



# MANAGER AND MENTOR WORKSHOP

## ADVANCED CLINICAL PRACTITIONER MASTERS DEGREE APPRENTICESHIP

Three-Year Programme





## Agenda

- Introduction to Manchester Met
- Introduction to the Advanced Clinical Practitioner Masters Apprenticeship
- Overview of the academic programme
- Review meetings and the role of the Skills Coach
- Role of the manager and mentor
- Workshop





## A modern university

- UKs 7<sup>th</sup> largest, and one of the most popular and diverse universities:
  - 38,000 students
  - almost 2,000 academics
- £350m investment programme
- £139m Health Building
- Degree Apprenticeships align with university's aims – Partnership, Community and Ambition





## Specialist university for degree apprenticeships

- Started delivery in 2015 with 60 degree apprentices
- Expanded into Health in 2017
- More than 1,700 degree apprentice students
- Working with over 250 of the UK's leading employers
- Dedicated Apprenticeship Unit
- First ACP Apprenticeship in January 2019
  - Now 74 in total





## Meet the 2020 cohort



Manchester University  
NHS Foundation Trust



East Cheshire  
NHS Trust



Greater Manchester  
Mental Health  
NHS Foundation Trust

**Monarch Medical Centre**



The Christie  
NHS Foundation Trust



North West  
Boroughs Healthcare  
NHS Foundation Trust



Blackpool Teaching Hospitals  
NHS Foundation Trust



Bolton  
NHS Foundation Trust




Pennine Care  
NHS Foundation Trust



**Ilex View Medical Practice**

**Firsway Health Centre**

The Pennine Acute Hospitals   
NHS Trust



## Your programme team

<b>Kay Hurst</b>	Programme Leader and Senior Lecturer Department of Health Professions	<a href="mailto:k.hurst@mmu.ac.uk">k.hurst@mmu.ac.uk</a> 0161 247 2229
<b>Anna Kime</b>	Programme Leader and Senior Lecturer Department of Nursing	<a href="mailto:a.kime@mmu.ac.uk">a.kime@mmu.ac.uk</a> 0161 247 2401
<b>Diane Reid</b>	Senior Lecturer	<a href="mailto:d.reid@mmu.ac.uk">d.reid@mmu.ac.uk</a>  (Available via email Wednesdays only)
<b>John Williams</b>	Apprenticeship Development Manager	<a href="mailto:john.williams@mmu.ac.uk">john.williams@mmu.ac.uk</a> 0161 247 3720
<b>Apprenticeship Enquiries</b>	Apprenticeship Unit	<a href="mailto:apprenticeships@mmu.ac.uk">apprenticeships@mmu.ac.uk</a> 0161 247 3720
<b>Michelle Walker</b>	Enhanced Level Skills Coach	<a href="mailto:m.walker@mmu.ac.uk">m.walker@mmu.ac.uk</a> 0161 247 3098



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# Programme Content

A masters apprenticeship with the ability to also develop clinical skills and competencies as a trainee and upon successful completion work as an ACP.





