



UNIVERSITY OF
LIVERPOOL

EMPLOYER APPRENTICESHIP HANDBOOK

Thank You

Thank you for choosing the University of Liverpool for your apprentice.

We will be working alongside you and your apprentice to ensure that they achieve all aspects of their apprenticeship programme.

Throughout your apprentice's journey there will be a team of people on hand to support you. In this booklet we will provide you with useful information about apprenticeships, the University of Liverpool and useful contact details.



APPRENTICESHIPS STANDARDS - WHAT ARE THEY?

An apprenticeship is a genuine job with an accompanying skills development programme. It can take between 1 and 6 years to complete an apprenticeship depending on the standard, what level it is and previous work experience. It is funded from contributions made by the government and the employer. Throughout the programme the apprentice will gain the knowledge, skills and behaviours required for their job role and future career path.

Apprenticeship Standards include an End Point Assessment, known as EPA. An End Point Assessment is an assessment at the end of the practical training period of the apprenticeship to make sure the apprentice is fully competent in the specific occupation they have been studying.

The qualification requirement for the Advanced Clinical Practitioner apprenticeship is a Master's degree in Advanced Clinical Practice. Apprentices without level 2 English and maths will also need to achieve this level prior to going through Gateway and taking the end-point assessment.

The knowledge, skills and behaviours required by this role are encompassed by the Advanced Clinical Practitioner apprenticeship standard.

The degree will combine on-programme academic and work-based learning and assessment together with an EPA that provides synoptic assessment of the achievement of knowledge, skills and behaviours outlined in the standard.

The Learning Journey

Undertaking an apprenticeship is a huge commitment and we aim to ensure that the chosen programme is suitable for your apprentice and you as the employer, and that your apprentice is able to achieve all requirements of the programme.

Initial Assessment (Skills Scan)

This helps us, you and your apprentice to identify the apprentices starting point. It considers their job role and responsibilities and their existing confidence/level against the skills, knowledge and behaviours of the chosen apprenticeship standard.

Recognising Prior Learning

By your apprentices letting us know of any previous qualifications that they have achieved we may be able to offer an exemption from parts of the programme such as maths and English or key areas of the apprenticeship standard where they may already have extensive experience or qualifications. This helps us to build your apprentices training plan and may mean we can reduce the duration and/or cost of the apprenticeship.

Maths and English Initial Assessment

All apprentices will be supported to develop their maths and English skills. They will undertake an initial assessment before the start date of the programme, to identify the levels they are currently working at.

If they have not already achieved English and/or maths at the required level to complete the apprenticeship, they will be required to study these subjects as part of the programme. If they are required to complete functional skills, they will complete a further diagnostic assessment prior to starting the functional skill qualification(s).

The University of Liverpool work with Wirral Metropolitan College to deliver the functional skills element of the apprenticeship, where required. Your apprentice will have the option to study online via the college Virtual Learning Environment or to attend face to face sessions at Wirral Metropolitan College.

Functional skills will be started at the earliest opportunity at the beginning of the apprenticeship, with the aim to have these completed by the end of year 1. The functional skills programme is 12 weeks for English and 12 weeks for maths.

Induction

Your Skills Coach, Lecturers and Programme Leader will induct your apprentice onto the programme, ensuring they have access to all the information they need at the start of the apprenticeship programme and right up until they achieve.

You will have also been invited to an employer induction which will take place prior to the start of the apprenticeship, with the Programme Lead for Advanced Clinical Practice and the Degree Apprenticeship Manager.

On-Programme

The results of initial assessments will be used to plan the learning programme up to the point of End Point Assessment. Apprentices will be set clear targets to achieve before their progress review meetings and achievements will be recorded so that yourself and your apprentice can see the progress being made.

Your apprentice will engage in a variety of different delivery activities, for example, attending classes/sessions at university, participation in group or 1-1 activities via Microsoft Teams, workplace visits and independent study. This will be discussed with your apprentice at the start of the apprenticeship.

Progress reviews

Formal Progress Reviews are scheduled approximately every 10 weeks with your apprentice, you/line manager/mentor and your Skills Coach.

At the start of the apprenticeship, a progress review will be undertaken during week 6, at which point the skills coach will also review your apprentices skills scan.

