

# Degree/Higher Level Apprenticeship Programme Specification

This programme specification is designed for prospective employers and their apprentices/students, academic staff, enrolled students and their employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

<b>Programme Title and Name of Award</b>	MSc Advanced Clinical Practitioner Apprenticeship		
<b>Academic Level</b>	Level 7	<b>Total Credits</b>	160 plus 20 level 7 credits EPA
<b>Apprenticeship Standard and Assessment Plan</b>	Advanced Clinical Practitioner <a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/">https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/</a>		
<b>LARS Code of the Apprenticeship Standard</b>	252	<b>LARS Code of the University Award</b>	00304121
<b>Professional Body Accreditation / Qualification</b>	Institute for Apprenticeships Advanced Clinical Practitioner Degree Level 7  For nurses only, on successful completion of the programme you will be able to credential with the Royal College of Nursing's database for Advanced Level Nursing Practice. This is fee free for the first 3 years.		
<b>Date of Professional Body Accreditation</b>	September 2018	<b>Accreditation Period</b>	*5 years with annual monitoring in the interim by the Royal College of Nursing (RCN)
<b>Employer Organisation</b>			
<b>End Point Assessment</b>	Integrated		
<b>End Point Assessment Organisation</b>	University of Cumbria		
<b>External Quality Assurance Body</b>	Institute for Apprenticeships		

<b>HECoS Code</b>	100476
<b>Criteria for Admission to the Programme</b>	<p>Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and 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.</p> <p>Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way:</p> <ul style="list-style-type: none"> <li>• Levy paying employers with sufficient funds in their digital account – 100% funding</li> <li>• Non Levy payers -90% ESFA funding, 10% Employer co-funding. Non-levy paying companies will be asked to pay their 10% of the full cost of the apprenticeship at the start of the programme.</li> <li>• Evidence of qualifications in maths and English at level 2</li> </ul> <p>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, which it will assess according to the programme entry criteria:</p> <p><u>Employer selection criteria</u></p> <p>You will hold current registration with one of the statutory regulators of health and care professions.</p> <p><u>University selection criteria</u></p> <p>The University’s standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website. 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. For further information, see the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:</p> <p>As well as standard APL, we can offer APL for the following:</p> <ul style="list-style-type: none"> <li>• Nurse/Advanced Practitioner (RCN approved courses only) graduates will be exempt from the Objective Structured Clinical Examinations (OSCEs). This will be dealt with via the University APL procedures.</li> <li>• If you have Non-Medical Prescribing at level 6, then under university regulations we can APL 20 credits into this programme.</li> <li>• If you have Non-Medical Prescribing at level 7 and were</li> </ul>

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 35 credits or less you will be able to APL a maximum of 20 credits.

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

<https://www.cumbria.ac.uk/study/courses/postgraduate/advanced-practice-clinical/>

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; if this has not been achieved then completion of these qualifications need to occur within the timeframe of the programme and be funded by the employer
- Applicants must have a minimum 3 years post qualification experience;
- You are required to have a clinical practice mentor to support your clinical learning and undertake practice assessments. This must be a GMC registered Doctor or a qualified ACP with a minimum of 2 years post qualifying experience.
- Completed commitment statement by student, employer and university outlining supervised learning opportunities in clinical practice
- Placements are subject to a self-administered educational audit of the learning environment.
- 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. Standard University practice will be followed with respect to you, if you are without traditional entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.
- 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.
- You will be interviewed by a member of the Advanced Practice team and your employer .This interview may be conducted by telephone.
- The application must be supported by two references one of

	<p>which must make reference to the applicant's professional competence. One referee must be the applicant's current employer.</p> <ul style="list-style-type: none"> <li>• Applicants must have support from employers to undertake this route.</li> <li>• 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 student or employer, to arrange for and fund this. Please see <a href="https://www.cumbria.ac.uk/applicants/offers/dbs-information/">https://www.cumbria.ac.uk/applicants/offers/dbs-information/</a></li> <li>• If you undertake a placement outside a Contract of Employment with the placement provider, there is an expectation that adequate arrangements for Indemnity Insurance will be in place and this is your responsibility.</li> </ul> <p><u>Exit from employment</u></p> <p>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.</p> <p>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.</p> <p>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</p>
<b>Teaching Institution</b>	University of Cumbria
<b>Owning Department</b>	Nursing, Health and Professional Practice
<b>Programme delivered in conjunction with</b>	Employer organisations
<b>Principal Mode of Delivery</b>	<p>You will attend an online induction synchronously over 3 consecutive days. OSCE examination will be conducted online with 3 evening workshops in the collaborate environment.</p> <p>You will need to attend campus for your End Point Assessment.</p> <p>Participate in tripartite reviews of clinical practice each year.</p> <p>You will also have to attend on campus for the required number of compulsory study days for the Non-Medical Prescribing programme.</p>
<b>Pattern of Delivery</b>	Full time
<b>Delivery Site(s)</b>	<p>Online delivery with attendance at Lancaster/Carlisle or London for End Point Assessment</p> <p>HPHN7411 will only be delivered on the Lancaster and Carlisle</p>

	campuses
<b>Programme Length</b>	Minimum 3 years to 5 years
<b>Higher Education Achievement Report (HEAR)</b>	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
<b>Exit Awards</b>	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>PGCert Healthcare on achievement of 60 level 7 credits</p> <p>PGDip Healthcare on achievement of 120 level 7 credits but if you fail the qualificatory practice units.</p> <p>PGDip in Advanced Clinical Practice on achievement of 120 level 7 credits and successful completion of the qualificatory practice units</p>
<b>Period of Approval</b>	September 2018 – August 2023 aligned to RCN accreditation

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

### Programme Features

Apprenticeships combine university study and workplace learning to enable apprentices to gain a higher education qualification. This provision of the higher education qualification is integrated with experience, practice and further learning undertaken in the workplace. The minimum duration of an apprenticeship is set in each Apprenticeship Standard and is based on a minimum 30 hour week. Where an apprentice works fewer than 30 hours, the apprenticeship minimum duration must be increased on a pro-rata basis. It is a legal requirement that the apprentice does not pay any training costs or student fees. Apprenticeships are co-designed by employers ensuring that apprentices are

equipped with the skills employers need and for their own future career (Source: The Future Growth of Degree Apprenticeships, Universities UK, March 2016)

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

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

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 has been endorsed (accredited) that it meets the Apprenticeship Standard. It was designed by a group of interested Trusts throughout the country brought together by Skills for Health with external quality assurance provided by the Institute for Apprenticeships to endorse the standard. The programme has been designed to meet this employer-led national Standard and to follow the associated Assessment Plan, as well as being accredited to the Royal College of Nursing standards for advanced practice education. Apprentices, who are in permanent full-time professional employment, are also learning in the workplace in a structured delivery pattern, supported by both the university and the employer. In addition, the programme has been developed with the assistance of a range of local employers to ensure it meets the needs of the region.

