

Degree Apprenticeship

MSc Advanced Clinical Practice 2-year route

Guide for Supervisors and
Managers (2020/2021)

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Introduction to the University

Manchester Metropolitan University is one of the most popular universities in the UK, educating over 37,000 students each year. The University takes its responsibility for creating work-ready graduates very seriously and maintains close industry and business links.

This embedded philosophy has enabled the University to take an industry-leading role in Degree Apprenticeship creation and delivery, working with employers across the North West and nationally.

The Faculty of Health, Psychology and Social Care includes nursing, physiotherapy, speech and language therapy, social work, psychology and social care.

We are based in the state-of-the-art Brooks building, on Manchester Met's award-winning development, where students have access to specialist facilities across all areas of health.

Our Faculty has a thriving, collaborative academic community with innovative, vibrant programmes that reflect new and emerging research and ideologies.

Introduction from the Programme Team

Welcome to the MSc Advanced Clinical Practice Degree Apprenticeship. This innovative programme has been developed in collaboration with regional healthcare providers and experts in advanced clinical practice to ensure the educational requirements of the future advanced practice workforce are met.

Clinicians who enrol on the programme will undertake university and practice-based learning to develop the knowledge, skills and behaviours required of an Advanced Clinical Practitioner.

This clinically based programme also has a strong emphasis on research methodology and quality improvement. Apprentices will research, develop, implement and evaluate a quality improvement project within their scope of practice. This will benefit the delivery and redesign of existing and new services. The apprenticeship route equips advanced practitioner graduates with the necessary skills, behaviours and expertise to realise their future career aspirations. The flexible nature of the apprenticeship also allows the employer to tailor the programme to meet their individual service needs.

Support in practice is integral to the successful completion of the Advanced Clinical Practice Master's Degree Apprenticeship. Apprentices need to have a designated supervisor to support

their work-based learning. In addition, a skills coach will be assigned to support the apprentice to align their university and work-based learning.

This guide is designed to give you an overview of the supervisor and line manager roles and the expectations for the degree apprenticeship. We look forward to working with you over the course of the apprenticeship programme.

*Kay Hurst, Senior Lecturer (Physiotherapy), Department of Health Professions
Anna Kime, Senior Lecturer, Department of Nursing*

Line Managers and Supervisors

Line managers and Supervisors are supported to develop the apprentice ACP through regular progress reviews to set, monitor and review objectives and targets. All apprentice managers and supervisors will be sent programme resources and invited to a question and answer webinar.

The resource pack will include

- Introduction to the Manchester Met Apprenticeships Unit
- The programme structure, content, delivery and assessment methods
- The role of a workplace manager and supervisor
- Quality practice improvement projects
- Supporting apprentice learners (understanding their hopes and fears)
- Ensuring confidentiality

Additional information can be found on the following link:

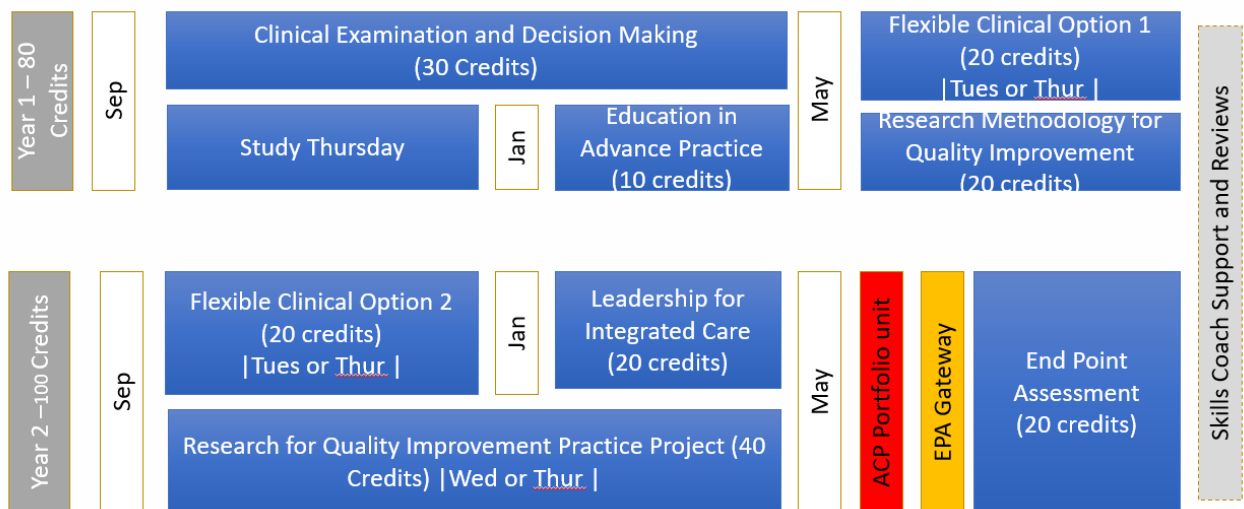
<https://www2.mmu.ac.uk/apprenticeships/resources/acp/>

