivered in any order, and the result of one assessment method does not need to be known before starting the next. The independent assessor must only observe one apprentice to ensure quality and rigour, and they must be as unobtrusive as possible. The EPAO must give an apprentice a 2 week notice of the observation.

The overall EPA grade (e.g., Pass, Merit, Distinction) is determined by the combined performance across all components, following the Assessment Plan's weighting and scoring rubric. The specific grading matrix used may include thresholds for achieving Pass, Merit, and Distinction. For example:

- Pass: Demonstrates minimum competency for all KSBs.
- Distinction: Demonstrates excellence in practice and additional criteria (e.g., critical evaluation, leadership qualities).

The University award classification should be considered as separate from the EPA, and will determine the performance throughout the modular standards against academic standards.

The EPA takes place after the completion of the graded elements to the academic programme and after the apprentice has successfully completed the on-programme phase. This ensures that apprentices have developed the necessary KSBs. A gateway process is required to confirm the apprentice's readiness for the EPA. This involves:

- Completion of the academic requirements of the programme.
- Employer and training provider agreement that the apprentice has met the required standards.

The EPA is typically scheduled within 3 months after the apprentice completes the academic programme. Arrangements for booking and attending the EPA are made in collaboration with the EPA organization and employers. As the EPA for this programme is non-integrated, it will be undertaken and assessed by a separate End-Point Assessment Organisation (EPAO) approved by the Department for Education (DfE). The University provides the academic training and contributes to the portfolio preparation but does not conduct your EPA.

For full details, refer to the Apprenticeship Assessment Plan provided by the DfE.

### **Specific Arrangements**

The University works closely with the EPAO to ensure a seamless transition for apprentices completing the programme. The University will put forward an apprentice to the EPAO when all academic credit has been passed and the workplace identifies readiness. In signing up for this programme, the apprentice agrees to this information being shared with the nominated EPAO.

The University may also facilitate mock assessments to prepare apprentices for the EPA.

### **Awarding**

The degree is awarded after the completion of the EPA, which is stipulated as the requirement for the completion of the 0-credit gateway QPU. The degree certifies academic achievement but does not include the apprentice's final apprenticeship grade (which depends on the EPA).

If an apprentice **fails all or part of the EPA**, the EPAO provides specific feedback on areas of deficiency. The apprentice can typically resit or retake the EPA components, subject to a maximum number of attempts outlined in the Assessment Plan.

The target degree award is **contingent on passing the EPA**. Failure to pass the EPA means the apprentice cannot achieve the full apprenticeship certification and the subsequent final QPU, and an exit award will be given.

## **Career Development Prospects**

Enhanced Clinical Practitioners are qualified health and social care professionals who are working at an enhanced level of practice with specific knowledge and skills in a field of expertise. They

manage a discrete aspect of a patient's care within their current level of practice, which will be particular to a specific context, be it a client group, a skill set or an organisational context. This is in contrast to Advanced Clinical Practitioners who have developed their knowledge and skills to an advanced level of practice and would manage the whole episode of a patient's clinical care, from the time they first present, through to the end of the episode, however this qualification will begin the practitioner's journey to Advanced Practice. 60 credits are able to be APLd into the MSc Advanced Clinical Practice.

Depending on professional background, some career prospects after completing this programme would include:

- Service Leaders and Clinical Managers
- Specialists
- First Contact Practitioners
- Enhanced Clinical Practitioner
- Community Practitioner

This programme will recognise your experience in your field, and allow you to draw on this within your learning, whilst supporting development of knowledge, skills and behaviours in a way which develops you to becoming proficient in skill and self-aware.

Enhanced Clinical Practitioners work as part of a multi-disciplinary clinical team across a wide range of settings, including hospitals, community clinics, individual's homes and in dental and general practices. Specific examples of settings in which Enhanced Clinical Practitioners work include critical care units providing complex interventions to critically ill patients, GP premises providing specialist services for patients in the community and Children and Families Services units within a local council providing therapeutic interventions to children, young people and their families.

The broad purpose of the occupation is to provide a high standard of complex, enhanced care for patients, using enhanced levels of clinical judgement, skills and knowledge. Enhanced Clinical Practitioners will consult with patients, their family, carers and the multi-professional team to undertake assessments of patient need and devise and evaluate complex care plans related to their field of expertise, for example renal care, critical care, child psychotherapy, diabetes. They critically evaluate and analyse clinical problems using their expertise and clinical knowledge, seeking out and applying relevant evidence, enhanced clinical assessments, diagnostics, interventions, and equipment to make clinical decisions.

Enhanced Clinical Practitioners deliver complex clinical care in the context of continual change, challenging environments, different models of care delivery, innovation and rapidly evolving technologies using critical analysis and their underpinning knowledge to manage complex interventions. They teach and advise patients and their families/carers on how to manage their condition or support the multi-disciplinary team to do so. They participate in clinical audits and research projects and implement changes as required, including the development and updating of practice protocols/guidelines and procedures. They will work within national and local protocols where these exist. They continuously update their knowledge and enhance their clinical practice and provide support, mentoring and supervision of others. They recognise and work within the

boundaries of their practice, knowing when and who to refer patients to. They may delegate work to other members of the multidisciplinary team and take accountability for the delegated activity.