## Apprenticeship Standard

### Knowledge

*Through formal learning and applied according to clinical setting*

### Skills

*Acquired and developed in the workplace*

### Behaviours

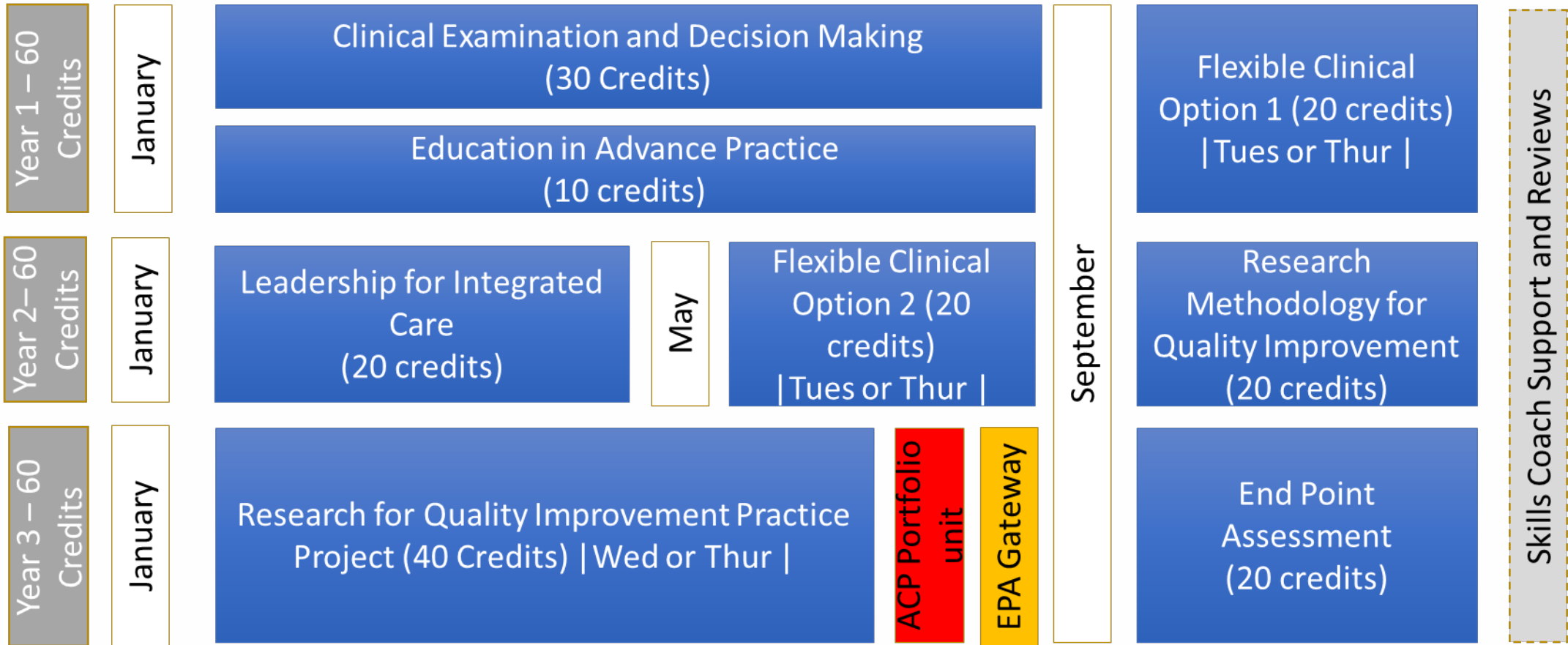
*Developed and exhibited in the workplace*

- Advanced Clinical Practitioners are experienced clinicians who demonstrate expertise in their scope of practice.
- They combine expert clinical skills with research, education and clinical leadership
- They work as part of the wider health and social care team and across traditional professional boundaries in health and social care.

[www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree](http://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree)