Apprenticeship Progress reviews monitor your apprentices progress and set targets against the skills, knowledge, and behaviours of the apprenticeship standard, off the job activity and functional skills, as well as checking on wellbeing, careers advice and any support needs.

Gateway to End Point Assessment

The End-Point Assessment is the final stage of the apprenticeship. It is designed to be an objective and impartial assessment of an apprentice's knowledge, skills and behaviours. Activities are different for every apprenticeship, but they all follow the same overall structure.

You, the employer, in conjunction with the University will confirm that the apprentice is eligible and ready to progress to the EPA.

Your apprentices skills coach, lecturer or programme lead will arrange a Gateway meeting with your apprentice and yourself/their mentor/manager to ensure that all aspects of the apprenticeship have been completed including the required number of off the job training hours, EPA e-portfolio, functional skills (if required), and make sure everyone is happy and ready to proceed to EPA.

The end-point assessment is carried out by an independent organisation known as an end-point assessment organisation (EPAO). If the apprentice passes the assessment, and all other elements of the programme, for example **Functional Skills**, then they will receive a certificate, meaning they have completed their apprenticeship successfully, and will receive an apprenticeship completion certificate. The apprentice will also receive their qualification, which is the MSc in Advanced Clinical Practice upon completion.

End Point Assessment

The EPA will provide independent synoptic assessment of the knowledge, skills and behaviours of the apprenticeship standard. 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 EPA will be completed in a maximum three-month period. The three-month period includes the time needed for the apprentice to prepare for and undertake the EPA but does not include the period required to conclude subsequent academic confirmation of results and degree award processes.

End-point Assessment Organisation: Roles and Responsibilities

As this is an integrated degree apprenticeship, the EPA is delivered by the University which awards the Master's degree in Advanced Clinical Practice. End Point Assessment Organisations (EPAO) or awarding body's, must be on the apprenticeship providers and assessment register (APAR) if they carry out assessments for apprentices in England. The EPAO or Awarding Body, will deliver the EPA for this standard as defined in the EPA assessment plan and are termed the end point assessment organisation (EPAO).

[st0564-l7-advanced-clinical-practitioner-ap-publication-03032022-1.pdf \(institute-for-apprenticeships.org\)](https://www.institute-for-apprenticeships.org/st0564-l7-advanced-clinical-practitioner-ap-publication-03032022-1.pdf)

The EPAO will demonstrate an independent assessment process. An independent assessor who has had no involvement with on-programme learning and assessment must be appointed to conduct the EPA.

During the assessment period, you will undergo several assessments over a set period of time, which will be led and graded by an independent End-Point Assessor.

Overview of end point assessment methods

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

Off the Job Training

Off-the-job training is a statutory requirement for an English apprenticeship. As your apprenticeship provider, we must verify that the off the job training delivered to your apprentice meets the following definition:

"It is training which is received by the apprentice within their practical period, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the apprenticeship they

are undertaking. By normal working hours we mean the hours for which the apprentice would normally be paid, excluding overtime.”

This training will underpin the knowledge, skills and behaviours set out in the apprenticeship standard so that your apprentice can achieve occupational competence.

Your apprentice will be required to record the activities they undertake during this off the job time, and submit this record to Bud, our apprenticeship software system, at the end of every month.

What can be included?

Off the job training delivers new skills that are directly relevant to the apprenticeship standard. Off-the-job training can include:

- The teaching of theory (e.g. lectures, role playing, simulation exercises, online learning and manufacturer training);
- Practical training (e.g. shadowing, mentoring, industry visits and participation in competitions);
- Learning support;
- Time spent writing assignments; and
- Revision (where this is specifically required for achievement of the apprenticeship)

To be eligible for government funding, the apprentice must spend at least 20% of their normal working hours (capped at 30 hours per week for funding purposes only), over the planned duration of the apprenticeship practical period, on off-the-job training. This means that the minimum requirement, for apprentices working 30 hours or more per week is an average of 6 hours of off the job training per week (i.e. 20% of 30 hours) over the planned duration (practical period).

On the Job Training

‘On-the-job’ training will be delivered by you, as the employer. You will need to give your apprentice training and supervision to help them perform their job role aligned to the apprenticeship they are completing. You must allow your apprentice time for this within their normal working hours.