This Guide

The following pages aim to answer frequently asked questions from our employer network, however; if you have a question that this guide does not answer, please contact a member of the apprenticeship team by emailing apprenticeships@mmu.ac.uk

Q: What curriculum is the apprentice completing?

Programme Outline



ACP apprentices will achieve 120 core and 40 flexible credits leading to the final 20 credit end point assessment.

Further professional development of the standard is achieved through work-based learning and through completion of the 20-credit practice-based credit unit ACP Portfolio. This area is specific to your clinical competence and assessed through a supervisor and captured via completion and submission of the ACP portfolio prior to being eligible to undertake the end point assessment.

a) University Based Learning

The university will be responsible for the academic elements of the apprenticeship as well as developing advanced clinical skills, these will then be applied in practice. University attendance is two days a week, normally a Wednesday and an additional study day. This study day can be flexible to support service needs and the different dates for the flexible units chosen). Although the apprentices may not be in university every week it is important that they are able to have the additional study time throughout the full two-year programme, to further develop and support the skills, knowledge and behaviours required of an ACP.

This programme will support the competence of practitioners working in advanced roles and allow the practitioner to exercise autonomy and decision making in a context that is complex and uncertain. This is explained further under the unit descriptors.

b) Work Based Learning

Alongside the University based learning, apprentices will further develop advanced clinical competencies within the workplace, these will be assessed by a suitable designated supervisor identified by the employer. This is to ensure the apprentice develops the necessary knowledge, skills and competencies to meet the IfA Standards, End Point Assessment requirements and become an expert Advanced Clinical Practitioner within their clinical area. The work-based element of the apprenticeship will be additionally assessed through the 20-practice credit-based unit ACP portfolio.

Apprentices will be supported throughout the 2-year programme to meet the EPA. All apprentices will have a named skills coach who ensures the apprentice has the opportunity and support in place to develop their clinical competencies. The skills coach will provide further academic and pastoral support, monitoring assessment results and engagement with e-Assessor online portfolio.

Further information on Workplace Supervision for ACP published by HEE Centre for Advancing Practice can be found here

<https://www.hee.nhs.uk/sites/default/files/documents/Workplace%20Supervision%20for%20ACPs.pdf>

The Review Process

A review of progress will take place three times a year between the learner (apprentice), the Skills coach and the Manager/ Supervisors, as a condition of the apprenticeship (at least 1 of these usually takes place on site in the workplace; others may be face to face or be via alternative software). The learner and skills coach will review academic and vocational progress as well as agreeing and setting objectives, designed to promote opportunities for acquiring and applying learning in the workplace and University study, as well as capturing vocational evidence for their E portfolio (accessed via e-Assessor).

Q: Why complete reviews and what does a review contain?