The MSc Advanced Clinical Practice Apprenticeship programme aims to provide a robust and flexible post graduate framework for Nurses, Midwives and all Health & Care Professions Council (HCPC) Professionals to advance their knowledge, understanding and skills in order to be responsive to the rapidly changing nature of healthcare in the 21st Century.

In previous years advanced practice education and practice has been aligned with the Department of Health guidance issued in 2010 within its' position statement defining competencies within their four pillars of practice. These have been encompassed into the Multi-Professional Framework for Advanced Clinical Practice in England (HEE, 2017) and the Advanced Clinical Practitioner Apprenticeship Standard (2018) and which form the basis of the programme in the form of four key pillars with their associated capabilities namely:

1. Clinical Practice
2. Leadership and Management
3. Education
4. Research

This framework builds upon standards developed in the other three countries within the United Kingdom (Welsh, Scottish and Northern Ireland standards) to develop a robust and consistent approach to advanced practice education and practice. This framework has been developed following recognition that previously there was no agreed definition of advanced practice and disparities in level of education with difficulties in applying these across differing professional boundaries and contexts in healthcare.

Therefore, this framework provides the agreed standard for the requirements of advanced clinical practice and the definition of the level of advanced practice to be applied to registered health and care professions and which are core aspects of this programme. It has been developed for use across all settings including primary care, community care, acute, mental health and learning disabilities. The Advanced Clinical Practitioner Standard for Apprenticeships (2018) incorporates this approach with its emphasis on work based learning to develop the capabilities set out in its' approach.

The definition of Advanced Practice is:

Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision

making. This is underpinned by a master's level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education and research with demonstration of core capabilities and area specific clinical competence.

Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experiences and improve outcomes (Health Education England 2017, p.8).

This definition is implicit within the occupational profile of the Advanced Clinical Practitioner Apprenticeship

Advanced Clinical Practitioners are experienced clinicians who demonstrate expertise in their scope of practice. Advanced Clinical Practitioners manage defined episodes of clinical care independently, from beginning to end, providing care and treatment from the time an individual first presents through to the end of the episode, which may include admission, referral or discharge or care at home. They carry out their full range of duties in relation to individuals' physical and mental healthcare and in acute, primary, urgent and emergency settings (including hospitals, general practice, individuals' homes, schools and prisons, and in the public, independent, private and charity sectors). They combine expert clinical skills with research, education and clinical leadership within their scope of practice. Advanced Clinical Practitioners work innovatively on a one to one basis with individuals as well as part of a wider team. They work as part of the wider health and social care team and across traditional professional boundaries in health and social care (Institute for Apprenticeships, 2018).

Responsibilities and duties as an Advanced Practitioner include:

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

In order to face the current and future workforce challenges as highlighted in the NHS England Five Year Forward Review (2014) and NHS England Next Steps on the Five Year Forward View (2017) the increase in demand on services is intensifying the pressure on the workforce which have resulted in significant gaps. Advanced clinical practitioners are in a prime position to span this workforce gap evident within the growth of advanced clinical practitioner roles across the healthcare spectrum. The development of an apprenticeship goes further to fill workforce gaps by providing a further workforce stream.

The Advanced Clinical Practice programme encompasses the features of the Multi-professional Framework for Advanced Clinical Practice in England (HEE, 2017) and Advanced Clinical Practitioner Apprenticeship (2018) ensuring its' graduates are fit for purpose with achievement of these core capabilities and are able to practice at the required standard and level of advanced practice. The programme will develop your skills, knowledge and competence through engagement with online learning, face to face delivery as well as work based learning within your own area of practice which will encourage the development of area specific competencies. Learning activities should be supervised by a clinical mentor with development of learning contracts to enable core capabilities to be developed according to your individual learning needs as well as external placements where specific competencies cannot be achieved within your own workplace. This will ensure the full range of capabilities are achieved which will enhance your employability across all areas of the health care spectrum.

You will normally study this programme over 3 years and will undertake 60 credits per year, which equates to one module per term. Each module has been designed to take you through the pillars of practice and build up 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 to enable you to become a competent advanced practitioner and which is an integral part of the apprenticeship programme.

Non-Medical Prescribing (NMP) is an inherent part of the advanced practice framework and for RCN credentialing for nurses, is compulsory, therefore NMP 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 (PRSB) 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 PRSB. For those professions who are yet unable to prescribe, you will take 40 credits of optional modules in year 2 from a selection.

In order to study the final 20 credit module which is the End Point Assessment for the apprenticeship, all modules need to have been successfully passed. 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 an online learning 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. There are 2 online synchronous taught days per 20 credit module to enhance the learning experience

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 students have taken and have gone on to continue studies and graduate. This flexible approach to your studies can give you the time out you need without having to leave the programme.

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. Due to the nature of Non-Medical Prescribing (NMP), you will have to attend compulsory on campus study days, if you undertake NMP as part of this programme.

You will attend an online induction synchronously over 3 consecutive days. OSCE examination will be conducted online with 3 evening workshops in the collaborate environment.

You will need to attend campus for your End Point Assessment.

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 students 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.

