



Course Specification Template

This specification provides a summary of the main features of the course and the learning outcomes that a typical learner might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to learner and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a learner's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to learners as set out in our Student Agreement and Apprentice Agreement and will be discussed with and communicated to learners in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Advanced Clinical Practice (Integrated Degree Apprenticeship)	Course Code	MSACPRP
FHEQ level and credit of final award	Level 7 180 credits		
Intermediate awards titles	None		
FHEQ level and credit of intermediate award	Not applicable		
Awarding Institution	AECC University College		
Teaching Institution	AECC University College		
Apprenticeship	Advanced Clinical Practitioner (Integrated degree)		
Apprenticeship Code	ST0564	Apprenticeship Level	7
End-point assessment Type	Integrated		
Apprenticeship Duration	31 Months (Training) 3 Months (EPA)		
Apprenticeship Minimum Duration requirement	12 Months		
Planned off the job learning hours protected learning time	952		
End Point Assessment preparation hours after gateway	42		
Apprenticeship review date	2026		
Professional, Statutory and , Regulatory Body (PSRB) accreditation/recognition	NHS England Workforce, Training and Education [NHSE WTE] Centre for Advancing Practice ACP programme accreditation (approval planned for November 2024)		
Duration of PSRB accreditation/ recognition	Not applicable		
Mode of study	Apprenticeship - part-time, blended delivery		

Distance Learning- Proportion of the course	In person: 50%	Online: 50%
Standard length of course	3 years	
Language of delivery	English	
Place of delivery	AECC University College	
UCAS code (where applicable)	Not applicable	
HECOS Code(s)	100246 100%	
Date Course initially approved	31 August 2023	
Version number	v1.1	
Date this version approved	November 2023	
Academic year from which this specification applies	2023-24	
Author and End Point Assessment Lead	Dr Hilary Walsgrove and Claire Nadaf	

Course Overview

<h3>1. Admissions regulations and entry requirements</h3> <p>Admissions Regulations The detailed entry requirements for the course may be found from the relevant course page on the University College website.</p> <p>As this is an Institute for Apprenticeships and Technical Education integrated degree, the university college and the apprentice's employer must also adhere to the requirements set for the Advanced Clinical Practitioner Apprenticeship.</p> <p>Recognition of Prior Learning (RPL) An initial assessment of your knowledge, skills and behaviours will be undertaken as part of the process for determining eligibility for admission to the apprenticeship. This will include consideration of:</p> <ul style="list-style-type: none"> • Prior education, training or associated qualifications in a related subject sector area, including any previous apprenticeship undertaken • Learning or competence gained from prior work experience <p>AECC University College has a Recognition of Prior Learning Policy which can be found from the Latest Policies webpage.</p>

<h3>2. Aims of the course</h3> <p>The aims of the course are to:</p> <ol style="list-style-type: none"> 1. Enable apprentices to work towards competent and confident advanced clinical practice within a clinical practice setting. This is characterised by expanded knowledge, skills and behaviours to meet nationally agreed capabilities and specific competencies, across four pillars of advanced practice (Clinical Practice, Leadership and Management, Education, Research (Health Education England [HEE] 2017), predominantly within direct clinical care. As this course is the ACP integrated degree apprenticeship, apprentices must meet all of the knowledge, skills and behaviours, underpinned by the values within the ACP Apprenticeship standard (IfATE 2018) 2. Ensure graduates are able to deliver Advanced Clinical Practice that meets contemporary and future workforce requirements of healthcare providers, working collaboratively and across professional and organisational boundaries. 3. Support graduates in demonstrating functional principles of advanced practice within their roles: autonomous practice, critical thinking, advanced levels of decision making and problem solving, values-based and personalised care, innovating practice, management/leadership.

2. Aims of the course

4. Encompass academic achievement at level 7, alongside advanced professional role development within the apprentice's own clinical setting, embedding the ACP role therein.
5. Guide apprentices towards successfully completing a relevant, comprehensive process of assessment of theoretical and practical knowledge, skills and behaviours, supported by significant academic, clinical and professional support, to consolidate, apply and assimilate newly gained or further developed advanced practice competence and capability. This culminates with successful completion of the independently assessed ACP Apprenticeship end point assessment.
6. Facilitate autonomous, independent and self-directed learners who are practitioners who possess advanced clinical skills and knowledge within their specific area of clinical practice and/or profession that is informed by current practice, scholarship and research.
7. Provide opportunities for apprentices to engage in learning, supporting creation of new knowledge and innovative working practices at the forefront of their professional discipline and aligned to advanced professional practice.
8. Embed and enhance apprentices' critical thinking and analysis skills to engage with best evidence in order to tackle and solve problems in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.
9. Enable apprentices to enhance their critical awareness and understanding of contemporary issues and ongoing developments in their clinical work setting, necessary for improving and leading practice within the context of collaborative inter-professional working.
10. Facilitate development of apprentices' knowledge and understanding of autonomous practice - professional responsibility, legality, integrity, values and ethics, risk management and maintenance of safe working practice, in relation to advancing and advanced level practice.
11. Engender in apprentices' the ability to consider and respond to service user/carer perspectives, focusing on patient advocacy, empowerment and a strong person-centred approach to care.
12. Ensure that the healthcare professionals who have followed this flexible and student-centred course of study meet their personal and professional development needs, as they have concomitantly progressed within their roles towards advanced level practice.
13. Ensure that graduates are suitably prepared to work as advanced clinical practitioners within the identified workplace setting, having fully embraced seamlessly merged workplace-based learning and development, alongside the academic course at Masters level (level 7) that maps to the standards of education and training for AP courses (HEE 2020) and the requirements of the Institute of Apprenticeships (IfATE 2018) ACP Apprenticeship Standard.
14. Enable apprentices to identify, articulate and meet their own learning needs for their ACP roles and patients, congruent with relevant specific competency and capability framework/s for knowledge, skills and behaviours expected of an ACP (currently Health Education England's Multi-professional framework for advanced clinical practice (HEE 2017) and IfATE (2018) Advanced Clinical Practitioner apprenticeship standard.

From an overall combination of the academic and work-based learning through the Advanced Clinical Practitioner apprenticeship, the expected outcomes from an occupational perspective are as follows:

Occupational Profile of Advanced Clinical Practitioners

Advanced Clinical Practitioners are experienced clinicians from a range of different professions, including Physiotherapists, Occupational Therapists, Radiographers, Paramedics, Speech and Language therapists, Podiatrists, Pharmacists, Nurses and Midwives, 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 (includes patients, service users, clients and customers) 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.

2. Aims of the course

Responsibilities and duties of Advanced Clinical Practitioners

An Advanced Clinical Practitioner will:

- Have a high level of autonomy (refers to Advanced Clinical Practitioners working to the full scope of their professional practice) and freedom to make decisions about how people should be cared for and 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.

Features of the integrated degree ACP Apprenticeship

The MSc ACP apprenticeship engenders:

1. a learner-centred approach to the course structure providing chronological building of knowledge, skills and behaviours, whilst offering flexibility, depending on apprentice requirements.
2. opportunities to study in an inter-professional setting with core and optional units that are tailored to the needs of the apprentice's professional practice.
3. a contemporary and flexible course responsive to the ongoing changing national health and care environment, engendering personalised and holistic patient care delivered through a compassionate, therapeutic approach.
4. research informed and experience-based teaching embedded throughout the curriculum.
5. teaching delivered by a team with extensive experience in the delivery of Masters level units and a diverse range of health and social care experience, including advanced and specialist clinical practice.
6. Collaborative working with clinical practitioners contributing to the teaching and assessment strategy, with an emphasis on both academic and work-based knowledge, skills and behaviours development

The integrated degree ACP apprenticeship provides apprentices with the opportunity to:

- Undertake assessment that is immersed in their individual practice settings, as they build assignments around their own learning needs relevant for their practice area, profession or speciality, whilst meeting the Level 7 generic academic course outcomes
- Achieve a Masters' level award of advanced clinical practice that is mapped against current nationally recognised advanced clinical practice criteria (IfATE ACP Apprenticeship standard and HEE's Multi-professional framework for ACP), thus supporting career enhancement opportunities.
- Be part of an Inter-professional group all working towards achieving ACP status facilitated by the ACP academic course, allowing depth and breadth of peer learning opportunities.
- To develop knowledge, skills and behaviours commensurate with working at an advanced level of practice, in line with the ACP apprenticeship standard occupational profile, across a range of health service sectors, including pre-hospital, primary and secondary care settings. This culminates in meeting all the KSBs of the ACP standard demonstrated in achievement of the end point assessment.

The curriculum offers a generalist emphasis for achieving an advanced level of practice, whilst at the same time, the apprentice gains substantial experience in their own clinical area and demonstrates advanced level knowledge and clinical competence therein. It is designed to ensure it has the flexibility to meet service needs, with the employer-led nature of the course enabling this. This is in partnership with meeting individual learning needs, with AECC University College and coordinating and associate workplace supervisors and other professional colleagues, including the line manager, involved in planning relevant learning and teaching strategies in a tripartite manner (apprentice, workplace supervisor, university tutor), thus maximising educational and professional role development opportunities both in the academic and clinical settings

3. Course Learning Outcomes and Knowledge, Skills and Behaviours (KSBs): what apprentices will be expected to achieve as set out in the Apprenticeship Standard

The KSBs and learning outcomes mapping document on page 29 – appendix 3 shows the relationship between the KSBs and ILOs for units and the overarching KSBs and ILOs of the course.