## MODULES

<b>Year 1 (60 credits)</b>			
<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Status</b>
ECLP7001	Physical Assessment and Consultation in Enhanced Practice	20	Compulsory
ECLP7002	Complex Patient Care	20	Compulsory
ECLP7003	Leadership in Enhanced Practice	20	Compulsory
ECLP7005	Workplace Learning for Enhanced Practice (18 months)	30	Optional
ECLP7006	First Contact Practice/Primary Care: Workplace Learning for Enhanced Practice	30	Optional
ECLP7007	Mental Health: Workplace Learning for Enhanced Practice	30	Optional
ECLP7008	Urgent and Emergency Care: Workplace Learning for Enhanced Practice	30	Optional

<b>Year 2 (60 credits)</b>			
<b>Code</b>	<b>Title</b>	<b>Credits</b>	<b>Status</b>
ECLP7004	Developing Practice	30	Compulsory
ECLP7005	Workplace Learning for Enhanced Practice	30	Optional
ECLP7006	First Contact Practice/Primary Care: Workplace Learning for Enhanced Practice	30	Optional
ECLP7007	Mental Health: Workplace Learning for Enhanced Practice	30	Optional
ECLP7008	Urgent and Emergency Care: Workplace Learning for Enhanced Practice	30	Optional
ECLP9001	Enhanced Clinical Practitioner: QPU		

<b>Additional Module Information</b>
<ul style="list-style-type: none"> <li>• The Workplace Learning Module choice must be studied alongside the length of the entire programme.</li> <li>• 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</li> </ul>

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.

<b>Key to Module Statuses</b>	
Core modules	Must be taken and must be successfully passed.
Compulsory modules	Must be taken although 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).
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. They will only be used in rare instances where additional PSRB requirements cannot be allocated to a credit-bearing module. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award May be available if you are not successful in the QPU element of your programme.  All Programmes MUST include a Gateway QPU

<b>Timetables</b>
<p>Timetables for module delivery are normally available one year in advance. Please note that while we make every effort to ensure timetables are as apprentice-friendly as possible, scheduled learning may take place on any day of the week. Your programme team will provide you with as much warning as feasibly possible.</p> <p>Our Timetabling team work hard to ensure that timetables are available to learners as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.</p>

## 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 Mentor designated by the employer to provide vocational and pastoral support for individual learners, who may or may not be your line manager. Support will be provided for work-based learning assignments and the final year project.
- You may also be required to have a facilitator who holds appropriate experience or qualification to supervise your practice. This will depend on module specific requirements.

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 the employer. The agenda for these learner review meetings will be shared with you in advance but 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 APTEM system and may be audited by the DFE or OFSTED as part of their monitoring and audit processes to ensure provision of high-quality apprenticeships. The role of your workplace mentor is to liaise with the University and ensure you are meeting the practical and workplace capabilities as set out within your programme. You will also have a University Academic Lead, whose responsibility is to organise and identify academic need, and a Personal Tutor who will support you pastorally and with your study progression.

You will also be supported through tri-partite reviews, which will occur in the first 6 weeks, and then within every 12 weeks thereafter. This will provide you with a formal mechanism to feed in any support requirements and review implementation of strategies since last review.

Learners are required to maintain their own personal record of off the job learning within their portfolio and make this available to their 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 Advice Service](#)
- [Safeguarding](#) (plus British Values & EDI)
- [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](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

## Training Hours

DFE'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. DFE 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. The actual number of hours required for each apprentice will be set out in the apprentice's Training Plan and Apprenticeship Agreement. It is the apprentice's responsibility to maintain an up to date record of off the job learning hours completed by submitting a monthly summary of hours in the APTM system. The number of hours required in the Training Plan must be completed before an apprentice can pass gateway for end point assessment.

Where it is apparent that an apprentice will be able to demonstrate competence before the planned gateway date, and with fewer hours than set out in the Training Plan, a separate statement must be produced prior to gateway explaining why this is the case and setting out the number of hours to be completed. This must still be a minimum number of hours required for the duration of the apprenticeship up to that point. Please see [DFE requirements](#) for more information.

## Exceptions to the Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the exception of C3.3, the inclusion of two 30 credit modules and the inclusion of three optional modules.

### External and Internal Benchmarks

The programme outcomes are referenced to the [Apprenticeship Standard for Enhanced Clinical Practitioner](#) (and also the related [End Point Assessment Plan](#)).

Other external reference points include:

- Public Health England (2017) consultation document [Facing the Facts, Shaping the Future](#) (a draft health and care workforce strategy for England to 2027)
- [QAA Subject Benchmark Statement: Health Studies](#) (March 2024).
- [NHS Long-term Workforce Plan](#) (April 2024)

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.

### 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:

<https://www.cumbria.ac.uk/study/courses/apprenticeships/enhanced-clinical-practitioner/>

<b>Date of Programme Specification Production</b>	24/09/2025
<b>Date Programme Specification was last updated</b>	May 26

## **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.