### References:

Health Education England (2017). Multi-Professional Framework for Advanced Clinical Practice in England. Available at: <https://www.hee.nhs.uk/sites/default/files/documents/Multi-professional%20framework%20for%20advanced%20clinical%20practice%20in%20England.pdf>

Institute for Apprenticeships (2018) Advanced Clinical Practitioner. Available at: <https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/>

NHS England (2014). Five Year Forward View. Available at: <https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>

NHS England (2017). Next steps on the NHS Five Year Forward View. Available at: <https://www.england.nhs.uk/wp-content/uploads/2017/03/NEXT-STEPS-ON-THE-NHS-FIVE-YEAR-FORWARD-VIEW.pdf>

## Aims of the Programme

The overall aims of the Programme are:

- Aim 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.
- Aim 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.
- Aim 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.
- Aim 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.
- Aim 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.

## Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's

provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To 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 your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- 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.

### **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 Outcomes for Exit Awards**

**After 60 credits of study AT LEVEL 7 (PGCert Healthcare)** you will be able to demonstrate:

#### **Knowledge and Understanding**

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

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

### **Intellectual Skills**

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

### **Practical/Professional Skills**

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.

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.

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.

**After 120 credits of study AT LEVEL 7 (PGDip Healthcare) you will be able to demonstrate:**

### **Knowledge and Understanding**

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.

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

### **Intellectual Skills**

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**

S5: Demonstrate ability to systematically and holistically search for health needs at individual, family, group and community level.

S6: Plan, deliver and evaluate 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: Manage complex situations, drawing upon and applying appropriate evidence based tools and interventions.

**After 120 credits of study AT LEVEL 7 (PGDip Advanced Clinical Practice) and completion of qualificatory practice units** you will be able to demonstrate:

### **Knowledge and Understanding**

- 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.
- 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.

### **Intellectual Skills**

- 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**

- S5: Demonstrate ability to systematically and holistically search for health needs at individual, family, group and community level.
- S6: Plan, deliver and evaluate 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.

## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme outcomes are referenced to the Apprenticeship Standard for Advanced Clinical Practitioner and also the related Assessment Plan

<http://www.Advanced%20practice%20HLA/advanced-clinical-practice-assessment-plan-for-publication-march2018.pdf>

There are no level 7 QAA subject benchmarks to which the programme relates, especially in view of its multi-professional design.

RCN Accreditation Standards for Advanced Practice (2012) currently being updated, publication delayed

Health Education England (2017). **Multi-Professional Framework for Advanced Clinical Practice in England** <https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework>

Health & Care Professions Council (2016). **Standards of conduct, performance and ethics.** <http://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf>

Institute for Apprenticeships (2018) **Standard for Advanced Clinical Practitioner** <https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/>

Nursing and Midwifery Council (2015). **The Code: Professional standards of practice and behaviour for nurses and midwives.** <https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf>

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies can be found at: [www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843](http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843)

The Francis Report (2013) <http://www.rcgp.org.uk/policy/rcgp-policy-areas/francis-report.aspx>

### Master's Degree Characteristics Statement

[https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981\\_10](https://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10)

Other internal reference points may include:

- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Departmental Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- UoC Collaborative Provision Strategy

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.

## **Graduate Prospects**

You will already be in job roles within some area of the health sector when you begin your studies. After completion our graduates may become advanced clinical practitioners and take on senior roles within health care services that include primary, secondary, tertiary and armed services care.

By following the Apprenticeship Standard for Advanced clinical Practitioner (2018), you will have a portable qualification that will enable you to work across many fields of advanced practice.

## **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 had 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 indeed some of which may be used for APL. This forms the basis for your individual learning record along with a commitment statement from your employer which forms the tripartite agreement of your learning needs throughout your period of study. This is agreed and signed by you as the student, 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.

You will be learning in the workplace and will be required to document the hours spent in advanced practice training with your mentor and your additional supervised practice hours. You will be undertaking assessments in practice that relate to the problem based learning patients you will meet on Blackboard. There are also formative assessments that need to be completed in practice – Direct Observations of Practice (DOPs) to develop your clinical capabilities and summative Mini Clinical Evaluation of Practice (Mini-CEPs). You will be working in practice to demonstrate your achievement of the capabilities of advanced practice. You will be supported in this via blackboard and via tripartite reviews with your personal tutor and employer at least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer. This approach to your study will enable you to integrate the educational underpinning of your clinical practice with your practical assessments of patients in the workplace.

Online academic work is expected to take up one day per working week with taught sessions requiring attendance online twice per module.



## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

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, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

### **Learning and Teaching**

Knowledge, understanding, skills, behaviours and other attributes are taught at the University with students putting them into context and appreciating their relevance through applying them in the 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. In particular, work-based learning forms part of many modules, typically as work-based projects or other directed assignments.

The programme uses a variety of methods and strategies which will ensure the development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independence-based learning. You will be engaged in activities that whilst intellectually challenging will stimulate your independence and autonomy which will be reflected in your professional roles.

The programme takes a blended learning approach Where two synchronous online taught days are combined with the asynchronous online study

Therefore a range of the University of Cumbria's digital resources and supported communication through learning technology will be used. Additionally documents will be used that are not always Word based but that are PDF's allowing for viewing from multiple platforms.

You will be required to have access to the internet for the duration of the programme. You may find that your employer may 'block' access to external sites, so if this is the case please discuss with your employer and IT services how this could be managed.

You can download the Blackboard app when you begin the programme onto any mobile phone or device so that you can truly engage in your education anywhere in the world. We have had examples of this with service personnel who have been posted to far flung locations across the globe who have been able to continue to engage with the online tasks.

You will engage in set tasks on our online classroom Blackboard site. These tasks will relate to the academic underpinning of your advanced clinical practice and through the use of problem based learning where you are given a 'patient' presentation and asked to work through the information to enable you to make a reasoned clinical diagnosis, be able to articulate the pathophysiological processes underpinning the diagnosis and of course to be able to give an evidence based treatment plan for the patient and as such will simulate work place learning.

You will be supported online by a tutor who will give you feedback for your set tasks and facilitate your learning. You and your online colleagues will also be encouraged to give peer feedback to your group.