Your skills coach can support you with identifying training that may be required on the job which links to the apprenticeship standard and the knowledge and skills they are learning at university.

Functional Skills

Your apprentice may also be required to study for English and/or maths Functional Skills as part of their apprenticeship. An apprentice is exempt from this element if they already hold an equivalent qualification (per subject) as set out by the ESFA and can provide evidence of this, such as certificates. Studying for English and maths is not counted as part of the off-the-job training requirement.

Clinical Skills Coach Support

The Clinical Skills Coach will play an important role in the success of your apprentices’ programme of study. They will plan apprentice progress reviews, either face to face or remotely to take place every 10 weeks, with the first progress review being undertaken in week 6 of the apprenticeship.

The apprentice will also attend university for taught sessions, one day per week during term time. These sessions will be with academic tutors and lecturers dependent on the module being delivered and may also involve their skills coaches in some sessions.

The Clinical Skills Coach will support the development of new skills and knowledge through a variety of tasks and discussions, setting assessment work, and planning their progress to ensure they are stretched and challenged.

If any apprentice should require Additional Learning Support, we have a dedicated team of experts who are also able to support them whilst they are training. Support can be accessed through application form referral or at any time by the apprentice contacting their Clinical Skills Coach.

Employer Responsibilities

The purpose of the training plan is to clearly outline the roles and responsibilities of the employer, the apprentice and the provider (University of Liverpool) throughout the Apprenticeship programme.

Once recruited and/or started on programme, you will need to support the apprentice through their journey by:

- Identifying a mentor
- Delivering or supporting on the job training
- Providing the apprentice the opportunity to practice new skills
- Assisting with collecting evidence of off the job training
- Contributing to progress reviews
- Agreeing when the apprentice is ready for End Point Assessment

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

Employment Requirements

Apprentices must be provided with a written statement of particulars (contract of employment) within 2 months of starting employment. As the employer you need to offer:

Salary

Payment of the agreed wage should be made to the apprentice either weekly or monthly. This payment should include time spent working, time spent training and any time at University. Employers must ensure that salaries meet with minimum wage guidance. This can be found on [National Minimum Wage and National Living Wage rates - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-minimum-wage-rates)

Working hours

The minimum duration of each apprenticeship is based on the apprentice working at least 30 hours per week including any off the job training. If the apprentice works fewer than 30 hours per week the expected duration of the apprenticeship will be extended (pro-rata). An apprentices contracted working hours also includes their off the job training.

Holiday entitlement

Apprentices qualify for holiday pay and paid maternity leave. The Apprentices holiday entitlement is in accordance with the terms and conditions of the company. Further information on minimum holiday entitlements can be found on [Holiday entitlement: Entitlement - GOV.UK \(www.gov.uk\)](https://www.gov.uk/holiday-entitlement)

Sickness absence

The company's usual Self Certification and Statutory Sick pay procedures apply to Apprentices. Apprentices must inform university at their earliest opportunity if they are off sick and unable to attend a class/lecture.

Other absences

These should be in accordance with the employer's terms and conditions outlined in the Contract of Employment.

Absence from programme

Your apprentice will be expected to inform their skills coach or lecturer if they are going to be absent from any lectures/sessions at university, by 10am on their day release day.

If their personal circumstances change during the apprenticeship such as illness, accident, pregnancy or there is a change of employer, the apprentice must contact their skills coach as soon as possible to inform them of any changes and discuss the possibility of a break in learning, should this be appropriate.

A break in learning can be put in place to support the apprentice if they need to take some time away from their studies for reasons such as illness, injury, an operation where they are expected to be absent for at least 4 weeks, for a maximum of 3 months initially. This will then be reviewed.

If your apprentice requires a break in learning due to maternity leave, the duration will be dependent upon the length of time they are taking for maternity leave.

If the apprentice changes employer, we will need to be made aware of this at your earliest opportunity. We can then update our records accordingly, including the digital account and funding return.