<p>Knowledge</p>	<p>APA7001: K1.1, K1.2, K1.4, K1.7, K1.8, K2.2, K3.6</p> <p>APA7002: K1.1, K1.8, K2.2, K3.1, K3.3, K3.4, K3.6, K4.1, K4.2, K4.3, K4.4, K4.6</p> <p>APA7003: K1.1, K1.2, K1.3, K1.4, K1.5, K1.7, K1.8, K2.1, K2.2, K3.6</p> <p>APA7004: K1.1, K1.3, K1.5, K1.6, K1.7, K2.1, K2.2, K3.6</p> <p>APA7005: K1.1, K 2.1, K2.2, K2.3, K2.4, K3.3, K3.4, K4.5</p> <p>APA7006: K1.1, K1.6, K2.2, K3.1, K3.5, K4.4, K4.6</p> <p>APA7007: K1.1, K1.8, K3.1, K3.2, K3.3, K3.5, K3.7, K4.1, K4.2, K4.3, K4.4, K4.5, K4.6</p> <p>APA7008: (All KSBs demonstrated through EPA assessment)</p> <p><i>(see unit specifications and refer to ACP Apprenticeship standard for descriptors for all knowledge criteria)</i></p>
<p>Skills</p>	<p>APA7001: S1.1, S1.2, S1.4, S1.7, S1.8, S2.2, S3.6</p> <p>APA7002: S1.1, S1.8, S2.2, S3.1, S3.3, S3.4, S3.6, S4.1, S4.2, S4.3, S4.4, S4.6</p> <p>APA7003: S1.1, S1.2, S1.3, S1.4, S1.5, S1.7, S1.8, S2.1, S2.2, S3.6</p> <p>APA7004: S1.1, S1.3, S1.5, S1.6, S1.7, S2.1, S2.2, S3.6</p> <p>APA7005: S1.1, S2.1, S 2.2, S2.3, S2.4, S3.3, S3.4, S4.5</p> <p>APA7006: S1.1, S1.6, S2.2, S3.1, S3.5, S4.4, S4.6</p> <p>APA7007: S1.1, S1.8, S3.1, S3.2, S3.3, S3.5, S3.7, S4.1, S4.2, S4.3, S4.4, S4.5, S4.6</p> <p>APA7008: (All KSBs demonstrated through EPA assessment)</p> <p><i>(see unit specifications and refer to ACP Apprenticeship standard for descriptors for all skills)</i></p>
<p>Behaviours</p>	<p>APA7001: ABDE</p> <p>APA7002: CDEFGH</p> <p>APA7003: ABCDE</p> <p>APA7004: ABDG</p> <p>APA7005: ABCDEFH</p> <p>APA7006: DEG</p> <p>APA7007: CDFGH</p> <p>APA7008: (All KSBs demonstrated through EPA assessment)</p> <p><i>Behaviours description/labels: A - Treats people with dignity; B respects people's diversity, beliefs, culture, needs, values, privacy, preferences; C – Shows respect and empathy for those they work with D - works to best practice E - Shows self-awareness F - has the courage to challenge areas of concern; G - be adaptable, reliable and consistent; H - shows discretion and resilience</i></p>
<p>Core Apprenticeship Curriculum</p>	<p>APA7001: Equality and diversity, Further development of English and Maths Skills, Prevent, Respect and tolerance, Rule of law, Safeguarding.</p> <p>APA7002: Personal development, Careers, Respect and tolerance, Rule of law, Equality and diversity, Democracy, Individual liberty,</p> <p>APA7003: Safeguarding, Individual liberty, Respect and tolerance, Equality and diversity, Rule of law, Further development of English and Maths Skills, P,</p>

	<p>APA7004: Safeguarding, Respect and tolerance, Equality and diversity, Rule of law, Individual liberty, Further development of English and Maths Skills</p> <p>APA7005: Personal development, Respect and tolerance, Equality and diversity, Further development of English and Maths Skills</p> <p>APA7006: Careers, Further development of English and Maths Skills, Professional Development</p> <p>APA7007: Personal development, Rule of law, Further development of English and Maths Skills</p> <p>APA7008: demonstrated in culmination of all previous units of learning</p>
<p>This course provides opportunities for learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	<p>The methods used to enable outcomes to be achieved and demonstrated are as follows:</p>
<p>Subject Knowledge and Understanding</p> <p>Having successfully completed this course apprentices will be able to demonstrate knowledge and understanding of:</p> <p>A1 Relevant anatomy and physiology and pathophysiology to apply to the gathering, synthesis, and assessment information for clinical assessment as relevant to the clinical pillar of advanced practice</p> <p>A2 Determinants of health to support health promotion, prevention & rehabilitative measures, empowering individuals towards self-management and behaviour change.</p> <p>A3 Advanced Practice and critical appraisal of its associated concepts, including the attainment of the four pillars of advanced practice, underpinning evidence-base, drivers and challenges.</p> <p>A4 Applied pharmacokinetics and pharmacodynamics of major classes of drugs, with particular focus on their own patient caseload.</p> <p>A5 Critical application of relevant education principles, theories and research to support personal advancing clinical practice development in the education and research pillars of advanced practice</p> <p>A6 Identification and critical analysis of a range of significant factors which are likely to have a bearing on the outcome of the service improvement project</p> <p><i>(All of these areas map against the knowledge, skills and behaviours of the ACP Apprenticeship standard, thus facilitating achievement of these apprenticeship criteria, as well as the academic criteria for the level 7 course. See appendix 3)</i></p>	<p>Teaching and Learning Methods</p> <p>A1, A4 Blended learning approach. Self-directed, tutor guided learning with on-line resources, video presentations with tasks related to learning, on-line quizzes etc. Guidance to core texts, other resources to read / view. Drop-in sessions on-line - questions to tutors. Work-based learning and supervised practice - apprentices discuss application of knowledge to practice with workplace supervisors / other colleagues.</p> <p>A2 Lectures, seminars include small group discussions, role play with peer apprentices, facilitated by tutor. Supported by on-line resources that apprentices are guided towards accessing prior to face-to-face and/or on-line sessions (mixture of both approaches to enhance peer learning).</p> <p>A3 Apprentices guided to self-directed study and in small groups, with tutor guiding topic areas. Face-to-face seminars / workshops for discussions / debates.</p> <p>A5 Self-directed learning, reflection on own learning needs and educator role, discussion and debate in interactive, apprentice group learning sessions. Lectures, seminars, group work will provide theoretical and research-based information and guidance for focused learning for professional development. Work-based learning - apprentices encouraged to discuss application of knowledge to practice with workplace supervisors / other professional colleagues.</p> <p>A6 Blended learning encouraging development as independent learner, contextualising knowledge within workplace. Mix of traditional synchronous (in real time) and asynchronous (with time delay) methods. Synchronous content may vary, may consist of live lectures, small group seminars, workshops, small group learning activities, peer-led discussions, question and answer sessions. Asynchronous contents may include delivery of cognitive knowledge base through online lectures, quizzes, discussion forums to help analyse and evaluate information. Work-based learning - apprentices discuss application of knowledge to practice with workplace supervisors / other professional colleagues.</p> <p>Assessment Methods</p>

	<p><i>How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications and appendix 3.</i></p> <p>A1 – Formative assessment – MCQs, mock OSCE assessment. Summative assessment - viva and commentary elements of OSCE assessment</p> <p>A2 - Formative assessment – develop case studies from own consultations, shared with supervisors. Summative assessment - written assignment – essay and case studies as evidence to support.</p> <p>A3 – Formative assessment – presentation to peers and tutor with feedback, reflection, development of personal development plan. Summative assessment – reflective essay</p> <p>A4 – Formative assessment – share case studies with apprentice peers and tutors, for review and feedback. Mock open book exam. Summative assessment – open book exam – short answer questions using case studies to support</p> <p>A5 Formative assessment – reflective discussions with workplace supervisor/s, self and peer-reflection in class, adding to personal professional development plan for ACP development. Summative assessment - Reflective report on educational intervention planned and implemented in workplace.</p> <p>A6 Formative assessment - Presentation of SIP proposal to apprentice peers, after receiving peer and academic staff feedback. Apprentices allocated personal tutor to supervise undertaking SIP. Summative assessment - Report in the form of a Service Improvement Project</p>
<p>Cognitive Skills</p> <p>Having successfully completed this course learners will be able to:</p> <p>B1 Critically appraise and demonstrate evidence-based professional judgement and problem-solving to manage differentiated and undifferentiated, often unpredictable, complex health issues relevant to the clinical pillar of advanced practice</p> <p>B2 Critically appraise current issues that impact on service delivery and how all four pillars of advanced practice influence the provision of high-quality, person-centred care</p> <p>B3 Synthesis of strategies for building competence and capability in all four pillars of advanced practice, whilst supporting development of confidence and emotional intelligence in self and others.</p> <p>B4 Plan, design, implement and reflect upon the outcomes for a service improvement project, the idea for which is derived through evidence-based analysis of pertinent literature and policy and consultation and dialogue with patients and stakeholders.</p>	<p>Teaching and Learning Methods</p> <p>B1 Lectures, seminars with small group discussions with peer apprentices, facilitated by tutor. Sessions supported by on-line resources, apprentices guided to accessing prior to face-to-face and/or on-line sessions (mixture of both approaches to enhance peer learning). Work-based learning - apprentices discuss application of knowledge to practice with workplace supervisors / other professional colleagues.</p> <p>B2 Apprentices guided to self-directed study, some in small groups, with tutor guiding topic areas. Apprentices attend face-to-face seminars / workshops to discuss/debate key issues, share critically appraised papers etc.</p> <p>B3 Self-directed learning, reflection on own learning needs. Classroom or on-line discussion and debate brought in to interactive, apprentice group action learning sessions. Lectures and seminars and group work provides theoretical and research-based information and guidance to facilitate learning and professional development focused on capabilities and competences. Work-based learning - apprentices discuss application of</p>

<p><i>(All of these areas map against the knowledge, skills and behaviours of the ACP Apprenticeship standard, thus facilitating achievement of these apprenticeship criteria, as well as the academic criteria for the level 7 course. See appendix 3)</i></p>	<p>knowledge to practice with workplace supervisors / other professional colleagues.</p> <p>B4 Blended learning - encourages development as independent learner and contextualises knowledge within workplace. Mix of traditional synchronous (in real time), asynchronous (time delay) methods. Synchronous content - live lecture, seminars, workshops, small group activities, peer-led discussions, question and answer sessions. Asynchronous contents may include delivery of cognitive knowledge base - online lectures, online activities, discussion forums, helps analyse and evaluate information. Work-based learning - apprentices discuss service improvement with workplace supervisors / other professional colleagues, as stakeholders.</p> <p>Assessment Methods</p> <p><i>How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications and appendix3.</i></p> <p>B1 Formative assessment – development of case studies from own consultations, shared with workplace supervisor/s. Summative assessment - submission of case study written assignment – essay and case studies as evidence.</p> <p>B2 Formative assessment – presentation to peers and tutor with feedback and reflection, development of personal development plan. Summative assessment – reflective essay</p> <p>B3 Formative assessment - Discussions in workplace then apprentice undertakes self and peer-reflection in class, adding to personal professional development plan for identified ACP development. Summative assessment - Reflective report on an educational intervention planned and implemented in the workplace.</p> <p>B4 Formative assessment - a presentation of SIP proposal to apprentice peers – receiving peer and academic staff feedback. Apprentices allocated personal tutor to supervise undertaking SIP. Summative assessment - Report in the form of a Service Improvement Project</p>
<p>Practical Skills</p> <p>Having successfully completed this course learners will be able to:</p> <p>C1 Critically appraise and demonstrate competence in taking a comprehensive, structured patient history, using therapeutic communication techniques whilst practicing within your scope of practice demonstrating responsibility and accountability for decisions, actions and omissions.</p> <p>C2 Design and implement a personal development plan which articulates the requisite attainment of knowledge and skills underpinning a specific set of competencies or criteria.</p>	<p>Teaching and Learning Methods</p> <p>C1 Self-directed learning, on-line resources and texts. Observation of videos on-line. Work-based learning – observe professional colleagues in practice consulting with patients. Supervised practice with supervisors - feedback and apprentice reflecting on process. Apprentices bring examples of consultations, discuss in small groups, facilitated by tutor. Interactive seminars - range of resources – demonstration, on-line videos, simulated consultations with apprentice peers. Work-based learning and supervised practice – case-based discussions, reflections on embedding new skills into practice discussions.</p>

C3 Demonstrate the ability to systematically disseminate the impact of achievement of competence from the work-based learning in relation to improving patient care / service delivery.