You will be required to undertake extensive reading around your subject area and will be given resources and signposted to materials that will form part of your research into the topic areas.

In addition, we make use of our virtual learning community Stilwell especially within the first module of the programme. Stilwell is a multi-media environment which tells the story of a community and the people who live there. It is a rich and comprehensive resource of video, case studies and other texts, linked through a powerful interwoven structure based on the community itself. Stilwell provides a unique educational opportunity as it is a dynamic environment, where individuals interact with each other and society around them. It has been used extensively by students and staff in a variety of disciplines, including local NHS, social care (nurses, paramedics, social workers, rehabilitation and therapists), local government and the police.

Non-Medical Prescribing has its own regulations that govern how you study this module and there is at present a requirement to attend the University for intensive classroom sessions, backed up by online learning.

Workplace learning is supported by a clinical mentor and role champion who facilitate and support the underpinning contextual knowledge and practical skills, and assist in embedding employable knowledge within the curriculum. The Personal tutor engages with you and your mentor in practice through the use of practice reviews and forms part of your individual learning record. There is a wide range of documents that are accessible digitally for you and your mentor to access and utilise in the work place environment.

Learning is based in academic study and in professional practice. You are actively facilitated to apply and integrate your professional knowledge within your practice and to develop an enquiring critical approach to your study and professional practice.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive resources available centrally and also using online resources, creating an opportunity to present parity in your student experience across the core and optional modules within the programme.

Service user and carer involvement is viewed as an integral part of the programme and we are actively continuing to develop their involvement in curriculum development and delivery. For example, users have been involved in the development of resources within our virtual learning community Stilwell. Practice mentors involve service users, seeking their opinions when assessing students in their clinical environments contributing to the overall decision regarding competence. You will also carry out many modified IPSOS-MORI patient surveys devised to gain the patient perspective of your consultation with them. These will be used within your work based learning portfolio in QPU HPHA 9005.

We have quality advisors, one of which is a patient user who is present at your OSCE examinations and has input into the feedback process for you as a student and for the examiners. This is seen as good practice by our external examiner and our external advisor. Our external examiner has reported that the OSCE format we use is gold standard both nationally and internationally and he has been impressed with our organisation and fairness of assessment of these examinations.

The University of Cumbria has a Strategy for Public and Patient Involvement in Health and Social Care Programmes which is overseen by the Steering Group. The role of the Steering Group is to emphasise the importance of the patient and the public with experience of health and social care, as a focus for enriching the student experience in terms of student recruitment, curriculum development and delivery and assessment, it is also a forum where good practice is shared and celebrated. The Programme Leader is a member of the Steering Group and is continually seeking new and innovative ways to involve users and carers within your Advanced Clinical Practice programme.

We have a number of students who have successfully studied and graduated from other countries and this of course may enhance your study to be able to engage with students from other healthcare systems.

### **Summative and Formative Assessment**

Assessments will also include work-based projects and experience or other assignments, drawing on your knowledge of and experience in the workplace. Throughout the programme, your employer has

an important role to play in supporting assessment, in particular suggesting topics and providing feedback on formative assessment. It is a requirement for the Apprenticeship programme that apprentices must maintain a portfolio of your completed assessed academic work and workplace activities to provide evidence of your achievements and capabilities which should be reported to the university on a monthly basis, signed by your facilitator. This portfolio is discussed and reviewed with your employer on a regular basis. The progress with the development of your portfolio will be discussed during this tripartite learner review meetings to ensure that you are making suitable progress to ensure that HPHA9006 is completed successfully. The building of this portfolio is therefore integral to the degree programme and the end point assessment.

Learning and assessment are considered as interrelated. Everything that you undertake – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourage and enable progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for advanced practice.

The use of Pod-casts and formative assessment feedback will be embedded into the programme to engage students in multiple platforms of learning styles.

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give students speedy feedback on formative tasks.

Students will also be engaged in the use of our virtual learning environment Blackboard. Formative feedback is provided through the individual work and group work on Blackboard for each specific module. Each week/fortnight the students are given both individual and group feedback on their postings by their online tutor. Some of the work will be linked directly to the assessment item and therefore will be invaluable in allowing the development of writing skills at level 7.

As a student you will be working within a group and will have the opportunity to provide peer feedback to your fellow students, as many of these will be from a different nursing or healthcare professional background, this gives an invaluable opportunity for learning and support of your practice. We actively encourage peer feedback within the academic modules and students have reported how much they have felt supported by their own group members.

Blackboard is a dynamic learning environment where students learn not only through guided study, but also through their interactions between other students in their group. There is cross fertilisation of knowledge and skill sets from the different students perspectives and this then breeds an inquiring mind in this socially constructed community of practice that not only understands their own area of care but how that differs within different areas of health provision.

The weekly work on Blackboard affords students the opportunity to write at Masters level and develop their writing styles and also be given formative feedback by tutors (all of whom are advanced clinical practitioners) that assists them in the development of their style and ultimately in their written assignments.

Authentic formative and summative assessments utilise the concept of "assessment for learning" and assessments are chosen to provide challenging intellectual and reflective approaches through a variety of means to facilitate the development of an independent and autonomous practitioner:

- Use of virtual learning environment Blackboard
- Facilitated discussion and debate
- Problem based learning

- Reflections on professional practice
- Written assignment
- Professional Portfolio
- OSCE
- Workplace learning
- Case study
- Presentation
- Report
- Critique of national guidance
- Service Innovation report

Workplace learning is facilitated by a designated facilitator within an audited relevant working environment, supported by the University.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

The delivery of study, academic and digital skills are embedded within the induction and the full programme and extend and adapt definitive resources available centrally and within the online environment, creating an opportunity to achieve parity in the student experience with onsite students across core modules and student selected options.

**Reference:**

Nicol & Macfarlane-Dick (2006) "Formative assessment and self-regulated learning: A model and seven principles of good feedback" **Studies in Higher Education** vol 31 no.2 pp.199-218

## Management of Work Based Learning

Work based learning is a fundamental and central aspect of the apprenticeship. Employers, as part of the tripartite agreement, are encouraged to ensure that you have access to a range of clinical settings in order for you to benefit and achieve the capabilities as outlined in the Apprenticeship Standard.