Safeguarding, Prevent and British values

Safeguarding

The University of Liverpool takes its responsibilities towards apprenticeships very seriously and encourages the employer to develop their knowledge to support protecting the apprentice from a safeguarding perspective. To protect and safeguard the welfare of the apprentice:

- Create a safe environment for the apprentice.
- Ensure that all staff have the appropriate DBS checks (where relevant).
- Fully brief all staff who are working with the apprentice about their responsibilities with regard to Safeguarding and prevent.
- Refer any concerns disclosed by apprentices to the key contact at The University of Liverpool at the earliest opportunity.

Prevent

What is the Prevent Duty?

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, to have 'due regard to the need to prevent people from being drawn into terrorism'. These statutory bodies include; Education, Health, Social Care and Police. Employers have a responsibility to:

- Suitably protect apprentices from the risks associated with radicalisation and extremism.
- If an employer has concerns that their apprentice is being drawn into extremism, they should inform their University contact who will then ensure that support is provided and the university policy is adhered to.

At the University of Liverpool, we consistently strive to ensure a safe environment for our community by training staff, raising awareness of associated dangers with students and ensuring appropriate support is implemented for anyone who becomes involved in or is affected by violent extremism.

Extremism

What is Extremism?

The government has defined extremism in the Prevent Duty as 'vocal or active opposition to fundamental British values.' This also includes calls for the death of members of the British armed forces. Extremism and radicalisation might include; violent Islamist groups, the extreme right wing and other causes.

Fundamental British Values

The five Fundamental British values are defined as;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

These are the five fundamental values that have been developed by the UK government in an attempt to create social unity and prevent extremism.

The University of Liverpool encourages all students and staff to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

www.gov.uk/guidance/equality-act-2010-guidance

Employers and skills coaches and lecturers are expected to support apprentices in their development in relation to Fundamental British Values.

The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

Health & Safety

Prior to your apprentice starting their apprenticeship you will have completed a Health & Safety Assessment including details of your current Employers Liability Insurance, we will review and update this with you annually whilst you have apprentices studying with the University of Liverpool.

It is the duty of the employer to provide a safe working environment, to be aware of their responsibilities under the Health and Safety at Work etc. Act 1974 [Health and Safety at Work etc Act 1974 – legislation explained \(hse.gov.uk\)](http://www.hse.gov.uk/legislation/) and make sure the apprentice receives adequate health and safety training.

An accident may be defined as:

"An unplanned, uncontrolled event which has led to or could have led to injury to people, damage to plant, machinery or the environment and/or some other loss."

If there is an accident or near miss involving an apprentice you must notify your Clinical Skills Coach or contact the University School of Health Sciences Student Experience Team on seoshspg@liverpool.ac.uk

The University of Liverpool Policies

Sickness Absence Policy

[Student,Attendance,Policy,-,Effective,2023-2024.pdf \(liverpool.ac.uk\)](#)

Policy on the Safeguarding of Children, Young People and Vulnerable Adults

[Policies Policies- Legal & Governance - University of Liverpool](#)

Data Protection

[Data Protection - Legal & Governance - University of Liverpool](#)

Support for Students

[Support for Students Support for Students- Human Resources - University of Liverpool](#)

Student Complaints Policy and Procedure

[https://www.liverpool.ac.uk/student-administration/policies-procedures/complaints/](#)

Student Administration Policies & Procedures

[Policies and procedures - Student Administration - University of Liverpool](#)

Degree Apprenticeships Employer Complaints Policy



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All university Policies and essential information are on the university website.

If you would like a hard copy of any university policies, please request these from your skills coach, lecturer, or programme lead.

Useful Websites

DFE / ESFA Complaints Policy

[Complaints about post-16 education and training provision funded by ESFA - GOV.UK](#)

DfE Privacy Notice

[Privacy information: key stage 4 and 5 and adult education - GOV.UK](#)

Prevent Duty Guidance

[https://www.gov.uk/government/publications/prevent-duty-guidance](#)

Skills England / Apprenticeship Finder

[Apprenticeship search / Skills England](#)

University of Liverpool Website

[The University of Liverpool](#)

Health & Safety Executive

[http://www.hse.gov.uk](#)