Each skills coach will plan a structured review based on the stage of your apprentice within the learner journey (academically, professionally and in practice) and these will alter as the apprentice develops their e-portfolio; however, they will generally cover the following points:

- Overall development since the last review
- Academic successes and development
- Work based learning
- Feedback from the Supervisor/manager on progression
- 20% off the job learning so far
- Functional skills development (if required)

Q: I am a workplace Supervisor, what is expected from me?

If you are a Supervisor, you should first check with your apprentice that their skills coach has your contact details and has set you up with access to the E-portfolio (e-Assessor) so you can access to review the apprentice's progress. It is important that you have ongoing conversations with the manager/ employer to discuss the apprentice's development and to support the requirements of the apprentice.

As the supervisor(s) for the ACP apprentice you have a key role in enabling the ACP apprentice to gain all the necessary clinical exposure to develop as an ACP in their new role. You will also be required to assess and sign off clinical competencies / or oversee others assess these clinical competencies (see ACP portfolio unit below).

The apprentice will be expected to invited you to attend the reviews, this could be for the full meeting or for fifteen minutes at the start or end, depending on your availability; however, some 1:1 time will be needed between the skills coach and the learner. In terms of expectations, every

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organisation is different, however the below is a guide to the kind of support that is usually offered by successful Supervisors.

When meeting with the Apprentice:

Encourage in the development advanced clinical practice skills, knowledge and behaviours and assist your ACP mentee to assimilate theory into practice.

Meet with your mentee regularly, discuss their development plan (we recommend at least once per month, however this is dependent on the apprentice)

- Assist with long term goal development and setting
- Discuss aspirations and concerns
- Review performance and reflect on the knowledge, skills and behaviours with the apprentice, to coach and promote self-awareness and self-knowledge, encouraging the apprentice to look at problems as opportunities for learning. You may even include this in the apprentice's annual review or appraisal depending on your organisation.
- Ensure your apprentice gets exposure across a wide range of clinical areas.
- Facilitate wider learning by arranging suitable training and shadowing opportunities within other departments or with other members of the management team to align skills and behaviours with the knowledge units being studied
- Promote critical reflection using a case study approach and sign off clinical competencies for the ACP portfolio unit (see below)
- Offer advice with the quality improvement project idea at the end of year one
- Monitor attendance at University and support the apprentice with managing workload, study and personal commitments.

Q: I am a line manager, what is expected from me?

The apprentice will be invited you to take part in the review process, however as there is expectation of also a clinical Supervisor being involved in the development then will both be asked for feedback of the apprentice's development.

Below is a guide to the kind of support that is usually offered by successful line managers (assuming there is a separate Supervisor in place):

- Ensure the apprentice is meeting with their supervisor regularly and meet with them if their Supervisor is unable to do so
- Assist with long term goal development and setting
- Review performance and reflect on the knowledge, skills and behaviours with the apprentice, to coach and promote self-awareness and self-knowledge, encouraging the apprentice to look at problems as opportunities for learning. You may even include this in the apprentice's annual review or appraisal depending on your organisation.

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- Facilitate wider learning by arranging training and shadowing opportunities within other departments or with other members of the management team to align skills and behaviours with the knowledge units being studied
- Offer advice with introductory projects in year one or the negotiation of the business project/ portfolio being studied there after in order to inspire curiosity from the apprentice and facilitate live business projects wherever feasible, providing access/ signposting to appropriate organisational data
- Monitor attendance at University, 20% off the job learning and support the apprentice with managing workload, study and personal commitments

Q: What curriculum is the apprentice learning (Continued)?

The MSc in Advanced Clinical Practice Degree Apprenticeship is a multi-disciplinary programme delivered on a part-time basis, over 2 years with attendance at university, with study being expected over a 2-day period per week. The curriculum is designed to support the academic and professional development of experienced health and care professionals through the four pillars of Advanced Clinical Practice; Clinical, Education, Research and Leadership. The programme is designed to meet the Institute for Apprenticeships (IfA) Advanced Clinical Practitioner Degree Apprenticeship Standard <https://www.instituteforapprenticeships.org/apprenticeshipstandards/advanced-clinical-practitioner-degree/>. The knowledge, skills and behaviours outlined within the standard is achieved on successful completion of 140 core and 40 flexible academic credits in association with work based clinical competencies.