Location of the work based learning will be within your primary place of work. If all capabilities and learning needs cannot be met within this environment then external placements or services can be negotiated between the employer and university to enable these capabilities to be achieved. Learning activities should be designed for the individual to enable you to gain clinical practice and competence within your sphere of practice. A commitment statement will be developed and agreed upon to aid in the development of your capabilities in accordance with your learning needs at the beginning of the programme in conjunction with the employer and university. The agreement will detail supervised clinical learning opportunities available to you in order to allow progression and achievement of the capabilities for practice.

You must maintain a reflective log so that your employer can review this with you on a weekly basis and map the capabilities demonstrated to the Apprenticeship Standard. These will inform the content of the monthly report forwarded to the university and these can then be reviewed at the tripartite review with the programme leader or one of the advanced practice team, to ensure progression to competence is being achieved. The outcome of these reviews will be documented in your individual learning record. If there is no evidence that you are being supervised in practice and developing your advanced practice capabilities then on programme study will be suspended until concordance with the

commitment statement is achieved.

You will be supported in transferring class room and online learning to the workplace through use of authentic formative tasks such as problem based learning scenarios, critiques of case studies and their documentation, the use of Stilwell virtual community which offers real life cases, Podcasts, online learning work and reflection. Summative assessments will also offer you the opportunity to demonstrate application of theory to your work. Theories and tools for practice are presented and you are encouraged to practice using these tools to develop your own skills and confidence in applying theory to practice with the support and supervision from your facilitator and progress from novice to competent (Benner, 1984).

Advice and support for the employer can be found in the facilitator handbook.

You will be expected to attend all taught days and produce online work at the stated deadlines. Employers will be notified if non-attendance occurs without forewarning. Academic failure will be dealt with according to the academic regulations of the University.

## 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 based learning elements of training have been completed and after the gateway has been passed. It is the employer's decision to put an apprentice forward for end-point assessment, once they are confident that their apprentice is ready. Both assessment components must achieve a pass in order to pass the apprenticeship and be awarded the MSc Advanced Clinical Practitioner Apprenticeship.

The end point assessment consists of two elements as follows:

### 1. **Open Book Examination**

You will sit an unseen open book examination of 2 hours duration under invigilated examinations conditions. The exam will assess the knowledge, skills and behaviours for Advanced Clinical Practice from a bank of questions which are identified for assessment in the End Point Assessment Plan for Advanced Clinical Practitioner (See appendix 1).

The open book examination is defined as an examination in which you will bring resources into the examination room in order to support the completion of the exam. The resources allowed for the exam are three referenced, written case studies built from your own practice. A word limit for each case study is 1500 words (+/- 10%) each, excluding references. These should be presented using the End Point Assessment Plan template. These cases can be drawn from any point during the apprenticeship but must not have been previously used or assessed during on-programme learning. Case studies must respect confidentiality, should be clearly labelled and submitted with the examination paper at the end of the examination. No marks are directly awarded to the case studies.

The examination paper will comprise of eight examination questions selected by the University as the End Point Assessment organisation, from their bank of questions. Questions will assess the knowledge, skills and behaviours for Advanced Clinical Practice identified in the End Point Assessment Plan (See appendix 1) using the following grading criteria:

Distinction Criteria	Merit Criteria	Pass Criteria	Fail Criteria
Using the End Point Assessment Plan in appendix 1 Table 1 page 16 the apprentice demonstrates the knowledge, skills and behaviours in bold plus a minimum of 4 further outcomes not in bold	Using the End Point Assessment Plan in appendix 1 Table 1 page 16 the apprentice demonstrates the knowledge, skills and behaviours in bold, plus a minimum of 2 further outcomes not in bold	Using the End Point Assessment Plan in appendix 1 Table 1 page 16 the apprentice demonstrates the knowledge, skills and behaviours in bold.	Using the End Point Assessment Plan in appendix 1 Table 1 page 16 the apprentice fails to provide sufficient systematic evidence of the knowledge, skills and behaviours in bold

## 2. Presentation of Practice

This assessment consists of two elements that will demonstrate your integration of the knowledge, skills and behaviours across the Advanced clinical practitioner standard.

The presentation of practice assessment is focussed on a 1500 words (+/- 10%) clinical practice change report (element 1) using the template provided in the End Point Assessment Plan. This report will outline an evidence based background and proposed clinical practice change report, referring to the knowledge, skills and behaviours indicated for assessment in the End Point Assessment Plan (Appendix 1).

Element 2 will comprise a 25 minute (+/- 10%) presentation and 10 minute (+/- 10%) oral viva for the panel to gain clarification on any aspect of the presentation or the clinical practice change report.

Presentation of practice and oral viva will be assessed using the following grading criteria:

Distinction Criteria	Merit Criteria	Pass Criteria	Fail Criteria
Using the End Point Assessment Plan in appendix 1 Tables 2 and 3 page 18 the apprentice demonstrates the knowledge, skills and behaviours in bold plus a minimum of 4 further outcomes not in bold	Using the End Point Assessment Plan in appendix 1 Tables 2 and 3 page 18 the apprentice demonstrates the knowledge, skills and behaviours in bold, plus a minimum of 2 further outcomes not in bold	Using the End Point Assessment Plan in appendix 1 Tables 2 and 3 page 18 the apprentice demonstrates the knowledge, skills and behaviours in bold.	Using the End Point Assessment Plan in appendix 1 Tables 2 and 3 page 18 the apprentice fails to provide sufficient systematic evidence of the knowledge, skills and behaviours in bold

The overall end point assessment will be graded as follows:

Open Book Examination	Presentation of practice	EPA Grade
Distinction	Distinction	Distinction
Distinction	Merit	Merit
Merit	Distinction	Merit

Merit	Merit	Merit
Merit	Pass	Pass
Pass	Merit	Pass
Pass	Pass	Pass
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Fail	Fail

The end point assessment contributes 20 academic credits at level 7 towards the overall grading of the master's degree and hence must be passed in order for the MSc Advanced Clinical Practitioner Apprenticeship to be awarded.