Contacts & Information

CONTACT NAME	JOB ROLE	EMAIL	TELEPHONE
Dr Rebecca Rylance-Graham	Dean of School	R.Rylance@liverpool.ac.uk	0151 795 7866 / 07833 440903
Dr Jo Keeling	Vice Dean Post-Graduate Education and Business Development	J.Keeling@liverpool.ac.uk	07341 783254
Dr Sharon Roberts	Programme Lead - ACP Apprenticeship	Sharon.Roberts@liverpool.ac.uk	07423 726563
Ms Jane Edwards	Degree Apprenticeship Manager	Jane.edwards@liverpool.ac.uk	0151 795 1736
Mr Grant Robertson	Clinical Skills Coach	grant.robertson@liverpool.ac.uk	
Mrs Deb Roberts	Clinical Skills Coach	d.k.roberts@liverpool.ac.uk	
Mrs Jackie Cinnamond	Lecturer/Academic Tutor	j.cinnamond@liverpool.ac.uk	
Mr Chris Mather	Lecturer/Academic Tutor	c.mather@liverpool.ac.uk	
Mrs Jan Vicary	School Manager	J.E.Vicary@liverpool.ac.uk	0151 794 5589
Mrs Karen Fagan	Student Experience Team Leader	Gibsonk@liverpool.ac.uk	0151 795 7697
Mr Steve McKinnell	Technology Enhanced Learning Lead	S.Mckinnell@liverpool.ac.uk	0151 794 5287
Student Experience Office		seoshs@liverpool.ac.uk	
PG Apprenticeship Programme Team		ACPL7@liverpool.ac.uk	

Key dates in the academic year

Programme term dates for 2025/2026:

Semester 1:	22 nd September 2025 to 12 th December 2025	12 weeks teaching
	15 th December 2025 to 2 nd January 2026	3 weeks break
	5 th January 2026 to 23 rd January 2026	3 weeks teaching and assessment period
Semester 2:	26 th January 2026 to 20 th March 2026	8 weeks teaching
	23 rd March 2026 to 10 th April 2026	3 week break
	13 th April 2026 to 8 th May 2026	4 weeks teaching
	11 th May 2026 to 29 th May 2026	3 weeks teaching and assessment period
	13 th July 2026 to 17 th July 2026	Graduation ceremonies

Assessment Calendar:

Students will be provided with an Assessment/Feedback Calendar at the start of the academic year which will provide dates for submission of assignments, coursework etc and also dates for opportunities for practice assessments and provision of feedback. This will be published at the beginning of each academic year in CANVAS.

Advanced Clinical Practitioner Apprenticeship

In order to successfully achieve the full apprenticeship, apprentices will be required to complete the following:

- Knowledge, Skills & Behaviours set out in the Apprenticeship Standard
- MSc Advanced Clinical Practice
- Functional Skill English (or provide evidence for exemption)
- Functional Skill maths (or provide evidence for exemption)

The integrated degree apprenticeship comprises of 180 credits at level 7. All apprentices must complete 6 mandatory modules, and 40 credits of optional modules. Optional modules to be discussed and selected in conjunction with the employer and Clinical Skills Coach/Lecturer, giving a total credit value of 160 credits, the final 20 credits for the Master's degree are gained by completing the End Point Assessment module, see table below.

Apprenticeship Standard

Knowledge

Advanced Clinical Practice

- 1.1 Local, national policies and procedures within your scope of practice, the professional and regulatory codes of conduct relevant to your advanced clinical practice; the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic, and therapeutic interventions within your scope of practice.
- 1.2 The range of physical, psychological and population based assessment methods used within your area of practice and the application of pathophysiology to underpin assessment and diagnosis.
- 1.3 The causes, signs, symptoms, and impact of physical and mental health conditions within your scope of practice; how to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence- based therapeutic interventions.
- 1.4 How to assess risk in relation to health and wellbeing; the principles of health promotion and prevention; strategies to engage and influence people; the range of health promotion tools available including the importance of therapeutic communication and behavioural change.
- 1.5 How to plan and manage a defined episode of care within your area of clinical practice, which may include admission, referral, or discharge, to other services; methods and techniques to evaluate interventions and how to use the outcomes to instigate service development.
- 1.6 Local and national policies, regulatory frameworks, and guidelines for prescribing where appropriate; knowledge of pharmacotherapeutics relative to your scope of practice.
- 1.7 Strategies to mitigate risk.
- 1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment.