The ACP portfolio unit: clinical competencies signed off by the Supervisor (s).

In addition to the 180 academic credits, apprentices will complete a module called ACP portfolio. The purpose of this unit is to capture the ACP apprentices towards becoming an ACP. Signed off clinical competencies feed into a portfolio of evidence that is submitted online prior to the end point assessment (it contains 4 elements: an updated personal development plan, service user feedback, signed off skills logs and six written reflections). Supervisors will be supported in completing the sign offs by the designated skills coach.

The End Point Assessment (EPA)

The End Point Assessment (EPA) has to be achieved for the apprentice to be awarded their degree in Advanced Clinical Practice at level 7. The EPA will deliver a valid, reliable and independent judgement that the apprentice has achieved the knowledge, skills and behaviours required. The
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EPA dictates the learning outcomes, assessment strategy and marking criteria and must be followed by the University. The skills coach will be working with the apprentice to capture this evidence throughout their learning journey ready for the EPA. Please see the link below for further information; <https://www.instituteforapprenticeships.org/media/1696/advanced-clinical-practice-assessment-plan-forpublication-march2018.pdf>

EPA – Gateway

The apprentice has to achieve a certain criterion to be able to commence onto the EPA, therefore the following will have to be achieved by the gateway:

- Mandatory evidenced 20% off the job learning (recorded in eAssessor)
- Completion and passed every module
- Evidence or completed level 2 Maths and English
- Confirmation from employer that the knowledge, skills and behaviour of the ACP standards have been met
- Confirmation from the employer that the apprentice is ready for the EPA.

Q: Do I need to attend every review meeting?

Line managers and supervisors will always be invited to attend reviews, however the reviews tend to be planned with the apprentice and therefore they should have a clear understanding of your availability, the skills coach is likely to check good and bad days to attend, based on holidays and practice commitments.

Your skills coach will plan structured reviews; however, your role in supporting the process and identifying learning opportunities within the apprentice's journey cannot be overstated. For your organisation to truly benefit from the apprenticeship process, your continued insight and guidance is vital in the performance management cycle. If you are unable to attend a planned review, the skills coach will aim to reschedule the review for a mutually convenient date, alternative will capture your progress comments remotely via email or other software alternatives (for example a MS Teams meeting).

Q: What is the 20% of the job rule?

An important part of any apprenticeship is being given sufficient time to learn new knowledge and skills, and develop new behaviours. The Education & Skills Funding Agency (ESFA) decided that this should constitute no less than 20% of an apprentice's contractual hours over the duration of the apprenticeship programme. However, this is not a maximum amount of time that an employer can support with.

The 20% off the job (OTJ) means that the learning needs to be to support the development towards the ACP standards. (Therefore, OTJ means additionally to the normal role for example being practice nurse, matron, physiotherapist or manager). Apprentices can only record time that they are being paid for within their working hours, therefore if they complete a conference on the weekend, this can only be recorded if this time has been considered out of the working week.

It is important to recognise that the 20% OTJ is all learning that is supportive towards the ACP standards, therefore some examples of this include:

- University studies including attendance at teaching sessions, workshops and tutorials, online learning,
- New workplace learning: processes, policies, audits, meeting, clinical exposure to new areas, learning new skills, supervisor discussions, conferences and shadowing others.

The 20% allocation does not include additional time, which may be required for functional skills or on programme resits. Additionally, mandatory training cannot be used as it is not additional learning towards an ACP role.

Q. Is there a way to pause the apprenticeship (Break in Learning [BIL])

Unfortunately, at times situations can occur that will have an impact on the apprentice continuing on the programme, as a result there is an option for the apprentice to take a break in the learning. We do recommend that this is as a last resort, however their apprenticeship could be placed on a pause. If this situation does occur for any reason and would like further information or knowledge of this then please contact the skill coach allocated to the apprentice.