These assessments will be conducted on one or two days at the Lancaster, Carlisle or London campus and will occur once the gateway criteria have been achieved and agreed by both university and employer.

## Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

In terms of support once you are on the programme, you will have tripartite reviews at least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or Employer, in which we will meet with you to discuss your progress in the workplace and how you are developing your skill set. You will be given a workplace learning handbook which is a live document that you and your facilitator complete to enable you to meet the competences and capabilities laid down in the Institute for Apprenticeship Advanced Clinical Practitioner Standard (2018). Your facilitator is free to contact us at any time to ask questions or to give feedback on your attainment and of course they are an integral part of the tripartite reviews.

### 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 students, 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.
- An Employer Apprenticeship Liaison Manager who manages the relationship between the programme (via the University Liaison Tutor) and the employer

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 student, and

the employer at least twice each year, (in addition to the first review within 4 weeks in year 1) unless otherwise specified by the programme, PSRB or 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 by the University as part of your student file and may be audited by the ESFA as part of their monitoring and audit processes to ensure provision of high quality apprenticeships.

### **University Induction**

Induction will take place synchronously in the online collaborate classrooms over 3 consecutive days. Inductions are a valuable way of getting to know and meet your fellow students with whom you will be learning with for the next three years.

The induction aims to provide you with the tools you will require to utilise Blackboard and Turnitin and introduce you to the learning support services who will give you advice on how to use our extensive e-book collection.

The student advisors will also introduce you to level 7 writing skills and help equip you with the skills needed to be able to learn at a distance.

The programme team will introduce you to the online learning environment and to the modules you will be studying. They will also ensure that you are introduced to the learning in practice elements of the programme. We will demonstrate how the academic learning and the workplace learning come together and how each supports the other in terms of your development.

You will have the opportunity to meet your online tutor and to meet your fellow students who you will be learning online with. You will be working online in small groups and by being able to meet and work with your fellow group members at induction you will get to know them well.

Our students value the time they have at induction and do say that it prepares them for academic study

### **Personal Tutoring**

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

Our previous and current students have given us very good feedback around pastoral support and how we can support you to achieve your goals in sometimes challenging circumstances. Our programme is very flexible and if for some reason you need to take some time away from study we can support this through a period of intercalation. You will then re-join the programme when you are able and this will be supported by your personal tutor who will plan your return with you

### **Apprenticeship Liaison**

You will also be allocated an Apprenticeship Liaison Tutor who, in this case, is the Programme Leader. Your Apprenticeship Liaison Tutor will manage the relationship between each employer, the students working for that employer, and the University.

The Liaison Tutor will ensure that the tripartite review is being performed and documenting that this has occurred so that the individual learning record can be updated. In cases where there may be difficulties and there have been problems accessing a mentor and appropriate clinical experience the Liaison Tutor will make contact with the employer to negotiate a way forward for the student or suspend studies until appropriate levels of support can be honoured as per the commitment statement.

### **Personal Development Planning**



Personal development planning is not embedded into the programme as you will have this undertaken in your place of work as an inherent part of your employment contract. However by undertaking the learning in practice element of the programme you will build up a document that demonstrates your development over the course of the programme and will define your competence capabilities over the programme. This document can be utilised within your employment PDP to support your ongoing development, and where professional re-validation is used it can form part of your documentation to undertake this.

### **Library and Academic Support (based in Information Services)**

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit [skills@cumbria](#) for more details.

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

We can help develop these skills within the induction programme and we can support you to develop your skills whilst undertaking the modules.

### **Staff and Student Services**

Staff and Student Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

### **Preparing for Postgraduate Study**

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

### **Help is at Hand Events**

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and gives you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

### **Career Ahead**

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

Programme Curriculum Map						
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved	Apprenticeship Standards achieved (see Appendix 2)
7	HPHA7006	The Clinical Consultation: Embedding Theory into Practice	20	Core	K1, K2, K3, K4, K5, K9 S1, S2, S6, S7, S9, S10, S11, S12, S13, S14,	1.1, 1.2.1.3.1.4,1.5, 1.6, 1.7, 1.8,2.1, 2.2, 3.6, 3.7, 4.1, 4.2
7	HPHA7007	Clinical Decision Making: Improving Outcomes in Complex Patients	20	Core	K1, K2, K3, K4, K5, K6, K8, K9, K10 S1, S2, S3, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16	1.1, 1.2, 1.3, 1.4,1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2
7	HPHA7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	20	Core	K1, K2, K3, K4, S1, S2, S6, S10, S14, S15, S16	1.1, 1.7, 1.8, 3.1,3.2, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5,
7	HPHA7009	Leadership for Improving Health Outcomes	20	Core	K1, K4, K6, K7, K8, K9, K10 S3, S5, S6. S7, S8, S9, S10, S11, S12, S13, S15, S16	1.1, 1.7, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5
7	HPHN7411	*Non-Medical Prescribing (module/s undertaken dependant on profession) • <b>For Nurses:</b> HPHN7411 UAWd Independent/ Supplementary Prescribing for Nurses and Midwives	40	Optional: You will choose the NMP programme suitable for your professional status	K1, K2, K3, K4, K5, K7, K9, K10 S1, S2, S3, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.3, 3.3, 3.4, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5

	HPHN7413	(V300) <ul style="list-style-type: none"> <li><b>For Pharmacists:</b> HPHN7413 Independent Prescribing for Pharmacists</li> </ul>				
	HPHN7415	<ul style="list-style-type: none"> <li><b>For Allied Health Professionals:</b> Independent/ Supplementary Prescribing for Allied Health Professionals</li> </ul>				
7	HPHA7010	Developing Innovation in Advanced Clinical Practice	40	Core	K1, K2, K3, K6, K7, K8, K10 S3, S4, S8, S10, S11, S12, S13, S14, S15, S16	1.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
7	HPHA9006	Work Place Learning in Clinical Practice	0	Qualificatory	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16	1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
7	HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	0	Qualificatory	K2, K3, K4, K9, S1, S2, S6, S7, S9, S10, S11, S12, S15	1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 3.6, 4.4,
7	HPHA7011	Health Assessment in Common Childhood Conditions	20	Optional	K1, K2, K3, K4, K5, K7, K8, K9, K10 S1, S6, S7, S8, S9, S10, S11, S12, S13, S15, S16	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.6, 3.7, 4.2, 4.4,
7	HPHA7012	Advanced Assessment of the Acutely Ill Child	20	Optional	K1, K2, K3, K4, K5, K7, K8, K9, K10	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.6,