C4 Rigorously apply a suitable approach to a SIP that integrates procedures of research enquiry, analysis and evaluation.

C5 Lead on planning a practice change, critically appraising and synthesising the evidence-base, generating a report demonstrating innovation and service redesign solutions.

(All of these areas map against the knowledge, skills and behaviours of the ACP Apprenticeship standard, thus facilitating achievement of these apprenticeship criteria, as well as the academic criteria for the level 7 course. See appendix 3)

C2, C3 Self-directed learning, reflection on own learning and professional development needs and specific role requirements for ACP. Discussion / debate - basis for interactive, apprentice group action learning sessions following review of individual practitioner's needs, from workplace perspective, close alignment to practice, service/departmental needs. Work-based learning – share personal development plan with workplace supervisor/other colleagues - guidance, advice, support for progressing it and implementing appropriate support to develop.

C4 Blended learning - development as independent learner and contextualises knowledge, skills, behaviours within workplace. Mix of traditional synchronous (in real time) and asynchronous (with time delay) methods. Synchronous content– e.g. live lecture, seminars, workshops, small group learning activities, peer-led discussions, Q and A sessions. Asynchronous contents e.g. delivery of cognitive knowledge base - online lectures, activities, discussions, analyse and evaluate information.

C5 On-line and / or face-to-face interactive seminars, facilitated by tutor – guides, supports with practice change report development. Drop-in sessions to discuss issues, share progress with change report and presentation with apprentice peers. Workplace supervisor/s, other professional colleagues - opportunities for sharing practice change ideas. Work-based learning - apprentices discuss changes in practice with workplace supervisors / other professional colleagues, as stakeholders.

Assessment Methods

How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications and appendix3.

C1 Formative assessment - mini consultations focused on history taking, related to 'body system' covered in relevant taught sessions – written up, signed off by workplace supervisors.
Summative assessment - viva and commentary elements of mOSCE assessment.

C2, C3 Formative assessment – Discussions, negotiation within workplace, apprentice undertakes self and peer reflection in class, creates skills analysis and action plan for meeting competence for workplace-based learning and development. Skill analysis shared with coordinating workplace and/or associate workplace supervisors or relevant professional colleague, to ensure meets own and departmental / organisational requirements.
Summative assessment - Poster presentation to panel of assessors

C4 Formative - Apprentice presentation of SIP proposal to peers – receiving both peer and academic feedback. Apprentices allocated personal tutor to supervise undertaking SIP.
Summative – Written report in form of Service Improvement Project

C5 Formative assessment - Apprentice presentation of

	<p>practice change report proposal to peers – receiving both peer and supervisor feedback. . Summative assessment – , Practice change report and presentation to panel independently assessed in line with IfA apprenticeship standard criteria.</p>
<p>Transferable skills</p> <p>Having successfully completed this course learners will be able to:</p> <p>D1 Critically reflect on working within their scope of practice at a more advanced level of clinical practice, displaying a higher level of autonomy in complex environments, whilst demonstrating safe clinical, person-centred practice.</p> <p>D2 Critically discuss and debate the professional, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner, applying this to the 4 pillars of advanced practice.</p> <p>D3 Critically reflect on current role, identifying learning needs and evaluating your practice from individual and service needs' perspectives, culminating in presenting your vision for developing as an ACP in your clinical area, within an interprofessional setting.</p> <p>D4 Apply a systematic understanding and advanced knowledge of evidence-based guidelines and policies for pharmacological and non-pharmacological therapeutic interventions within own clinical setting.</p> <p>D5 Systematically apply an advanced awareness of legal, ethical, and professional responsibilities in assessing for and managing patients' therapeutic interventions and pharmacological treatments.</p> <p>D6 Analyse and critically reflect upon the process of the SIP structures, processes, and outcomes.</p> <p>D7 Critically reflect on capability to lead and develop others as an advanced clinical practitioner educator and role model demonstrating team leadership, resilience, determination, and situational awareness in managing complex and unpredictable situations.</p> <p>D8 Critically reflect and evaluate any change/improvement in professional practice, as a result of the work-based learning that enhances quality, reduces unwarranted variation, promoting sharing and adoption of best practice.</p> <p>D9 Demonstrate and critically evaluate the evidence surrounding the proposed change to produce a succinct rationale for the service improvement (research pillar)</p> <p><i>(All of these areas map against the knowledge, skills and behaviours of the ACP Apprenticeship standard, thus facilitating achievement of these apprenticeship criteria, as well as the academic criteria for the level 7 course, see appendix 3)</i></p>	<p>Teaching and Learning Methods</p> <p>D1 Lecture, seminar - small group discussions with peers, facilitated by tutor. These sessions supported by on-line resources - guided to access prior to face-to-face and/or on-line taught sessions (mixture of both approaches to enhance peer learning). Work-based learning and supervised practice - discuss issues, job planning with workplace supervisor/other professionals in practice.</p> <p>D2, D3 Apprentices guided to self-directed study, some in small groups, with tutor guiding topic areas. Face-to-face seminars / workshops - discuss / debate key issues, share critically appraised papers etc.</p> <p>D4, D5 Self-directed, tutor guided learning, on-line work activities, video presentations, on-line quizzes etc. Guidance to core texts, other resources. Apprentices access drop-in sessions on-line - questions to tutor re key topic areas, guidance to resources. Discuss application of knowledge to practice with supervisor/s, other professional colleagues, real-life case studies – work-based learning.</p> <p>D6 On-line or face-to-face lectures, interactive seminars, facilitated by tutor. VLE - on-line resources – recorded and live video presentations, other learning resources. Apprentices discuss, initiate change proposal through work-based discussions, interactive sessions short presentations of plans for initiating and implementing change proposal.</p> <p>D7 Self-directed learning, reflection on own learning needs and educator role re advancing clinical practice, discussion, debate in interactive, apprentice group action learning sessions. Lectures, seminars, group work - theoretical and research-based information, guidance to facilitate learning and professional development focused on capabilities and competences. Work-based learning and supervised practice / reflective discussions with workplace supervisor/other professionals.</p> <p>D8 Self-directed learning, reflection on own learning / professional development needs, specific role requirements for advancing clinical practice. Discussion / debate - basis for interactive, apprentice group action learning sessions after review of individual practitioner requirements from own workplace, close alignment to practice, service/departmental needs. Work-based learning and supervised practice with supervisors/other colleagues.</p> <p>D9 Blended learning - development as independent learner, contextualises knowledge within workplace. Mix of traditional synchronous (in real time) and asynchronous (with a time delay) methods. Synchronous content e.g., live lectures, seminars, workshops, small group learning activities, peer-led discussions, Q and A s. Asynchronous contents e.g., cognitive knowledge base - online lectures,</p>

	<p>activities, discussion forums - analyse and evaluate information.</p> <p>Assessment Methods</p> <p><i>How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications and appendix 3.</i></p> <p>D1 Formative assessment – development of case studies from consultations, shared with workplace supervisor/s or other professional colleagues. Summative assessment - case study written assignment – case studies as evidence.</p> <p>D2, D3 Formative assessment – presentation to peers and tutor with feedback and reflection, development of personal development plan. Summative assessment – reflective essay</p> <p>D4, D5 Formative assessment -Apprentices build case studies. Case-based discussions with workplace supervisor/s. Share case studies with apprentice peers and tutors, for review and feedback. Mock open book exam. Summative assessment – open book exam – short answer questions using case studies to support.</p> <p>D6 Formative assessment - Presentation of SIP proposal to peers and tutors Summative assessment - report in form of SIP, which Includes reflective discussion.</p> <p>D7 Formative assessment - After discussions in workplace, self and peer-reflection in class, adding to personal professional development plan for ACP development. Summative assessment - Reflective report on an educational intervention planned and implemented in workplace.</p> <p>D8 Formative assessment - After discussions, negotiation within workplace, apprentice undertakes self and peer reflection in class, creates skills analysis and action plan for meeting the required competence for workplace-based learning and development. Skill analysis shared with coordinating workplace supervisor and/or associate workplace supervisors, to ensure meets own and departmental / organisational requirements. Summative assessment - Poster presentation to panel.</p> <p>D9 Formative assessment - Apprentices undertake presentation of SIP proposal to peers – receiving peer and academic feedback. Allocated personal tutor to supervise undertaking SIP. Summative assessment - Written report in the form of a Service Improvement Project, which includes reflective discussion.</p>
<p>Professional competencies</p> <p>Having successfully completed this course learners will be able to</p>	<p>Teaching and Learning Methods</p> <p>E1 Self-directed, tutor guided learning - on-line video presentations, on-line quizzes etc. Guidance to core texts</p>

E1 Demonstrate a full repertoire of systematic clinical assessment and physical examination skills across body systems, using a sound evidence-base to distinguish normal from abnormal findings.

E2 Critically reflect on, synthesise and apply information from numerous sources to inform clinical reasoning, interpretative and diagnostic decision-making across a diverse range of clinical presentations.

E3 Critically articulate strategies for drawing on multi-agency and interprofessional resources and working in partnership with patients, carers/families and collaboratively with multi-disciplinary teams, to deliver high quality, safe, effective care, and treatment for patients.

E4 Critically review their person-centred and collaborative approach to diagnostic decision-making, for appropriate management of evidence-based therapeutic interventions, aligned to the clinical pillar of advanced clinical practice.

E5 Critically reflect on safe and effective planning, implementation, monitoring and evaluation of pharmacological and non-pharmacological interventions for their patient caseload.

E6 Critically appraise ability to empower development of individuals' health literacy and participation in care using a personalised approach.

E7 Conceptualise a specific area for development of advanced clinical practice within the apprentice's scope of practice, ACP role mapped to the four pillars of advanced practice.

E8 Critically articulate and provide comprehensive, relevant evidence of your professional development through all four pillars of advanced practice, culminating in meeting an advanced level of clinical practice, mapped against nationally recognised frameworks of advanced practice.

E9 Critically evaluate their own practice, appraising personal strategies for their development and providing evidence for meeting the ACP apprenticeship standard within their advanced clinical practitioner role.

E10 Be prepared for undertaking the specified end point assessment.

(All of these areas map against the knowledge, skills and behaviours of the ACP Apprenticeship standard, thus facilitating achievement of these apprenticeship criteria, as well as the academic criteria for the level 7 course. See appendix 3)

and other resources. Drop-in sessions on-line with tutor re key topic areas or further guidance. Apprentices encouraged to discuss application of knowledge to practice with supervisors or other professional colleagues – work-based learning and supervised practice, case-based discussions.

E2, E3 Lecture, seminar that include small group discussions with peers, facilitated by tutor. Supported by on-line resources - guided prior to face-to-face and/or on-line sessions (mixture of both approaches to enhance peer learning). Work-based learning and supervised practice – reflection on case studies, case-based discussions in practice.