Introductory Guide to e-Assessor

Logging in for the first time

Accounts for apprentices using e-Assessor are generated in PICs, and introductory emails

When you log in, you will view your allocated Learner List. This contains the list of the learners on the system to which you will have the appropriate rights to view.

Using the filters at the top of the page, you can alter which users you view and how you view them.

Learners List

Learner Search

Name Started Between And Current,Recent Leave... (2) Relationship [Any] Any Sites Any Qual Plan 00304057 - BA (Hons)... (1)

Sort By: Surname, Firstname Sort Direction: Ascending (A-Z) Show 200 Records

Search Reset

Learners List

MMUID	Learner Name	Main Aim	Start Date	Progress	Planned End	Actual End	Open
PIGJ48LW4C4	Retail, George Test	BA (Hons) in Retail Leadership - The Manchester Metropolitan University - Retail Leadership Degree A	10/07/2019	<div style="width: 100%;"></div>	30/10/2023		
PIGX43NWF99	Retail, Steve Test	BA (Hons) in Retail Leadership - The Manchester Metropolitan University - Retail Leadership Degree A	07/10/2019	<div style="width: 100%;"></div>	30/09/2023		

Menu

The left hand side contains the menu when viewing an apprentice's profile.

Retail, George Test

- Learner Overview
- Delivery Plan**
- Qualifications
- Units
- Assessments
- Evidence
- Gap Analysis
- Reviews
- Placements
- Documents / Notes
- Additional Notes
- Learning and Contact Hours
- Course Documents
- COLD
- Additional Forms
- IQA Interactions

Apprentice records

When you select an apprentice from the learner list, you land on their overview page. You will see: Learner Details, Programme Details, Officers, Employer, Upcoming or overdue reviews, reviews awaiting acceptance and the programme summary

Learner Details	
George Test Retail	Ident 00421
4 Coleridge Lane	ULN 1234567891
Hornsey	Learner Ref No. PJGJI48LW4C4
N8 8EA	NI Number JT102030B
T: 07598421178	Any LSF No
M: 01612476057	Disability No
E: b.aspinall@mmu.ac.uk	Health Problem None
DOB: 10/07/1977	Difficulty None
Download Portfolio Snapshot	Username TRN00001 <input type="button" value="Email Username"/>
	Password [Password changed by learner]
	Last Logged In 12/09/2019

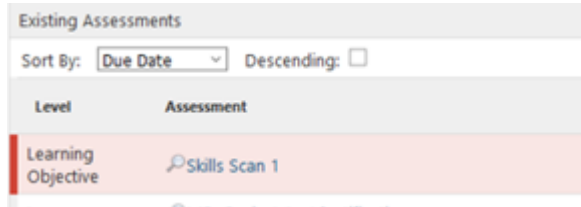
Programme Details	Officers	Employer
Programme Level 4+ App Standard	Main Adviser Osman Javaid	Test
Start Date 10/07/2019	Training Adviser Ben Aspinall	1 Test Street
Expected End 30/10/2023	Careers Adviser	SK6 7BG
End Date	Placement Adviser	C: Ben Test
Last IQA None done	Mentor James Walker	T:
	Lead Assessor	M:
	Lead IQA	E:
	Lead EQA	ERN:

Reviews Upcoming or Overdue				
Type	Proposed	Actual Date	Attended	Main Adviser
Normal Edit View	01/08/2019		Unknown	Ben Aspinall
Normal Edit View	17/09/2019		Unknown	

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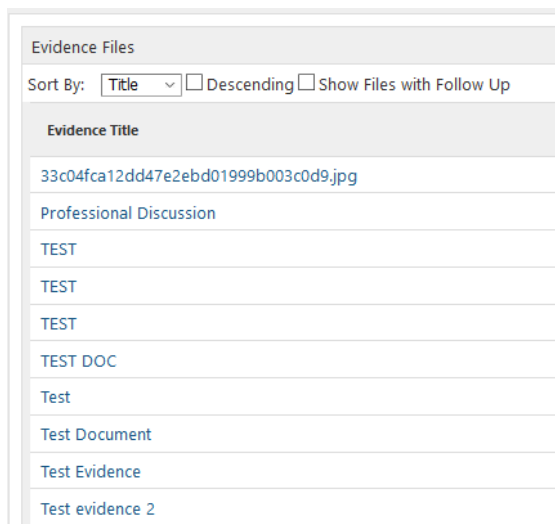
Assessments

Whilst you can view the assessments you will see the skill scan self-assessments that are required to be completed intermittently through the year for the students to reflect on their development through the ACP standards.