					S1, S2, S6, S7, S8, S9, S10, S11, S12, S14, S15, S16	3.7, 4.2, 4.4,
7	HLLG7011-14	Negotiated Learning	20	Optional	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14 S15, S16	1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
7	HPHG7004	Advanced Pathophysiology and Disease in Practice	20	Optional	K2, K3, K4, K5, K8, K9 S1, S2, S3, S6, S9, S12, S13, S15	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.2, 3.2, 3.7, 4.1,
7	HPHG7002	Acute Care: Assessment and Management of the Acutely Ill Adult	20	Optional	K1, K2, K3, K4, K5, K7, K8, K9, K10 S1, S2, S6, S7, S8, S9, S10, S11, S12, S14, S15, S16	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.6, 3.7, 4.2, 4.4,
7	HPHA7013	End Point Assessment	20	Core	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14 S15, S16	1.1,1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

## Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes, module pass mark: 50% (Postgraduate) with the following permitted exceptions due to the requirements of the professional bodies associated with the Non-Medical Prescribing programme:-

Modules HPHN7415 and HPHN7411, within the NMP programme, have higher pass marks than the standard University pass mark above, details of these pass marks are given on each Module Descriptor form together with the Notes section within the programme specification for the UAWd

Independent / Supplementary Prescribing for Allied Health Professionals and UAwd Independent / Supplementary Prescribing for Nurses and Midwives (V300) Level 7.

You may be able to claim APL against Qualificatory Unit HPHA 9005 if you have an RCN approved Nurse Practitioner/HCP practitioner award where an OSCE was successfully undertaken. Module HPHA 6000 is not a module of study but is included to enable you to claim APL for Non-Medical Prescribing, 20 credits at level 6, as part of your programme. Please contact the APL and Assessment Administrators at [apl@cumbria.ac.uk](mailto:apl@cumbria.ac.uk)

\*In order to undertake the Non-Medical Prescribing Programme (NMP) as part of this award, students must submit a completed application to demonstrate that all entry criteria for the NMP programme are satisfactorily met, the NMP programme is undertaken as a stand-alone programme for which, on successful completion, APL is awarded into the MSc Advanced Clinical Practitioner Apprenticeship programme.

There is no requirement to undertake an optional module if you undertake the core modules, qualificatory modules and NMP at 40 credits.

If you are in a profession that is currently unable to undertake Non-Medical Prescribing then you will need to choose 2 optional 20 credit modules in year 2 from those listed above.

If you have successfully been awarded APL for Non-Medical Prescribing at 40 credits then you will not undertake this and move onto the 3rd year modules earlier.

If you have successfully been awarded APL for Non-Medical Prescribing at 20 credits then you will have to undertake a 20 credit optional module from those listed above in year 2.

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.

If you have been awarded general or specific APL then you may not need to undertake any optional modules, but this will be discussed in detail with you at the time of your application and conduct of your individual learning needs assessment.

A failed student will not be permitted to re-register on the same MSc Advanced Clinical Practitioner Apprenticeship programme including students who exit from the programme with a PGDip Healthcare.

#### \* Key to Module Statuses

Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/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 condone/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 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

**Indicative Programme Delivery Structure: Full Time September start**

**The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers**

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
HPHA7006	The Clinical Consultation: Embedding Theory into Practice	36	Early September	Distance learning, work based learning, two days face to face taught sessions	Patchwork texts	Early January
HPHA7007	Clinical Decision Making: Improving Outcomes in Complex Patients	36	Early January	Distance learning, work based learning, two days face to face taught sessions	Written assignment	Late April
HPHA7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	36	Mid April	Distance learning, work based learning, two days face to face taught sessions	Written assignment	Early August
HPHA9006	Work Place Learning in Clinical Practice	620	3 Years Long	Work based learning	Portfolio	Ongoing documentation
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	200	2 Years Long	Work based learning	Practical skills assessment	None



<b>Students exiting at this point with 60 credits would receive a Post Graduate Certificate Healthcare Apprenticeship</b>						
HPHN7411 or HPHN7413 or HPHN7415	Non-Medical Prescribing (module/s undertaken dependant on profession)	72	September	Block release, distance learning, work based learning	As per NMP programme	As per NMP programme
HPHA7009	Leadership for Improving Health Outcomes	36	Late January	Distance learning, work based learning, two days face to face taught sessions	Report (70%) Oral assessment / presentation (30%)	Mid May
HPHA9006	Work Place Learning in Clinical Practice	620	3 years long	Work based learning	Portfolio	Early September
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	200	2 years long	Work based learning	Practical skills assessment (OSCE)	Early September
<b>Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma Advanced Clinical Practitioner Apprenticeship. Those with 120 credits and unsuccessful Qualificatory Units would receive a Post Graduate Diploma Healthcare Apprenticeship.</b>						
HPHA7010	Developing Innovation in Advanced Clinical Practice	72	September	Distance learning, work based learning, four days face to face taught sessions	Project work	April
HPHA7011 Option	Health Assessment in Common Childhood Conditions	24	Early May	Distance learning, work based learning	Written assignment	Late August

HPHA7012 Option	Advanced Assessment of the Acutely Ill Child	24	Early May	Distance learning, work based learning	Portfolio	Late August
HLLG7011-14 Option	Negotiated Learning (20 credits)	24	Late April	Distance learning, work based learning	Written assignment	Early July
HPHG7004 Option	Advanced Pathophysiology and Disease in Practice	24	Late April	Distance learning, work based learning	Written assignment	Early July
HPHG7002 Option	Acute Care: Assessment and Management of the Acutely Ill Adult	24	Mid Jan (May be available by Negotiated Learning)	Distance learning, work based learning	Written assignment	Mid April