E4, E5 Self-directed, tutor guided learning - on-line activities, recorded video presentations e.g. on-line quizzes etc. Guidance to core texts, other resources. Drop-in sessions on-line to tutor re key topic areas. Apprentices encouraged to discuss application of knowledge to practice with supervisor/s or other professional colleagues work-based learning and supervised practice, assessments in practice with workplace supervisor/other professionals.

E6 Self-directed learning, reflection on own learning needs and educator role re ACP. Discussion / debate in interactive, group action learning sessions. Lectures, seminars, group work - theoretical and research-based information and guidance to facilitate learning and professional development focused on specific capabilities/competences. Work-based learning and supervised practice – case studies, discussions with workplace supervisor/other professionals, reflection with practice colleagues.

E7 Self-directed learning, reflection on own learning and professional development needs and specific role requirements for advancing clinical practice. Discussion and debate - basis for interactive, apprentice group action learning sessions after review of requirements for own workplace, close alignment to practice, service/departmental needs. Apprentice discussions with workplace supervisor / other professionals – work-based learning.

E8 On-line or face-to-face interactive seminars, facilitated by tutor guides building ACP portfolio. Drop-in sessions to discuss issues or share evidence, workplace supervisor/s and other professional colleagues - observed, supervised and assessed practice as evidence. Short guidance sessions - each stage. VLE with on-line resources apprentices access – recorded and live video presentations, other learning resources for self-directed development. Workplace-supervisor / other professionals from practice – work-based learning, supervised practice, assessments in practice, testimonials, verified evidence.

E9 Group discussions with peer group, facilitated by ACP teaching team, work-based learning – guidance and support from supervisors and other professional colleagues in workplace to ensure portfolio of evidence meets ACP apprenticeship standard.

E10 Live seminars, discussions with peers, self-directed using learning resources, documentation from IfA for EPA preparation of case studies and change report and presentation. Support and guidance and sign off of case studies from supervisors in practice.

Assessment Methods

How individual assessment design enables achievement of the KSBs is set out within the individual Unit Specifications and appendix 3.

E1 Formative assessment – practice skills on week-by-week basis in class with peers, supervised by workplace supervisor/s and record as mini clinical exams.
Summative assessment - modified OSCE

E2, E3 Formative assessment – development of case studies from own consultations, shared with workplace supervisors or another appropriate professional colleague.
Summative assessment - case study based written essay assignment.

E4, E5 Formative assessment - Apprentices consult with patients, build case studies focusing on therapeutic interventions. Case-based discussions with workplace supervisor/s who signs off case studies. Apprentices bring cases to class sessions for discussion in small groups with peers and tutor facilitating.
Summative assessment - oral assessment and presentation.

E6 Formative assessment - After discussions in workplace, self and peer-reflection in class, adding to personal professional development plan for ACP development, relating this to education pillar.
Summative assessment - Reflective report on educational intervention planned and implemented in workplace.

E7 Formative - self and peer reflection in class, skills analysis and action plan for meeting competence for work-based learning and development, negotiated with workplace. Skill analysis shared with supervisors or other colleagues, to ensure meets own, and departmental and organisational requirements.
Summative - Poster presentation to panel

E8 Formative assessment –create evidence for portfolio, some reviewed by workplace supervisor/s or tutor.
Assessments in practice with workplace supervisor/s.
Summative assessment – final portfolio with critical narrative.

E9 Formative assessment –Compilation of final ACP portfolio mapped against ACP standard criteria, to use as tool for tripartite assessment of readiness to go through gateway.
Summative assessment – final portfolio with critical narrative

E10 End point assessment – open book exam with 3 case studies; practice change report and presentation to panel (as per IfATE ACP Apprenticeship EPA plan)

Intermediate exit award outcomes

This pathway offers the exit award of MSc Advanced Clinical Practice (Integrated Degree Apprenticeship), 180 Master's level Credits, which includes the final 20 credits representing completion of the independently assessed end point assessment set at national level by IfATE.

An intermediate award in Advanced Clinical Practice is not available.

Apprentices who wish to exit the course before completion of the full 180 academic credits, or who have been unsuccessful in gaining the full 180 academic credits may transfer to the MSc Professional Practice award. An intermediate award of PG Cert Professional Practice (60 academic credits) or PG Dip Professional Practice (120 academic credits) is available where apprentices have achieved the requisite number of credits.

Course Structure

4. Outline of course content

The course contents are designed in line with the needs of employers, as identified by a range of local and regional stakeholders. This is in relation to employment of ACPs across a wide range of different workplace settings and healthcare professions, aimed at meeting population needs for high quality person-centred care and treatment. The course offers a pathway specifically appropriate for healthcare professions without prescribing rights and/or those with prescribing rights who do not require non-medical prescribing as part of their ACP role for their service provision. It is also offered as a pathway for those who have already achieved an award in non-medical prescribing who will be able to recognise prior learning [RPL] for their prescribing qualification against part of the course, where this is appropriate and meets the required RPL for identified learning outcomes. Unit APA7004 is a core unit for apprentices who are working in a profession without prescribing rights or in a role where they will not need to have such rights but will be assessing and managing patients in relation to initiating pharmacological and non-pharmacological therapeutic interventions; medicines management and administration; evaluating the effectiveness of pharmacological and non-pharmacological therapeutic interventions; deprescribing and polypharmacy management considerations and decision-making; working with patient group directions (PGDs) and other related activities.

For apprentices whose profession has prescribing rights and whose roles have required inclusion of prescribing practice:

- 1) If the apprentice has already undertaken an HCPC/NMC/GPhC recorded non-medical prescribing course at level 7, this may be RPL'd against unit APA7004.
- 2) If the apprentice has already undertaken an HCPC/NMC/GPhC recorded non-medical prescribing course at level 7 but they have moved into a different workplace setting and there is a requirement for new learning associated with the pharmacological interventions used in the new setting that will be included in their new prescribing formulary, they may undertake APA7004. This will need adaptation of their individual learning plan as they will not require the full learning achieved through APA7004.
- 3) If the apprentice has already undertaken an HCPC/NMC/GPhC recorded non-medical prescribing course at level 6 and requires upskilling to level 7, they can use APA7004 as the foundations for RPL, with adaptations of their learning plan, as they will not require the full learning achieved through APA7004. As indicated in 2), if the apprentice has moved into a new workplace setting, the same requirement for new learning will apply.
- 4) If the apprentice has already undertaken an HCPC/NMC/GPhC recorded non-medical prescribing course, but has not maintained a sufficient level of prescribing practice and thus requires new learning to facilitate a safe level of prescribing practice and management of both pharmacological and non-pharmacological therapeutic interventions for their patient caseload. APA7004 should be undertaken with some adaptations to the individual apprentice's individual learning plan.

This Multi-professional MSc Advanced Clinical Practice [ACP] apprenticeship has been designed to facilitate the requisite academic and work-based learning and development of experienced healthcare professionals, aiming to transform their roles and to progress their professional practice towards meeting the recognised practice-based status of advanced level practice. This is outlined in the Advanced Clinical Practitioner Apprenticeship standard, which contains a descriptor of the occupational profile, role and responsibilities of an advanced clinical practitioner, and the knowledge, skills and behaviours, underpinned by the values expected to be achieved through successful completion of the ACP apprenticeship. This is cognisant with the current wider recognition of advanced practice, which has developed, building upon the profile of previous and now more recently published Advanced Practice frameworks and models from across the United Kingdom.

4. Outline of course content

The Institute for Apprenticeship's ACP standard (IfATE 2018) is the main protagonist for AECC UC's Advanced Clinical Practice apprenticeship against which it is mapped with the occupational profile for advanced clinical practitioner and all the knowledge, skills and behaviours of the ACP apprenticeship standard guiding the contents of the course. Thus the course is designed to meet the requirements of offering this ACP course as an Apprenticeship (see appendix 6). In addition, NHSE WTE and a number of professional bodies, such as some medical Royal Colleges and other organisations, have developed credentials and/or curricula for specific competencies, specialist practice and/or profession-specific criteria that can be included, to provide a more specialist pathway for some individual practitioners, if this is appropriate to the role and service they work within. The key driver for targeting appropriate ACP education to meet the requirements of the IfATE (2018) ACP Apprenticeship standard is to enable practitioners to practice to their full potential and to optimise their contribution to meeting individual, family and carer needs through different models of service delivery and multidisciplinary working.

From a course development and delivery perspective, the ACP apprenticeship has been mapped against the standards of education and training for Advanced Practice courses (HEE (NHSE WTE 2020) and the requirements of the IfATE for apprenticeship delivery. Also, the design and development of the ACP apprenticeship has adhered to the requirements of the Apprenticeship quality strategy (2019), Department for Education (2023) Apprenticeship funding rules and Government's (2022) Ofsted Education Inspection Framework (See appendix 6). Thus, the course content has been designed to enable apprentices to attain the academic award at level 7, alongside meeting a competent level of practice for all the knowledge, skills and behaviours, underpinned by the values outlined in the ACP apprenticeship standard (IfATE 2018), with units of learning and accompanying work-based learning focusing on the four broad domains of advanced clinical practice, education, clinical leadership and research, and the individual specific criteria and capabilities under these categories. The apprenticeship's contents facilitates development of area-specific knowledge, skills and behaviours (KSBs) with a focus on what practitioners need to be able to do to practice safely and effectively in a particular area within the context of advanced-level practice, alongside more generic knowledge, skills and behaviours expected.

The apprenticeship contents is appropriate for supporting apprentices to attain a level of advanced clinical practice characterised by a high degree of autonomy and complex decision making and to demonstrate expertise in their individual scope of practice within the context of safe, effective practice, all underpinned by master's level thinking. With reference to the Institute for Apprenticeship's [IfATE] (2018, page 1)'s occupational profile for an advanced clinical practitioner, they *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.* Thus, the contents is designed to meet these key criteria with a merger of academic and workplace-based practice learning, supervised practice and assessments and professional development, in line with the practitioner's specific area of practice / setting and in line with their professional registration code of practice.

Through the contemporary focus featured throughout its contents, apprentices are enabled to advance their knowledge and understanding, cognitive and practice-based skills and adapt their person-centred behaviours, holistic care and values to echo the principles of advanced level practice. They will be well positioned to develop and improve practice in terms of efficiency, effectiveness and quality. This is likely to improve ways of working and positively impact on patient/client care and management, as well as fostering evidence-informed excellence and sustainability and critical reasoning and decision making across all sectors of healthcare, at an advanced level.