Evidence

The Evidence section lists the evidence that has been uploaded, by either the learner, skills coach or administrator. The evidence also has a link to the ACP standards.



Preview	Download	Signed	Uploaded by	Links	Added	IQA Completed
Preview	Download		Learner	0	09/09/2019	
Preview	Download	Ⓢ	Tracy Thomson	3	20/08/2019	
Preview	Download		Learner	0	19/07/2019	
Preview	Download		Learner	0	19/07/2019	
Preview	Download		Learner	0	09/09/2019	
Preview	Download		Learner	1	09/09/2019	
Preview	Download		You	1	06/09/2019	
Preview	Download		You	2	14/08/2019	
Preview	Download		Learner	5	17/09/2019	
Preview	Download	Ⓢ	You	3	17/09/2019	

Reviews/actions

The Reviews section outlines the reviews that have taken place, including dates, but also notes that have been inputted by the skills coach.

Reviews				
Show:	All	Sort By:	Proposed Date	Descending: <input type="checkbox"/>
Type	Proposed	Actual Date	Attended	Main Adviser
Normal View	10/07/2019 10:00	10/07/2019	In Employer's absence	James Walker
Normal Edit View	01/08/2019		Unknown	Ben Aspinall
Normal Edit View	17/09/2019		Unknown	

Files	Signed	Notes
1		George is doing very well and his employ
0		This is where you would input an overvie
0		

An additional aspect of eAssessor is the Actions function. During the review, the agreed action discussed between the learner and tutor can be specifically outlined for the learner to focus upon.

All Review Actions	
For	Action
Learner	Access the careers pages and identify a support resource that you will use to help your progression in the workplace.
Learner	Find an opportunity to catch up on the study materials that you missed when you were off sick last week and update your OJT record.
Learner	Lead a team stand up
Learner	Improve off the job percentage

In the review itself, there are four sections available to be completed:

- Progress overview
- Detailed comments
- Employer’s comments
- Apprentice’s comments



You are also able to upload files to reviews at this stage.

Q: I have a question that is not answered by this guide, who can I contact?

You can contact your allocated skills coach, alternatively send an email enquiry to apprenticeships@mmu.ac.uk

Q: I would like adding to the mailing list to find out about employer events, news and information

Send an email with your details to apprenticeships@mmu.ac.uk

Appendix: Unit Descriptions

Core

Clinical Examination and Decision Making

The aim of this unit is to equip Advanced Clinical Practitioner apprentices to be able to use a range of approaches to safely assess all body systems, take a comprehensive history and arrive at a clinically reasoned differential diagnosis. Included in this unit is the ability to critically analyse the information gained and produce a robust management plan at an advanced clinical level, taking into account local, national policies and the available evidence base.

It is assessed by two means; a 60-minute practical examination (50%) and a 30 minute presentation (50%).

Education in Advanced Practice

This unit will allow Advanced Clinical Practitioner apprentices to critically review their own professional development and their contribution to the education of others. The unit will specifically focus on motivational and educational theories that underpin healthcare development and advanced practice.

It is assessed by a 2000-word written assignment (100%).

Leadership for Integrated Care

Leadership is of critical importance to advanced clinical practice in the context of integrated health and social care. In this unit, apprentices will have the opportunity to interrogate the complexities of leadership and team working in contemporary health and social care settings. They will explore the evidence that informs effective leadership in the integrated and/or interdisciplinary care context. They will critically reflect upon the intricate interpersonal and inter-professional relationships demanded by integrated care. Alongside this, apprentices will explore the values that underpin successful leadership and excellence in service delivery.