Education

- 2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design.
- 2.2 Your role, responsibility, and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals, and evaluate learning.
- 2.3 The application of teaching and learning theories and models in health and care; how to identify learning needs; organisational and professional roles and responsibilities in relation to life-long learning.
- 2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture.

Clinical Leadership

- 3.1 Methods and systems to measure impact of advanced clinical practice.
- 3.2 The implications and applications of epidemiological, demographic, social, political, and professional trends, and developments appropriate to your clinical practice.
- 3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care.
- 3.4 The importance and impact of peer review and evaluation in advanced clinical practice.
- 3.5 Theories, models and techniques which can be deployed across health and social care systems to affect change at individual, team, and organisational level.
- 3.6 The range of legal, ethical, professional, and organisational policies, procedures, and codes of conduct that apply to your practice.
- 3.7 The range of evidence-based strategies to manage risk in clinical practice.

Research

- 4.1 National and international quality standards; the effect of policy on health and social care.
- 4.2 The range of valid and reliable evaluation and audit methods used in clinical practice.
- 4.3 The range of quantitative and qualitative research methodologies relevant for use in health and social care; the roles and responsibilities of those involved in research; the range of legal, ethical, professional, financial, and organisational policies and procedures that will apply to your research activities; the importance and impact of research on advancing clinical practices.
- 4.4 Critical appraisal techniques and how to apply new knowledge effectively to own and others' clinical practice; the importance of integrating research into clinical practice; the range of evidence-based standards, policies and clinical guidelines which apply to own and others' practice.
- 4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place.
- 4.6 The value of disseminating research to advance clinical practice, enhancing the quality, safety,

productivity, and value for money of health and care; how to select and use media appropriately to optimise research impact.

Skills

Advanced Clinical Practice

- 1.1 Practise with a high level of autonomy and be accountable for your decisions and omissions; work in line with your code of professional conduct, professional standards, and scope of practice.
- 1.2 Assess individuals and families using person-centred approaches and a range of assessment methods, for example including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments.
- 1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses.
- 1.4 Assess individuals for risk factors and their impact on health and wellbeing; facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures.
- 1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services.
- 1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies, and care.
- 1.7 Ensure safety of individuals and families through the appropriate management of risk.
- 1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate.

Education

- 2.1 Recognise and respond to individuals' motivation, development stage and capacity; work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing.
- 2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services.
- 2.3 Work collaboratively to identify and meet the learning and development needs of health or care professionals; support practice education; act as a role model and mentor.
- 2.4 Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice, and succession planning.

Clinical Leadership

- 3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community.

- 3.2 Use your advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development and influence clinical practices to enhance quality productivity and value.
- 3.3 Provide professional leadership and supervision in situations that are complex and unpredictable; instil confidence and clinical credibility in others; work across boundaries to promote person-centred care.
- 3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries.
- 3.5 Identify the need for change; generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need.
- 3.6 Establish and exercise your individual scope of practice within legal, ethical, professional and organisational policies, procedures and codes of conduct to manage risk and enhance the care experience.
- 3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.

Research

- 4.1 Engage in research activity; develop and apply evidence-based strategies that are evaluated to enhance the quality, safety, productivity and value for money of health and care.
- 4.2 Evaluate and audit your own and others' clinical practice and act on the findings.
- 4.3 Alert individuals and organisations to gaps in evidence; initiate and/or lead evidence-based activity that aims to enhance clinical practice and contribute to the evidence base; support others to develop their research capability.
- 4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice; act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines.
- 4.5 Develop and implement robust governance systems and systematic documentation processes.
- 4.6 Disseminate your work through appropriate media to further advance clinical practices.

Behaviours

You will treat people with dignity, respecting people's diversity, beliefs, culture, needs, values, privacy, and preferences, show respect and empathy for those you work with, have the courage to challenge areas of concern and work to best practice, be adaptable, reliable, and consistent, show discretion, resilience and self-awareness.

Values

You will be caring, compassionate, honest, conscientious, and committed.

Advanced Clinical Practice MSc Information

Apprentices must complete 180 credits, including seven mandatory modules to successfully complete the Level 7 Advanced Clinical Practitioner Apprenticeship.