All of the units are core for the MSc Advanced Clinical Practice (Integrated degree Apprenticeship): APA7001, APA7002, APA7003, APA7004, APA7005, APA7006, APA7007, APA7008. The work-based learning unit in year two (Unit APA7006) needs to be focused on an area/profession/speciality for the individual apprentice's developing ACP role. This is an opportunity for apprentices to consider credit transfer from a relevant Level 7 unit that demonstrates Advanced Clinical Practice but is specific to their area/profession/speciality. Unit APA7004 is a core unit for apprentices who are working in a profession without prescribing rights or in a role where they will not need to have such rights. For apprentices whose profession does have prescribing rights, 20 credits of their non-medical prescribing course may be RPL'd against this unit or they can upskill from level 6 to level 7 if they have done non-medical prescribing at this lower level, or if they wish to undertake the unit as part of this pathway.

Once an apprentice has completed these 7 units and achieved 160 credits, as well as demonstrating competency in relation to meeting all the knowledge, skills and behaviours of the ACP Apprenticeship standard that are linked to the intended learning outcomes for each unit of learning, the apprentice is able to undertake the final unit, which is APA7008

4. Outline of course content

(ACP EPA preparation) that facilitates them in bringing together all of their evidence from achieving the KSBs throughout the duration of the apprenticeship, enabling them to be ready to go through the apprenticeship gateway and undertake the end point assessment. This final unit guides and prepares them for the end point assessment in line with the IfATE (2018) advanced Clinical Practitioner End Point Assessment Plan (see reference 2 in appendix 6).

5. Tripartite arrangements, placements, work-based learning and End point assessment (and any other special features of the course)

Work-based learning and workplace supervision

One of the requirements of the ACP apprenticeship is that the practice-based experiences need to provide learning opportunities to enable apprentices to achieve the overall course aims, mapped against meeting the knowledge, skills and behaviours of the ACP Apprenticeship standard (IfATE 2018) and other relevant models/frameworks. This is important for all apprentices, even if they have many years' experience in their current or previous relevant roles, as there will be new areas covered or a requirement to build on knowledge, skills and behaviours that are already part of the practitioner's role. For this ACP Apprenticeship, the workplace elements are mandatory, and managed through an employer-led requirement. Apprentices are required to be rostered for the equivalent of approximately 6 hours a week of their wte contracted hours for the apprenticeship. This covers both on-course (university) and off-course (off-job, workplace-based hours). A record of these hours must be maintained and is monitored at the tripartite progress reviews and by the time the apprentice reaches the gateway, all of these hours must have been used and recorded for the apprenticeship if they are to successfully go through the gateway.

The apprentice's employer and the University formally agree the requirements of the learning environment and infrastructure, and identify the named supervisor/s who will support the apprentice in applying, reinforcing and demonstrating the required knowledge, skills and behaviours within the workplace. On-course and supervised work place learning on this apprenticeship is structured to enable increasing independence and autonomy as an Advanced Clinical Practitioner as the apprenticeship progresses.. Apprentices will be working in practice in an appropriate role as trainee ACPs, where they will be able to develop as ACPs in their own workplace and will seek out opportunities to observe and undertake learning experiences within other areas of practice on an informal basis. They will be guided and supported in terms of appropriate learning experiences by their tutors, coordinating workplace supervisor, associate workplace supervisors and other appropriate professional colleagues.

Work-based learning and any internal or external experiences need to be negotiated through the apprentice's workplace, in terms of release time for their mandatory on-course and off-course (off-the-job and on-the-job) hours, as well as their university learning and teaching hours. Work-based learning (learning that takes place within the practice setting in this context) is key to the development of an ACP. Apprentices don't undertake placements as seen for pre-registration or other courses linked to practice role development. Apprentices need to fully integrate the expected knowledge, skills and behaviours, underpinned by the values of their ACP role, in line with the IfA ACP Apprenticeship Standard (2018) and drawing on the capabilities of the HEE (NHSE WTE) (2017) Multi-professional Framework for ACP. They need to apply KSBs learnt through a combination of the university teaching, self-directed and work-based learning. This may be within their own practice area or in other areas, depending on the nature of the learning activities/experience. If activities are carried out in their own practice areas, there should not be an expectation (except in exceptional circumstances) that they are rostered to work. Maintaining a record of the hours/days used and activities undertaken during these negotiated, release 'work-based practice learning hours/days' must be included as part of the record of the tripartite meetings between the academic tutor, workplace supervisor and apprentice. This provides an opportunity for discussion and reflection during workplace supervision meetings and a basis on which apprentices can populate their ACP portfolios. An Advanced Clinical Practice [ACP] '*Work-based Learning and Workplace Supervision*' and '*ACP portfolio*' handbooks have been written to guide and support AECC University College apprentice ACPs and their workplace supervisors.

The apprentice needs to be supported by professional colleagues in their practice setting, in developing their Apprenticeship individual training plan to meet their specific learning and professional development needs, as well as taking advantage of opportunistic activities. These learning activities complement the university-based learning and are intended to develop the apprentice's clinical and professional scope of practice, working towards an advanced level of practice whilst meeting the expectations of the occupational profile of the ACP Apprenticeship standard. Apprentices are expected to have identified a co-ordinating workplace supervisor to provide over all support and guidance during the whole course, as well as a number of associate supervisors who can support development of knowledge and skills from specific areas of practice, across appropriate pillars. Additionally, the apprentice's line manager and employer's apprenticeship lead need to be involved in progress reviews, as and when required, in collaboration with the workplace supervision team and apprentice and ACP team tutor from AECC UC. The ACP apprenticeship will use NHEE WTE's Centre for advancing practice (2020) Advanced Practice Workplace Supervision documents to inform the role of workplace supervisors for the apprentice's ACP course (see Appendix 5: 3, 4).

5. Tripartite arrangements, placements, work-based learning and End point assessment (and any other special features of the course)

Coordinating Workplace Supervisors and associate workplace supervisors are critical to the apprentice's success academically and from a professional development perspective. To guide and support the work-based learning, including some elements that are structured and include assessment, apprentices need to identify appropriate supervisors, in collaboration with their employer. This may involve several individuals depending on the specific needs of the apprentice, with one main supervisor being the coordinating workplace supervisor, to work throughout the course with the learner/apprentice ACP. To ensure that co-ordinating workplace supervisors and associate supervisors are suitable candidates to function in this role for the apprentice ACP embarking on the ACP apprenticeship course and have the capacity to do so, AECC University College recommends that identified supervisors complete the 'Supervisor readiness checklist' in Appendix 2, page 11-13 of HEE's (NHSE WTE) minimum standards for advanced practice workplace supervision (see link Appendix 5: 4), of this course specification).

AECC University College refers to and applies Health Education England [HEE (NHSE WTE)]'s recommended strategy and guidance on minimum standards for advanced practice workplace supervision as core to delivery of its MSc ACP course. For the apprenticeship ACP course, please refer to the ACP Apprenticeship standard (Appendix 5: 2), as well as HEE(NHSE WTE)'s (2020) Advanced Practice Workplace Supervision which provides guidance on this supervisory role and HEE (NHSE WTE)'s AP Workplace Supervision: minimum standards for supervision documents (See appendix 5: 3) and 4), of this course specification).

Tripartite review structure and process

Throughout the apprenticeship, the apprentice's progress, both academic and in the workplace is monitored at regular intervals prior to gateway progression, through tripartite review meetings between the apprentice, their coordinating workplace supervisor and/or line manager and an ACP team tutor from the University.

Apprentices will have undertaken an initial learning needs analysis and started to develop an individual learning plan for the duration of the apprenticeship at the start of the apprenticeship. An initial tripartite meeting between the apprentice, their line manager and/or coordinating workplace supervisor and University ACP team tutor will be carried out at the start of the apprenticeship. The apprentice's individual learning plan including a review of knowledge, skills and behaviours for the units of learning and calculation of the required learning hours will be discussed and agreed in accordance with the ACP apprenticeship standard and consideration of the end point assessment they will be working towards at the end of the apprenticeship.

Four tripartite review meetings will be arranged by the apprentice per year. From each tripartite review meeting, a record of hours and activities carried out during those hours and progress report will be written up and included within the apprentice's ACP portfolio, along with the accompanying pieces of evidence. This includes an interim assessment in practice and a final assessment in practice, assessed by the coordinating or associate workplace supervisor/s, at the end of year 1 and during year 3, where indicated in the unit specifications. This is then signed off by the apprentice, coordinating workplace supervisor and/or line manager and the university ACP team tutor

Year 1: Initial tripartite meeting early on after starting course 1.5 hours, 1 hour tripartite meeting towards the end of APA7001 unit, and 1 hour meetings at the end of APA7002 and APA7003.

Year 2: 1 hour tripartite review meeting at start of APA7004 unit, and 1 hour meetings at the end of APA7004, APA7005 and APA7006

Year 3: 1 hour tripartite review meeting at start of APA7007, mid-point of APA7007, and at the end of APA7007, final tripartite review meeting of 1 hour will be the apprentice's gateway meeting within which they are deemed eligible to go through the gateway and ready to progress to the EPA.

Gateway criteria for the integrated degree apprenticeship for ACP at level 7

- Registered with a statutory health and/or social care regulator with proof of current registration.
- Achievement of English and mathematics qualification at a minimum of level 2 as per general apprenticeship requirements
- 160 credits of an integrated Master's degree in Advanced Clinical Practice from the on course apprenticeship formally confirmed prior to the gateway progression.
- Confirmation from the employer that the requirements of the apprentice agreement and knowledge, skills and behaviours from the standard has been met within the apprentice's workplace
- Confirmation by the employer of the apprentice's readiness to progress to the EPA

A system of remedial support will need to be agreed between the employer and University when apprentices are unable to meet the gateway criteria. In the circumstance that apprentices do not meet the academic requirements of the apprenticeship course, apprentices may gain agreed exit awards at either Postgraduate Certificate or Postgraduate Diploma.

By this point they will be able to demonstrate competency in all of the KSBs; have successfully completed all units of learning APA7001, APA7002, APA7003, APA7004, APA7005, APA7006, APA7007; have completed and recorded all

5. Tripartite arrangements, placements, work-based learning and End point assessment (and any other special features of the course)

required learning hours for the apprenticeship; have gathered all of the evidence of their achievement of competency and learning and their record of tripartite review meetings and learning hours within their ACP e portfolio.

Preparation for End Point Assessment [EPA] and EPA overview

Preparation for the end point assessment is included within the ACP end point assessment preparation unit of learning – APA7008. Successful achievement of the EPA enables the apprentice to gain the final 20 credits of the integrated degree apprenticeship for ACP at level 7, in addition to demonstrating that they meet all of the knowledge, skills and behaviours of the ACP apprenticeship standard. The EPA plan forms the final part of the Integrated Degree Apprenticeship for ACP. The ACP apprenticeship end point assessment plan is a nationally recognised assessment plan (see reference no. 2), which is adhered to in delivery of the EPA at AECC University College. A standardised grading rubric for the 2 part EPA - 1. Open book exam and 2. Practice change report and presentation is utilised by the university, acting as the EPAO for this ACP apprenticeship. This has been devised by the Association of Advanced Practice Educators UK and approved by the Institute for Apprenticeships (IfATE) and NHSE WTE, and is used by the majority of education providers across England who are delivering the ACP apprenticeship. Also the open book exam questions are drawn for a question bank that has also been devised through AAPE UK's national ACP apprenticeship EPA network group. This helps to ensure that there is consistency and parity across ACP apprenticeships being offered across England.