It is assessed by two means; a 2250 written assignment (50%) and a 20-minute presentation (50%).

Research Methodology for Quality Improvement

This unit introduces the apprentice to the concept of quality improvement applied within the contexts of clinical practice and healthcare delivery. It will prepare the apprentice to design and undertake sound quality improvement projects within their own area(s) of clinical practice.

It is assessed by a 3,500-word written assignment: a proposal of a quality improvement or research project, including ethical considerations (100%).

Research Methodology for Quality Improvement Practice Project

This unit will enable the apprentice to apply and integrate relevant knowledge, understanding, and skills developed within the Research Methodology for Quality Improvement unit. This is achieved through the production of a scholarly piece of work related to quality improvement within their own area of clinical practice.

It is assessed by two means; a journal manuscript (75%) and a 30-minute viva (25%).

ACP portfolio (20 practice-based credits only)

This 20-practice credit-based unit is completed at the end of the MSc in Advanced Clinical Practice (ACP) programme and is developed and progressed throughout the entire programme. This practice-based unit is mandatory and must be passed in order for the students to be eligible to undertake the End Point assessment.

The focus of this unit is to allow Advanced Clinical Practice apprentices to demonstrate their engagement with the clinical / work-based competencies that are a formal part of the unit. It will be demonstrated through the completion of a work-based clinical portfolio.

This unit complements the academic credit-based units that are awarded through successful completion of the ACP programme and demonstrates the application of these academic units in clinical practice. It is therefore integral to the ACP journey. The ACP apprentice is expected to complete these aspects of the programme as part of their day to day practice. The aim of this portfolio is to pull all of the clinical experiences together as a formal assessed portfolio of experience.

It is assessed by gaining service user feedback, completing six reflections about their development towards the ACP portfolio, completing a PDP and completing the bespoke and technical skills log

End Point Assessment

The End Point Assessment (EPA) plan forms the final part of the integrated degree apprenticeship for Advanced Clinical Practitioner (ACP) at level 7. The EPA dictates the learning outcomes, assessment strategy and marking criteria and must be followed by the university. Please see the link below

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<https://www.instituteforapprenticeships.org/media/1696/advanced-clinical-practice-assessment-plan-for-publication-march2018.pdf>

There are two assessments: 2hr Open Book Exam (50%), where three clinical case studies have to be taken into the exam, that have been observed and signed by the Supervisor.

The other assessment is a presentation of a theoretic change in practice (50%), this includes a 1500-word report and a 35 minutes presentation on implementing and evaluating the change stated. It is assessed by two means; a journal manuscript (75%) and a 30-minute viva (25%).

Flexible Clinical Options

Radiology in MSK

The aim of this unit is to prepare apprentices working in an MSK role to work effectively within a multidisciplinary team and develop an understanding of the use and limitations of the range of imaging techniques utilised in the assessment of MSK presentations.

It is assessed by two means; a 40-minute practical examination (50%) and a 40 minute multiple choice examination (50%).

Non-Medical Prescribing

To prepare suitably qualified nurses and AHPs to become safe and competent independent/supplementary prescribers (for NMC registrants and HCPC registered physiotherapists, therapeutic radiographers, podiatrists and paramedics) or supplementary prescribers (HCPC registered dieticians and diagnostic radiographers).

It is assessed by 4 means; a 45-minute drug calculation examination (P/F), a 90-minute multiple choice short answer pharmacology examination (P/F), a 4,000 word portfolio (100%) and an assessment of practice (P/F).

Advanced Care of the Mental Health Patient

This unit covers the advanced clinical practice apprentices' care of individuals, living with mental health issues across a variety of health settings. This is of critical importance to advanced clinical practice given the developing context of integrated health and social care working environments.

It is assessed by a 40-minute oral case study presentation (100%) that assesses the student's ability to explore and reflect on a range of health care interventions for individuals living and coping with mental health issues.