Mandatory Modules for the Advanced Clinical Practice MSc;

- HEAL481/4812 Principles of Advanced Practice (10 credits)
- HEAL482/4822 Clinical Skills and the Advanced Practitioner (20 credits)
- HEAL432/2 Clinical Skills in Practice for Advanced Practitioners (10 credits)
- HEAL484 Leadership and Education for Advanced Clinical Practice (20 credits)
- HEAL485 Critical Understanding of Research for Advanced Clinical Practitioners (20 credits)
- HEAL463/2 Research Project (40 credits)
- HEAL464 End Point Assessment: Reflection on Professional Practice (20 credits)

Optional Modules for the Advanced Clinical Practice MSc;

Semester 1 options:

- HEAL403: Negotiated Work Based Learning
- HEAL415: Therapeutic Communication for Advanced Practice
- HEAL447: Clinical Skills and Diagnostics (Adult Cardiovascular and Respiratory in Acute and Long Term conditions)
- HEAL449: Fundamentals of Medical Image Interpretation
- HEAL462: Managing Risk and Vulnerability in Clinical Settings
- HEAL489: Non-Medical prescribing

Semester 2 options:

- HEAL435: Clinical Skills and Diagnostics in Neurology
- HEAL446: Negotiated Work Based Learning
- HEAL4862: Interprofessional Working for Advanced Practice
- HEAL4872: Women's Health for Advanced Practice
- HEAL4892: Non-Medical prescribing

Students will only be able to take HEAL464 after successfully completing 160 credits of modules.

YEAR ONE					
Module Code & Title	Module credit	Semester	Assessment Format	Length	% of module mark
YEAR 1 MANDATORY MODULES					
HEAL481 & HEAL4812 Principles of Advanced Practice	10 credits Level 7	1&2 (Mandatory)	Personal Development Plan.	1500 words	(40%)
			A poster to articulate the development and implementation of Advanced Practice roles to students, colleagues, or service users.	1500 words	(60%)
HEAL482 & HEAL4822 Clinical Skills and the Advanced Practitioner	20 credits Level 7	1&2 (Mandatory)	A 2-hour unseen written exam comprised of section A, MCQs and section B long answer questions.	2 hour exam	(50%)
			Objective Structured Clinical Examination (OSCE) which will comprise a number of stations (50%)	3x 30 minutes OSCE stations	(50%)
HEAL432 & HEAL4322 Clinical Skills in Practice for Advanced Practitioners	10 credits Level 7	1 & 2 (mandatory)	A Personal Development plan. Competency document.	2500 words Pass/Fail	(100%)
HEAL485 Critical Understanding of Research for Advanced Clinical Practitioners	20 credits Level 7	1 (Mandatory)	A critical appraisal of a given mixed methods research paper relevant to Health and Social care using a specified critical appraisal tool.	4000 word	(70%).
			A written report, intended for the relevant Research Lead within the learner's area of practice.	1500 words	(30%)
HEAL484	20 credits	2 (Mandatory)	Creation of an educational resource to demonstrate a	20 minutes	(50%)

Leadership and Education for Advanced Clinical Practice	Level 7		critical understanding of leadership in health and social care. Following production of the educational resource each learner will enter into a professional conversation with peers and academic staff to explain and justify the processes involved with the design and content of the resource.	25 mins + 10 mins of questions	(50%)
YEAR TWO MANDATORY MODULES					
HEAL463/4632 Research Project	40 credits Level 7	1&2 (Mandatory)	Research Project	8000 words	(100%)
HEAL464 End Point Assessment: Reflection on Professional Practice	20 credits Level 7	1&2 (Available in both semesters but each apprentice will access the module once)	Open Book Examination using 3 case reports as a resource within the exam. 120 mins Clinical Practice Change Report. Oral presentation of the clinical change proposal This assessment has been mandated by the document entitled End Point Assessment Plan Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7 available at https://haso.skillsforhealth.org.uk/wp-content/uploads/2018/03/2018.03.22-Advanced-Clinical-Practitioner-Assessment-Plan.pdf .	2 hours 1500 words 35 minutes	(50%) Pass/fail (50%)