The apprenticeship will be delivered by AECC University College as a University degree apprenticeship providers listed on the Register of Apprentice Training Providers (RoATP) and the Register of End Point Assessment Organisations (RoEPAO). The ACP Apprenticeship that combines academic and work based learning and assessment together with the EPA that provides synoptic assessment of the achievement of knowledge, skills and behaviours outlined in the standard (IfATE 2018). The assessment will deliver a valid, reliable and independent judgement that the apprentice has achieved the standard required in order to be awarded the Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7. The University will uphold all requirements for independent assessment in the EPA as identified in this plan. An independent assessor who has had no involvement with on-course learning and assessment is appointed by the University to conduct the EPA.

6. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided on page 28.

The **KSBs and learning outcomes mapping document** on page 31 shows the relationship between ILOs for units, KSBs and the overarching ILOs of the course.

The **Course summary** on page 34 shows the structure of each unit in terms of summative assessment and page 31 gives an indication of learning hours/ workload for each unit, in line with the apprenticeship requirements and academic course expectations.

The **Course summary document** at [Appendix 5](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit. This includes the mandatory apprenticeship learning hours, along with suggested learner-managed learning hours, undertaken in the learner's own time. The mapping document for the units of learning and learning outcomes, benchmarked against all the knowledge, skills and behaviours (IfATE ACP Apprenticeship standard criteria) across the four domains of advanced practice can be found in Appendix 4.

MSc ACP apprenticeship course structure (Also refer to Appendix 1)

The ACP apprenticeship will offer the exit award of Master's Degree in Advanced Clinical Practice, 180 Master's level Credits (see box 1: appendix 1). Apprentices wishing to exit the course before achievement of 180 credits can transfer to the MSc Professional Practice award if they wish to exit with a PGCert (60 credits) or a PGDip (120 credits) Professional practice. Apprentices cannot obtain an Advanced Clinical Practice exit award. The rationale for this is for the MSc ACP apprenticeship course is that apprentices have to complete the required 160 credits of the course and to meet the mandatory hours assigned to their apprenticeship before they can go through the final gateway and be ready to undertake the end point assessment. Apprentices have to undertake the nationally set end point assessment according to the EPA Plan for the ACP Apprenticeship to achieve the final 20 credits of the course. Only once they have done this

6. Course structure, levels, units credit and award

will they have the required 180 credits for the MSc ACP (apprenticeship) and have met the requirements to have successfully completed the ACP integrated degree apprenticeship (IfATE 2018).

Apprentices must successfully complete unit APA7001: *Consultation and clinical assessment for advancing practice* unit, undertaking and passing the final summative assessment (Modified Objective Structured Clinical Examination [mOSCE]) before being able to commence unit APA7003: *Clinical reasoning, diagnostic decision-making and managing complexity for advanced practice* unit. Apprentices will chronologically continue to undertake unit 2 (APA7002 – Developing as an advanced clinical practitioner across the four pillars), once they have finished unit 1 (APA7001).

However, during the four or so months between completing unit APA7001 and commencing unit APA7003, ACP apprentices are required to continue to consolidate their clinical learning and to embed their new knowledge and skills into practice within their workplace. This will ensure that they are ready to progress from this baseline safe level of practice of being able to assess a patient and to identify normal from abnormal findings towards more advanced assessment skills – clinical reasoning and diagnostic decision-making that are the focus of unit APA7003. During this consolidation period, apprentices are expected to maintain a level of supervised practice leading to more independent practice supported by their coordinating workplace supervisor and associate supervisors and to continue to build case studies and other evidence from their practice that is contained in their ACP portfolio clinical pillar evidence section. Apprentices will be undertaking APA7002, attending the scheduled university teaching for this unit, whilst consolidating their clinical practice within their workplace setting. Prior to commencing unit APA7003, the apprentice's workplace supervisor/s will review their evidence from their work-based learning and consolidation of skills into practice, and verify that this is an authentic reflection of the practitioner's skillset. The ACP course team will sign off the evidence prior to the start of APA7003.

Apprentices who are unsuccessful in passing the assessment for APA7001 will be able given the opportunity to resit the unit's OSCE assessment. The unit will be considered via a Progression Board which will consider student progression and attainment in accordance with the assessment regulations. Eligible apprentices will given the opportunity to resit and will be required to pass the assessment prior to starting APA7003. They will be encouraged to seek guidance and support from the OSCE assessor team and their workplace supervisors and to focus some of the off-the-job learning hours during APA7002, on their resit requirements.

Apprentices are encouraged to seek out learning opportunities, to shadow professional colleagues in other practice areas, as well as their own, to build a repertoire of knowledge and skills across a wide variety of patient presentations, to broaden and deepen their advanced assessment and patient management strategies, in accordance with both the generic and specialist / profession-specific elements of their clinical practice. A selection of this evidence to demonstrate meeting the IfATE (2018) ACP Apprenticeship standard's knowledge, skills and behaviours will be included in the apprentice's building ACP portfolio, that runs alongside all units of the course. Suggested evidence creation is detailed in the unit specifications. Details of what evidence is gathered from the apprentice's off-the job learning hours is also contained in their individual learning plan along with the records of their tripartite meetings/progress reviews and hours undertaken as both on and off-course hours. The apprentice's ACP portfolio acts as a tool for helping to gauge when the apprentice has met the requirements for going through the gateway and is ready to take the final EPA prior to completion of the ACP apprenticeship, along with completion of the final 20 credits for achieving the MSc ACP apprenticeship.

7. Learning hours/ workload

The total off the job learning hours are set out in the **Planned Learning Hours/ Credits matrix** on page 33.

Off the job learning hours refers to the indicative planned off the job / protected learning time designed and planned for a typical apprentice to achieve the level of competence required to successfully achieve this apprenticeship. This is the indicative time that the apprentice will need to plan for and set aside during their paid working hours to achieve the Knowledge, Skills and Behaviours required. They may need more or less time – this time is a guide.

Completion of off the job learning log Apprentices are required to maintain a live log of the activities, learning and time that they spend undertaking their apprenticeship. This record of progress and achievement will be reviewed regularly by the university to confirm that each apprentice is being provided with the protected learning time planned and is achieving the progress planned in their individual training plan.

Off the job learning is prescribed in the following ways;

Learner contact time is a broad term, referring to the amount of time learners can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a learner and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to

7. Learning hours/ workload

face (in person) through on-campus seminars, labs, studios, and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified time-frame.

Opportunities for one-to-one interaction with members of staff, during which learners can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g., is another example of contact time.

Tutor-guided learning covers specific learning activities that learners are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions. Within your training plan, these are logged as asynchronous online hours.

Work-based learning – You negotiate your mandatory off-course (both on-the-job and off-the-job) hours, based on your agreed, signed, individual training plan. This is critical and a mandatory requirement for ensuring you are enabled to apply knowledge, skills and behaviours from your overall academic and work-based learning into their practice.

Independent study incorporates learner-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

Independent study helps learners build an understanding of how to manage their own learning as preparation for the expectation of a professional life that emphasizes continuing professional development and life-long learning.

This has been split into self-directed learning to be reported for your off-the-job learning log, this includes assessment preparation and completion. In addition, there are a number of elective additional self-directed learning hours that you complete as part of your 'on-the-job' hours or as part of individual study time. These are enhancement opportunities for you to pursue further learning but are outside the requirements for logging off-the-job learning hours.

Tri-partite progress reviews take place four times every year of your apprenticeship with your coordinating workplace supervisor and university apprenticeship tutor. This meeting includes the line manager and is a formal, mandatory review of progress towards meeting the KSBs in your apprenticeship and preparation for your End Point Assessment. This review will also review your progress in meeting the protected off the job learning required by the apprenticeship. All off-the-job learning hours must be recorded in accordance with your individual training plan. At this meeting we will review progress and set objectives for the next phase of learning. We will check that you are able to make the progress at work required and that you are on target to achieve your apprenticeship, based on your achievements in learning and at work. You and your employer will sign and return the record of this meeting and any action plans arising.

More detail about apprentice workload is provided in unit specifications and in the individual learning plan document.

8. Staff supporting and delivering the course

Apprentices will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. All apprentices will be allocated a university ACP apprenticeship tutor and coordinating workplace supervisor who will lead their tri-partite progress. There are 2 substantive posts allocated to the academic delivery of this taught course, an Associate Professor and a Senior Lecturer. In addition, there are a number of seconded / joint posts which is essential for the delivery of the course which requires the teaching team to be clinically current registered healthcare professionals and current ACPs therefore working part time in clinical practice is critical.

9. Academic progression and assessment regulations

The regulations for this course are included the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations. The award of MSc Advanced Clinical Practice or ACP integrated degree apprenticeship at level 7 leads to eligibility to apply for recognition of advanced practice status with NHSE WTE's Centre for Advancing Practice, once AECC UC has gained NHSE WTE ACP course accreditation through its Centre for Advancing Practice. Graduates of the ACP integrated degree apprenticeship also achieve the ACP apprenticeship award from the Institute for Apprenticeships (IFATE), once they have successfully completed the ACP end point assessment.

9. Academic progression and assessment regulations

Apprentices will be required to successfully complete all three units (APA7001, APA7002, APA7003) before proceeding to year 2. If they have been unsuccessful on the first submission of APA7002 and APA7003, they will need to resubmit and pass the assessments before continuing to APA7004. Apprentices will be required to successfully complete APA7004, APA7005 and APA7006 before proceeding to year 3.

Apprentices who complete 60 credits will be eligible to transfer to the MSc Professional Practice for the award of PG Cert in Professional Practice. Apprentices who complete 120 credits will be eligible to transfer to the MSc Professional Practice for the award of PG Dip in Professional Practice. These awards do not confer eligibility for recognition of advanced practice status.

10. Employment progression routes

Skills Scan and Learning needs analysis

The apprenticeship is designed to support apprentices' professional and practice development in progressing towards being a competent advanced clinical practitioner. Apprentices require guidance and support from professional colleagues in their workplace, to develop an initial plan to identify their specific learning and professional development needs. The learner/apprentice should have an initial discussion in their workplace to identify their overall, anticipated learning needs and service/department expectations for their specific ACP role development. This will be the starting point for applying for the ACP Apprenticeship course. This involves an initial tripartite discussion between the apprentice, workplace and university, with the apprentice completing the ACP Apprenticeship skills scan that provides the foundations for identifying learning needs / gaps related to professional development aligned to meeting all the KSBs of the ACP apprenticeship. On application, the course team will review the application and skills scan to ensure that the apprentice is on the most suitable pathway, with learning needs aligning to the course outcomes and planned knowledge, skills and behaviours' development of the apprentice working towards being an advanced clinical practitioner within their own workplace setting.