Advanced Care of the Frail and Older Adult

Advanced Clinical Practice

To suitably prepare the advanced clinical practitioner apprentice to recognise frail patients, assess, clinically reason and manage them appropriately and collaboratively across primary and secondary care. This is of critical importance to advanced clinical practice given the developing context of integrated health and social care working environments

It is assessed by a 40-minute oral case study presentation (100%) that assesses the student's ability to assess and manage an episode of care for a frail and/or older patient.

Advanced Treatment and Diagnostics of the Acutely Ill Patient

The aim of this unit is to equip the Advanced Clinical Practitioner apprentice with the necessary skills and knowledge to request and interpret diagnostic tests in order to effectively plan and manage complex and unpredictable episodes of care.

It is assessed by a 40-minute practical assessment (100%) that will assess the student's ability to deliver and critique advanced treatments and diagnostics in a simulated environment.

Advanced Practice Independent

This unit in year 1 and / or year 2 of the programme provides the apprentice with an opportunity to develop their advanced practice knowledge base in a chosen, relevant area of advanced clinical practice. This includes reference to the four pillars of advanced practice, essential to advanced clinical practice.

It is assessed by a 2,500-word written assignment (100%) based on an agreed topic from the student's own area of practice.

Advanced MSK Practice

The content of this unit is essential for those Advanced Clinical Practitioner apprentices working in/ entering a first contact role / primary care. This unit covers ordering and interpreting imaging, rheumatology and blood tests, red flags, pain pharmacology and advanced MSK reasoning.

It is assessed by two means; a 30-minute practical examination (50%) and a 2,250 word clinical case study (50%).

Injection Therapy

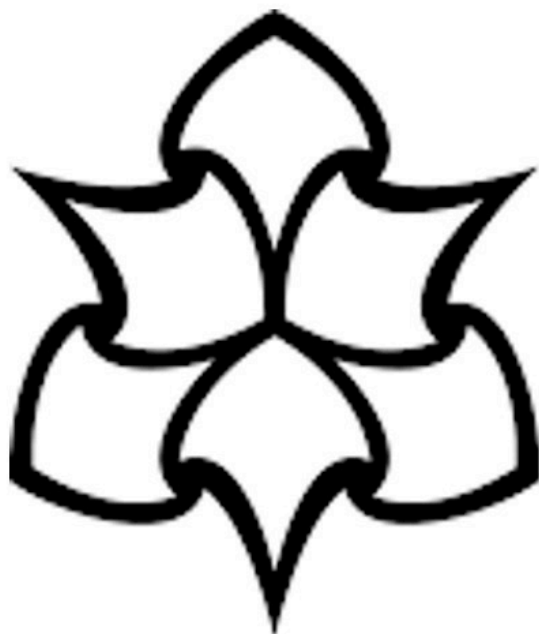
This unit is essential for those Advanced Clinical Practice apprentices working in / entering a first contact role / primary care; to develop cognitive and psychomotor skills essential to the advancement of the clinician specialising in injection treatments for musculoskeletal lesions.

It is assessed by two means; a 45 minute practical examination (50%) and a 2,250 word clinical case study (50%).

Evidence based approach to stroke management

This unit will help qualified Health Care professionals from a range of disciplines to gain an in-depth understanding of the causes, nature, assessment and identification of stroke, including: investigations, emergency treatment, common stroke mimics, scoring systems, stroke thrombolysis and intra-arterial and surgical interventions. The unit will also cover post stroke/longer term care including positioning, nutrition, mood, medication and physiological monitoring. The multi-professional management of patients during stroke rehabilitation will be addressed including the role of the wider multi-disciplinary team, psychological assessment and how the Mental Capacity Act affects stroke care. Participants attending this unit must be registered health care professionals working within stroke services.

It is assessed by a poster presentation (100%) including 15 minutes of questions.



mmu.ac.uk/apprenticeships

apprenticeships@mmu.ac.uk

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