**Students exiting at this point with 120 credits or 160 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma Advanced Clinical Practitioner Apprenticeship.**

HPHA7013	End Point Assessment	200	April	Work based learning	Open book examination (50%) and case presentation and viva (50%)	To be arranged with individual students once the gateway has been agreed to have been achieved.
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**Students exiting at this point with 180 credits plus successful completion of both Qualificatory Practice Units and passes in the end point assessment would receive MSc Advanced Clinical Practitioner Apprenticeship status**

### Indicative Programme Delivery Structure: Full Time March start

**The precise delivery arrangements for any particular cohort of apprentices will be confirmed at a later stage in partnership with employers**

Module Code	Module Title	Number of Delivery Hours	Delivery Pattern	Method of Delivery	Method(s) of Assessment	Approximate Assessment Deadline
			Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Block Release / Day Release / Distance Learning / Work-based Learning		
HPHA7006	The Clinical Consultation: Embedding Theory into Practice	36	March	Distance learning, work based learning, two days face to face taught sessions	Patchwork texts	June
HPHA7007	Clinical Decision Making: Improving Outcomes in Complex Patients	36	June	Distance learning, work based learning, two days face to face taught sessions	Written assignment	October
HPHA7008	Analysing Research and Evidence to Inform and Advance Clinical Practice	36	September	Distance learning, work based learning, two days face to face taught sessions	Written assignment	February
HPHA9006	Work Place Learning in Clinical Practice	620	3 Years Long	Work based learning	Portfolio	Ongoing documentation
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	200	2 Years Long	Work based learning	Practical skills assessment	September

**Students exiting at this point with 60 credits would receive a Post Graduate Certificate Healthcare**

HPHN7411 or HPHN7413 or HPHN7415	Non-Medical Prescribing (module/s undertaken dependant on profession)	As per NMP programme	September	Block release, distance learning, work based learning	As per NMP programme	As per NMP programme
HPHA7009	Leadership for Improving Health Outcomes	36	March	Distance learning, work based learning, two days face to face taught sessions	Report (70%) Oral assessment / presentation (30%)	July
HPHA9006	Work Place Learning in Clinical Practice	620	3 years long	Work based learning	Portfolio	February
HPHA9005	Work Place Learning for Advanced Clinical Practice (OSCE)	200	2 years long	Work based learning	Practical skills assessment (OSCE)	February

**Students exiting at this point with 120 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma Advanced Clinical Practitioner. Those with 120 credits and unsuccessful Qualificatory Units would receive a Post Graduate Diploma Healthcare.**

HPHA7010	Developing Innovation in Advanced Clinical Practice	72	September	Distance learning, work based learning, four days face to face taught sessions	Project work	February
HPHA7011 Option	Health Assessment in Common Childhood Conditions	24	January	Distance learning, work based learning	Written assignment	April

HPHA7012 Option	Advanced Assessment of the Acutely Ill Child	24	April	Distance learning, work based learning	Portfolio	July
HLLG7011-14 Option	Negotiated Learning (20 credits)	24	September	Distance learning, work based learning	Written assignment	December
HPHG7004 Option	Advanced Pathophysiology and Disease in Practice	24	April	Distance learning, work based learning	Written assignment	July
HPHG7002 Option	Acute Care: Assessment and Management of the Acutely Ill Adult	24	Mid Jan (May be available by Negotiated Learning)	Distance learning, work based learning	Written assignment	April

**Students exiting at this point with 120 credits or 160 credits and successful completion of both Qualifactory Practice Units would receive a Post Graduate Diploma Advanced Clinical Practitioner.**

HPHA7013	End Point Assessment	200	April	Work based learning	Open book examination (50%) and case presentation and viva (50%)	To be arranged with individual students once the gateway has been agreed to have been achieved.
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**Students exiting at this point with 180 credits plus successful completion of both Qualificatory Practice Units and passes in the End Point Assessment would receive MSc Advanced Clinical Practitioner Apprenticeship status**

### Training Hours

According to the ESFA's apprenticeships funding rules, all apprenticeship programmes must contain a minimum of 20% off-the-job training hours. The 20% off-the-job training is calculated using the apprentice's contracted employment hours across their whole apprenticeship, equivalent to around one

day per working week. 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

<b>Full time employment hours</b>	37.5 hours indicative		
<b>Length of the taught programme in days</b>	65	<b>Length of the taught programme in hours</b>	487.5
<b>Total off-the-job training hours</b>	<b>Includes:</b>	<ul style="list-style-type: none"> <li>• Programme induction</li> <li>• NMP induction and taught days</li> <li>• OSCE and workshops</li> <li>• EPA</li> <li>• University taught sessions</li> <li>• Guided Independent study</li> </ul>	
	<b>Excludes:</b>	<ul style="list-style-type: none"> <li>• English and maths functional skills</li> <li>• Learner review meetings</li> <li>• Independent study</li> <li>• Safeguarding training</li> <li>• Prevent training</li> </ul>	
<b>Total % off-the-job training</b>	21%		

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Workplace audit

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Meetings with Employers

### Date of Programme Specification Production:

December 2018

### Date Programme Specification was last updated:

Sept 21

**For further information about this programme, refer to the programme page on the University website**

## **Appendix 1**

### **Apprenticeship delivery structure**

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

- 1) The Curriculum Map, which consists of:
  - the modules including the level, delivery mode (e.g. face to face or blended learning), and delivery activities (e.g. lectures, guided independent study);
  - the designation of modules as core, compulsory, or optional
  
- 2) The Programme Delivery Structure, which consists of:
  - the semester(s) in which each module is delivered
  - the delivery method for each module (e.g. block release or day release)
  - the method of assessment and indicative assessment deadline(s)

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**

### **Apprenticeship Standards to which the Curriculum Map refers**

<https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/>