A more comprehensive learning needs analysis and personal development plan (apprentice's individual training plan, at the start and continuing throughout the apprenticeship through the progress review tripartite meetings will support the apprentice's ongoing, appropriate learning and development. This also includes details of their individual learning hours that must be recorded with learning activities linked to meeting the apprenticeship standard requirements. This should be developed by the apprentice, in collaboration with their coordinating workplace supervisor or other appropriate professional colleague, such as their line manager, and their academic tutor from the apprenticeship ACP team. The university ACP team tutor will further guide and advise on any specific details of the analysis and planning to meet the individual apprentice's needs. This will consider alignment of outcomes with relevant professional development, in working towards academic and practice-based achievements. A key aspect of this is also to inform learning activities within the workplace to complement the university-based learning and an individualised action plan for the apprentice and their workplace supervisors to work with.

Development of professional skills and career advancement

Health Education England [HEE (NHSE WTE)] and the Institute for Apprenticeships (IfATE 2018) have been committed to the development of advanced level practice for health and care practitioners, in collaboration with numerous health and care organisations, professional bodies and individuals. This was accelerated through professional and government drivers, including the 'Five Year Forward View' and 'Next Steps' (2014; 2017), which set out an agenda for new models of care and ways of working to improve NHS services and workforce. This has since been further strengthened through the NHS long-term workforce plan (NHS 2023). These drivers propose how the health service needs to change, arguing for a more engaged relationship with citizens and communities to promote well-being and prevent ill-health. This requires workforce transformation and a consistent approach to the development of new roles and new ways of working including advanced clinical practice as one of the many solutions. This provides the basis for development of ACPs, facilitated and supported through engagement on an academic pathway, such as the MSc ACP course and the ACP Apprenticeship offered at AECC UC.

Both the IfATE (2018) *ACP Apprenticeship standard* and NHSE WTE's *Multi-professional Framework for ACP* (HEE 2017) provide a widely agreed tool against which practitioners working at an advanced level of practice, can benchmark their practice. The Advanced Clinical Practitioner Apprenticeship standard (IfATE 2018) was developed alongside and published shortly after the HEE (NHSE WTE) (2017) framework. The commitment from the Department of Health to offer an employer-led apprenticeship course further strengthened the impetus for delivering advanced clinical practice role transformation with central funding and a vocationally-driven education and training course for the NHS in England. An ongoing agenda with a range of NHS modernisation areas set out by the government has continued beyond these publication and national implementation of the frameworks. The '*NHS Long Term Plan*' (2019) and '*We are the NHS:*

10. Employment progression routes

'People Plan for 2020/21', and other initiatives, such as the recent *NHS Long-term Workforce Plan (NHS 2023)* have been drivers that have helped to mold the education and practice expected for practitioners working at an advanced level of clinical practice. This provides a sound foundation and clear context for the development and delivery of the ACP apprenticeship based on this ambitious agenda, focused on boosting further development of roles, across a wide range of professional groups and diverse healthcare delivery settings. This builds numerous employment progression routes based on contemporary healthcare drivers.

All apprentices are already employed as experienced healthcare professionals within and across a variety of different clinical settings and regulated professions or are employed into trainee ACP roles. Undertaking the ACP apprenticeship with its merger of university and work-based learning and training within the apprentice's own workplace enables them to transform their current role, progressing towards working as a competent ACP, once they have completed the agreed training, successfully completed all the required units of learning and the end point assessment for the apprenticeship award. Some apprentices may choose to undertake the ACP course in a particular practice area but an opportunity may arise to work in a different setting. With the largely generic nature of the course, this is a possible career move, as the apprentice will develop transferable knowledge, skills and behaviours to move across settings. This adds flexibility to the career paths of ACP graduates across sectors and areas of practice. This may be from an individual's perspective or may be aligned to service needs changing in particular areas and as an employer-led apprenticeship this can be appropriately moulded to meet the workforce transformation and service development needs of the employing organisation. The evolution of advanced clinical practice over the last two decades has been based on such transferability and the adaptable and service-focused nature of ACP, with the patient and their significant others firmly at the centre of meeting personalised health and care needs. This is echoed in the frameworks and models that have evolved, developed in line with the ever-changing healthcare system, including the ACP apprenticeship standard. This is not only restricted to England but to the whole of the UK and Internationally.

Employment skills

The dedicated, mandatorily-set, work-based learning provides opportunities for apprentices to apply the knowledge, skills and behaviours developed within the university setting, and further develop their expertise and professional practice within their clinical field. Apprentices will have the opportunity to develop their transferable skills such as critical thinking, problem-solving, communication, effective use of IT, quality improvement processes, time management and research skills. These are all assessed throughout the apprenticeship, with a variety of assessment strategies, including written assignments, portfolio development, presentations, practical assessments, and completion of a service improvement project. The final ACP apprenticeship end point assessment provides the opportunity to assess that the apprentice meets all the knowledge, skills and behaviours, underpinned by the values of the ACP Apprenticeship Standard and are thus deemed competent to work to the ACP occupational profile.

11. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which will need to be met for full participation in and successful completion of the course. Mandatory additional costs should be met by the employer. Optional costs may be met by the apprentice. Employers and apprentices will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged. The ACP team will advise employers and apprentices with regards to any additional funds that may be available to support ACP apprentices with additional costs, such as NHS England Centre for Advancing Practice financial support, support from royal colleges for course costs etc.

'Special or unusual conditions' are aspects of the course which apprentices and employers may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to apprentices on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

12. Methods for evaluating the quality of learning and teaching

A Course Steering Committee meeting is held at least four times a year, for every course at the University College, including apprenticeship courses. Apprentice representatives are included in every Course Steering Committee meeting and have the opportunity to feedback on their learning experiences.

The Course Steering Committee is responsible for maintaining the academic standards of the course, and ensuring that it operates in accordance with the approved course specification. The Course Steering Committee is also responsible for maintaining and enhance the quality of opportunities for learners on the course, ensuring that issues requiring improvement are addressed, and good practice shared.

The Course Steering Committees for apprenticeship courses have additional and specific responsibilities for monitoring and ensuring compliance with external regulatory requirements.

In addition, the quality of the University College's courses is monitored and assured, both inside and outside the institution, through the following mechanisms:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- Appointed external examiners, who produce an annual report
- Professional body accreditation and annual reports to these bodies
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board

Apprentices have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Providing feedback via the tripartite progress review meetings
- Completing surveys annually to give feedback on individual units and on the course as a whole
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative or engaging with the elected learner representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course

13. Inclusivity statement

AECC University College is committed to being an institution where learners and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy.

We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all learners admitted to our courses have the opportunity to fulfil their educational potential. The interests of learners with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

14. External reference points

This ACP apprenticeship was designed in accordance with the apprenticeship quality strategy (IfATE 2019), adheres to the Department for Education's (2023) requirements of the apprenticeship funding rules (2023/24) and the Government's Ofsted Education Inspection Framework (Gov.UK 2023).

This course is designed as an integrated degree apprenticeship that maps against the advanced clinical practitioner apprenticeship standard's occupational profile and knowledge, skills and behaviours set at level 7 and as an MSc similarly set at academic level 7 and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- Institute for Apprenticeships (IfATE 2018) Advanced Clinical Practitioner Apprenticeship standard
- Institute for Apprenticeships (IfATE 2018) Advanced Clinical Practitioner degree apprenticeship end point assessment plan.
- Institute for Apprenticeships (IfATE 2019) Apprenticeship Quality Strategy
- Gov.UK 2022. Ofsted Education Inspection Framework
- Department for Education (2023) Apprenticeship funding rules

UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

- QAA Characteristics Statement: Master's Degree (2020)

14. External reference points

- QAA Characteristics Statement: Higher Education in Apprenticeships (June 2022)
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- Health Education England (NHSE WTE)(2017) Multi-professional framework for advanced clinical practice
- Health Education England (NHSE WTE) (2020; 2021) Advanced Practice Workplace Supervision and AP Workplace Supervision: Minimum standards for supervision
- Health Education England (NHSE WTE) (2020) Standards of education and training for Advanced Practice courses
- HCPC Standards of Conduct, Performance and Ethics (2016)
- HCPC Standards of Education and Training Guidance (2021)
- NMC Professional Standards of Practice and Behaviour for nurses, midwives and nursing associates (2018)
- Knowledge and Skills Framework (NHS 2010)
- Clinical Leadership Competency Framework (NHS 2011)
- A Health and Care Digital Capabilities Framework (NHS 2018)
- Royal Pharmaceutical Society [RPS] A Competency Framework for all Prescribers (RPS 2021)

15. Internal reference points and policy frameworks

AECC University College Strategic Plan
 AECC University College Course Design Framework
 AECC University College Feedback on Assessments policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

Course level

Description of Modification	Date approved	Intake to which modification applies
<ul style="list-style-type: none"> • Apprenticeship duration – amended hours • Apprenticeship minimum duration requirement – amended; planned off the job learning hours, protected learning time amended; End Point Assessment preparation hours and gateway added • Learning hours/workload – terminology and information about learning hours categories amended • Appendices updated to align 	ASQC- 29/11/24	September 2023 and all future cohorts

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1

Apprenticeship Diagram

The level of study, units and credits required for the course, KSBs and for final and exit awards are set out in this course diagram. Also included are the tripartite progress review schedule, EPA elements and the gateway review point

MSc Advanced clinical practice (Integrated degree apprenticeship) Route Diagram (example Intake starting Autumn term) <i>with work-based learning / formative assessment included</i>				
	Autumn	Spring	Summer	
1 st year/ Stage 1	Unit 1: APA7001-Consultation and clinical Assessment for Advancing practice (123 OTJ learning hours, 20 credits, level 7) <i>OSCE prep – supervisor. Tripartite progress review (Line manager/Supervisor/academic tutor) at start and at end of unit</i>	Unit 2: APA7002 - Developing as an Advanced clinical practitioner across the four pillars (101 OTJ learning hours, 20 credits, level 7) <i>Peers/tutor/supervisor – presentation prep, identifying learning evidence. Tripartite progress review at end of unit (Line manager/Supervisor/academic tutor)</i>	Unit 3: APA7003: Clinical reasoning, diagnostic decision making and managing complexity for advanced clinical practice (122 OTJ learning hours, 20 credits, level 7) <i>Tripartite progress review at end of unit & clinical assessment in practice with case studies (Line manager/Supervisor/academic tutor)</i>	346 learning hours/ 60 credits / KSBs achieved as per unit specs
2 nd year/ Stage 2	Unit 4: APA7004: Therapeutic interventions and pharmacology for advancing clinical practice (114 OTJ learning hours, 20 credits, level 7) <i>Supervisor/s input into intervention learning /skillset relevant to patient caseload. Tripartite progress review (Line manager/supervisor/academic /tutor) at start & end of unit.</i>	Unit 5: APA7005: The ACP as educator and role model (105 OTJ learning hours, 20 credits, level 7) <i>Supervisor/s, colleagues feedback on educator/role model and leading on developing materials Tripartite progress review (Line manager/supervisor/academic tutor) at end of unit.</i>	Unit 6: APA7006: Negotiated work-based learning unit for advanced clinical practice (OR relevant CPD unit approved by course leader / apprentice's workplace) (101 OTJ learning hours, 20 credits, level 7) <i>Supervisor/s input into skills analysis and assessment of competence of work-based learning and presentation prep – personal tutor reviews Tripartite progress review (Line manager/supervisor/academic tutor) at end of unit. Plus 6 hours EPA guidance</i>	320 + 6 learning hours / 120 credits / KSBs achieved as per unit specs
3 rd year/ Stage 3	Unit 7: APA7007: Service improvement project (207 OTJ learning hours, 40 credits, level 7) <i>Tripartite arrangement manager/supervisor, apprentice, AECC – project proposal sign-off. Tripartite progress review at start, mid-point and end of unit (Line manager/Supervisor / academic tutor)</i>	160 credits / KSBs achieved as per unit specification	Unit 8: APA7008: Advanced Clinical Practitioner end point assessment Preparation (73 OTJ learning hours, 20 credits, level 7 and final EPA assessment for apprenticeship) Compilation of final ACP portfolio to use to assess for readiness to go through gateway and undertake EPA GATEWAY MEETING – tripartite apprentice/line manager/supervisor/academic tutor	280 learning hours / 180 credits / all KSBs achieved demonstrated in EPA

Appendix 2

Learning outcomes mapping document

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course [Intended Learning Outcomes](#)).