YEAR ONE OPTIONAL MODULES					
HEAL403 Negotiated Work Based Learning - Developing Practical Skills	20 credits, Level 7	1	Negotiated learning contract Critical reflection of practice Evidence of achievement of enhanced/advancing practice skills	2000 word 3000-word	(20%) (80%) (pass/fail)
HEAL415 Therapeutic Communication for Advanced Practice	20 credits Level 7	1	Critical review of communication interaction: Assignment	5000 words	(100%)
HEAL447 Clinical Skills & Diagnostics (Adult Cardiovascular & Respiratory in Acute and Long- Term Conditions)	20 credits, Level 7	1	Clinical Case study Objective Structured Clinical Examination (OSCE) Portfolio Each student must have a qualified medic or advanced practitioner in the workplace who will act as the primary work-based trainer.	3000-word 45-minute 10 x mini-clinical examination cases	(50%) (50%) (Pass/fail)
HEAL449 Fundamentals of Medical Image Interpretation	20 credits, Level 7	1	Onscreen image viewing examination. Assignment	60-minute 3000-word	(50%) (50%)
HEAL462 Managing Risk & Vulnerability in Clinical Settings	20 credits, Level 7	1	Case report The case report will link directly to the apprentice/student's area of clinical practice. It will comprise of the following elements: the area of risk, the risk assessment, and the decision-making process undertaken. The	4500 words	(100%)

			apprentice/student will then reflect on the outcome and critically consider future actions and interventions.		
HEAL489 Non-Medical Prescribing	30 credits Level 7	1	<p>Assessment 1: examination</p> <p>Assessment 2: A 2-part written examination.</p> <p>Assessment 3: A practical assessment in practice.</p> <p>Assessment 4: Practice prescribing portfolio. A 3000 word critical reflection of prescribing practice. The critical reflection is marked out of 100; the pass mark for this is 50%. For students registered with the HCPC, a Clinical Management Plan (CMP) must form part of their critical reflection, added as an appendix.</p>	<p>45 minutes</p> <p>120 minute examination</p> <p>Practical assessment</p> <p>3000 words</p>	<p>Pass/Fail @100%</p> <p>Pass/fail: Minimum pass mark 80%</p> <p>Pass/fail: Minimum pass mark 80%</p> <p>100% weighting</p>
YEAR TWO OPTIONAL MODULES					
HEAL435 Clinical Skills and Diagnostics (Adult Neurology)	20 credits, Level 7	2	<p>Portfolio of evidence</p> <p>Critical reflection</p> <p>Case study</p>	<p>(10 cases)</p> <p>1500-word</p> <p>3000-word</p>	<p>(pass/fail)</p> <p>(30%)</p> <p>(70%)</p>
HEAL446 Negotiated Work Based Learning - Developing Practical Skills	20 credits, Level 7	2 (This module can only be taken once)	<p>Negotiated learning contract</p> <p>Critical reflection of practice</p>	<p>2000 word</p> <p>3000-word</p>	<p>(20%)</p> <p>(80%)</p>

			Evidence of achievement of enhanced/advancing practice skills		(pass/fail)
HEAL4862 Interprofessional Working for Advanced Practice	10 credits Level 7	2	Presentation	25 minutes + 10 minutes of questions	100%
HEAL4872 Women's Health for Advanced Practice	10 credits Level 7	2	Poster	3500 words	100%
HEAL4892 Non-Medical Prescribing	30 credits Level 7	2	<p>Assessment 1: examination</p> <p>Assessment 2: A 2-part written examination.</p> <p>Assessment 3: A practical assessment in practice.</p> <p>Assessment 4: Practice prescribing portfolio. A 3000-word critical reflection of prescribing practice. The critical reflection is marked out of 100; the pass mark for this is 50%. For students registered with the HCPC, a Clinical Management Plan (CMP) must form part of their critical reflection, added as an appendix.</p>	<p>45 minutes</p> <p>120 minute examination</p> <p>Practical assessment</p> <p>3000 words</p>	<p>Pass/Fail @100%</p> <p>Pass/fail: Minimum pass mark 80%</p> <p>Pass/fail: Minimum pass mark 80%</p> <p>100% weighting</p>