Unit Code	Level	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6
APA7001	7	TDA										TDA					
APA7002	7			TDA					TDA								
APA7003	7		TDA					TDA									
APA7004	7				TDA												
APA7005	7					TDA				TDA							
APA7006	7												TDA	TDA			
APA7007	7						TDA				TDA				TDA		
APA7008	7															A	

Unit Code	Level	D1	D2	D3	D4	D5	D6	D7	D8	D9	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
APA7001	7										TDA									
APA7002	7		TDA	TDA																
APA7003	7	TDA										TDA	TDA							
APA7004	7				TDA	TDA								TDA	TDA					
APA7005	7							TDA								TDA				
APA7006	7								TDA								TDA			
APA7007	7						TDA			TDA										
APA7008	7																		A	A

Appendix 3

KSBs and Learning outcomes mapping

The map of units to the knowledge, skills and behaviours required to demonstrate competency in the apprenticeship Standard (this refers to the unit map included in each unit specification. For full titles of units listed by their unit codes in this table, see next page of this document

Knowledge																									
Unit codes	K1.1	K1.2	K1.3	K1.4	K1.5	K1.6	K1.7	K1.8	K2.1	K2.2	K2.3	K2.4	K3.1	K3.2	K3.3	K3.4	K3.5	K3.6	K3.7	K4.1	K4.2	K4.3	K4.4	K4.5	K4.6
APA7001:	TD	T		T			T	T		T								T							
APA7002	TDA							TDA		T			T		T	T		T		T	T	T	T		T
APA7003	TD	T	T	T	T		T	T	T	T								T							
APA7004	TD		T		D	T	T		T	T								DA							
APA7005	TD								T	T	T	T				T	T							T	
APA7006	TD					T				T			T					T					D		D
APA7007	TDA							TDA					T	T	T		T		T	D	T	T	D	D	D
APA7008	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Skills																									
Unit codes	S1.1	S1.2	S1.3	S1.4	S1.5	S1.6	S1.7	S1.8	S2.1	S2.2	S2.3	S2.4	S3.1	S3.2	S3.3	S3.4	S3.5	S3.6	S3.7	S4.1	S4.2	S4.3	S4.4	S4.5	S4.6
APA7001:	D	DA		T			T	T		D								D							
APA7002	D							TD		DA			DA		T	D		DA		DA			DA		D
APA7003	D	DA	DA	DA	DA		DA	DA	DA	D								DA							
APA7004	D		DA		D	DA	DA		DA	D								DA							
APA7005	D								DA	DA	DA	DA				DA	DA							DA	
APA7006	D					DA				DA			DA					DA					DA		DA
APA7007	D							DA					DA	DA	DA		DA		DA	D	DA	DA	DA	D	D
APA7008	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			A	A	A	A	A
Behaviours																									
Unit codes	A	B	C	D	E	F	G	H	Description																
APA7001:	TDA	TDA		TDA	TD				A	Treats people with dignity															
APA7002			D	DA	TD	T	TD	D	B	Respects people's diversity, beliefs, culture, needs, values, privacy and preferences															
APA7003	DA	DA	TD	A	DA				C	Shows respect and empathy for those they work with															
APA7004	A	A		A			D		D	Works to best practice															
APA7005	DA	DA	DA	A	A	D		D	E	Shows self-awareness															
APA7006				A	DA		D		F	has the courage to challenge areas of concern, be adaptable															
APA7007			DA	A		DA	D	D	G	Reliable and consistent															
APA7008	A	A	A	A	A	A	A	A	H	Show discretion and resilience															

Addendum to Appendix 3: KSBs and Learning outcomes mapping.
Full title descriptions for units of learning, labelled by their codes in the table above

Unit code	Title of unit of learning
APA7001:	Consultation and clinical assessment for advancing practice
APA7002	Developing as an advanced clinical practitioner across the four pillars
APA7003	Clinical reasoning, diagnostic decision making and managing complexity for advanced practice
APA7004	Therapeutic Interventions and Pharmacology for advancing clinical practice
APA7005	The Advanced Clinical Practitioner as educator and role model
APA7006	Negotiated work-based learning unit for advanced clinical practice
APA7007	Service Improvement project
APA7008	Advanced Clinical Practitioner End Point Assessment Preparation

Appendix 4

Planned Learning Hours/ Credits

The breakdown of planned learning hours in the apprenticeship required to deliver the KSBs and demonstrate competency in the Apprenticeship Standard including the calculation of *minimum* and actual planned hours over the duration

Unit Code	Unit Name	Off the job learning hours by unit of learning						
		Learner Contact Time (Hours)		Tutor guided learning	Independent Study	Workplace planned learning hours	Tripartiate progress reviews Hours	Total off the job learning hours by unit of learning
		On-campus learning	Live online learning hours	*Logged as asynchronous online learning hours	*Only self-directed hours (off-the-job hours) are logged			
APA7001	Consultation and Clinical assessment for advancing practice	60	0	0	45	15.5	2.5 (1.5+1)	123
APA7002	Developing as an Advanced Clinical Practitioner across the four pillars	18	24	12	42	4	1	101
APA7003	Clinical reasoning diagnostic decision-making and managing complexity for advanced practice	48	0	12	47	14	1	122
APA7004	Therapeutic interventions and pharmacology for advancing clinical practice	12	30	18	41	12	1	114
APA7005	The ACP as educator and role model	18	24	19	37	6	1+1 (APA7004)	105
APA7006	Negotiated work-based learning unit for advanced clinical practice	0	21 (+3 EPA)	15	44 (+3 EPA)	20	1	107 (101+6)
APA7007	Service Improvement Project	24	15	47	98	19.5	3.5	207

APA7008	Advanced Clinical Practitioner End Point Assessment Preparation (training)	0	47	4	22	0	1 – gateway (not included in off-the-job hours)	73
	Advanced Clinical Practitioner End Point Assessment Preparation (post-gateway preparation, undertaking EPA)	0	0	0	36	6	0	42
DURATION – 31 MONTHS TRAINING AND 34 MONTHS TO END OF APPRENTICESHIP								
OTJ Total HOURS CALCULATION planned learning hours for this apprenticeship							952 HOURS	

Appendix 5

Course title: MSc Advanced Clinical Practice (Integrated Degree Apprenticeship)

Unit details						Assessment Component Weightings (%)*						PSRB requirement applies*
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2	
APA7001	Consultation and Clinical assessment for advancing practice	1	20	C						P/F		N
APA7002	Developing as an Advanced Clinical Practitioner across the four pillars	1	20	C				100%				N
APA7003	Clinical Reasoning, diagnostic decision-making and managing complexity for advanced practice	1	20	C	APA7001			100%				N
APA7004	Therapeutic interventions and pharmacology for advancing clinical practice	1	20	C	APA7001 APA7003	100%						N
APA7005	The ACP as educator and role model	1	20	C				100%				N
APA7006	Negotiated work-based learning unit for advanced clinical practice	1	20	C						100%		N
APA7007	Service Improvement Project	1	40	C				100%				N
APA7008	Advanced Clinical Practitioner end point assessment preparation	1	20	C	APA7001 APA7002 APA7003 APA7004 APA7005 APA7006 APA7007	P/F			P/F			No - but IfATE Apprenticeship body independent assessment

Exit qualification: MSc Advanced Clinical Practice (Integrated Degree Apprenticeship)

An intermediate award in Advanced Clinical Practice is not available.

Apprentices who wish to exit the course before completion of the full 180 academic credits, or who have been unsuccessful in gaining the full 180 academic credits may transfer to the MSc Professional Practice award. An intermediate award of PG Cert Professional Practice (60 academic credits) or PG Dip Professional Practice (120 academic credits) is available where apprentices have achieved the requisite number of credits.

Appendix 6

Links to documents referred to within this course specification document

Health Education England (2017) Multi-professional framework for Advanced Clinical Practice

<https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf>

Institute for Apprenticeship (2018) Advanced Clinical Practitioner apprenticeship standard

<https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-integrated-degree-v1-0>

Institute for Apprenticeship (2018) Advanced Clinical Practitioner integrated degree End point assessment plan

<https://www.instituteforapprenticeships.org/media/5953/st0564-l7-advanced-clinical-practitioner-ap-publication-03032022-1.pdf>

Institute for Apprenticeships (2019) Apprenticeship quality strategy

[Quality Strategy \(instituteforapprenticeships.org\)](https://www.instituteforapprenticeships.org/quality-strategy)

Department for education (2023) Apprenticeship funding rules.

[Apprenticeship funding rules - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/apprenticeship-funding-rules)

Gov.UK 2022 Ofsted education inspection framework

[Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)

Health Education England (2020) Advanced Practice Workplace supervision

<https://advanced-practice.hee.nhs.uk/workplace-supervision-for-advanced-clinical-practice-2/>

Health Education England (2021) Advanced Practice Workplace Supervision: minimum standards for supervision

https://heeoee.hee.nhs.uk/sites/default/files/advanced_practice_workplace_supervision- minimum_standards_for_supervision.pdf

Health Education England (2020) Standards of education and training for advanced practice courses

<https://www.hee.nhs.uk/sites/default/files/documents/June%202020%20SET%20Existing%20courses%20%282%29.pdf>

Quality Assurance (2022) Higher Education in Apprenticeships Characteristics Statement.

<https://www.qaa.ac.uk/the-quality-code/characteristics-statements/higher-education-in-apprenticeships-characteristics-statement#>