# ACP Programme Structure

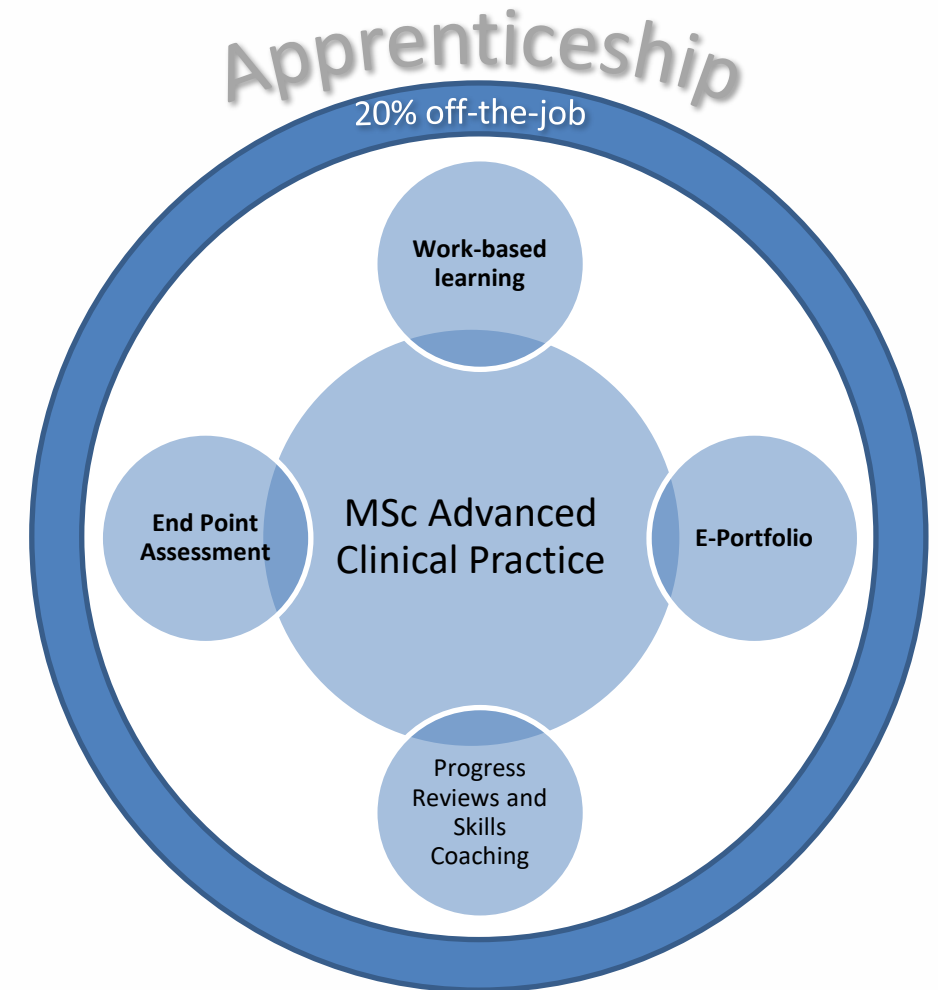


Delivery is typically on Wednesdays unless indicated



## Advanced Clinical Practice (ACP) Masters Apprenticeship

- Designed to meet the four pillars of practice
- 3 year programme
- Core and Flexible modules developed collaboratively
- Bespoke online portfolio to record clinical competencies
- Integrated End Point Assessment Unit that confers award of apprenticeship and masters
- Delivery is typically one day per week
- Recommended additional time for clinical supervision, skills development

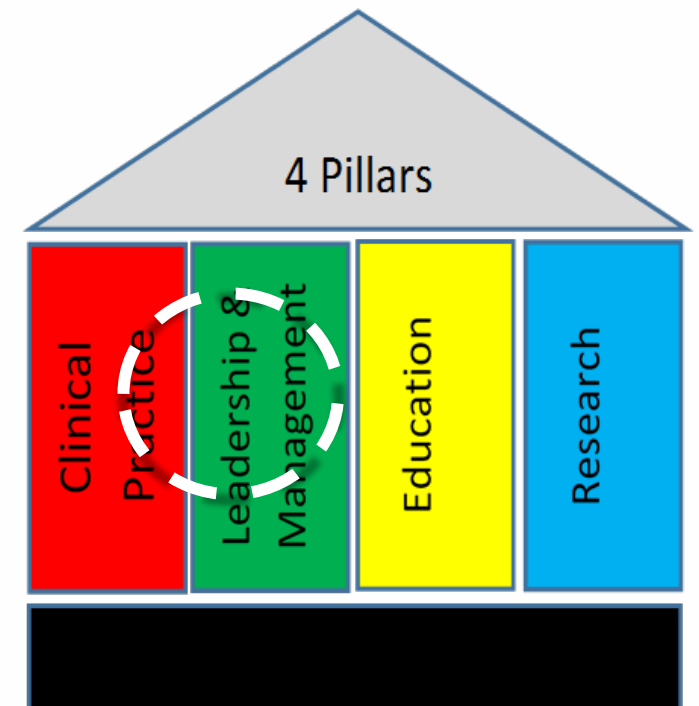




## Clinical Examination and Decision Making

**“Apprentices need to be able to assess ALL body systems”**

- Underpinning Pathophysiology
- Core clinical examination skills
- Advanced clinical reasoning
- Generic and specialist skills
- Supports theory translated into practice

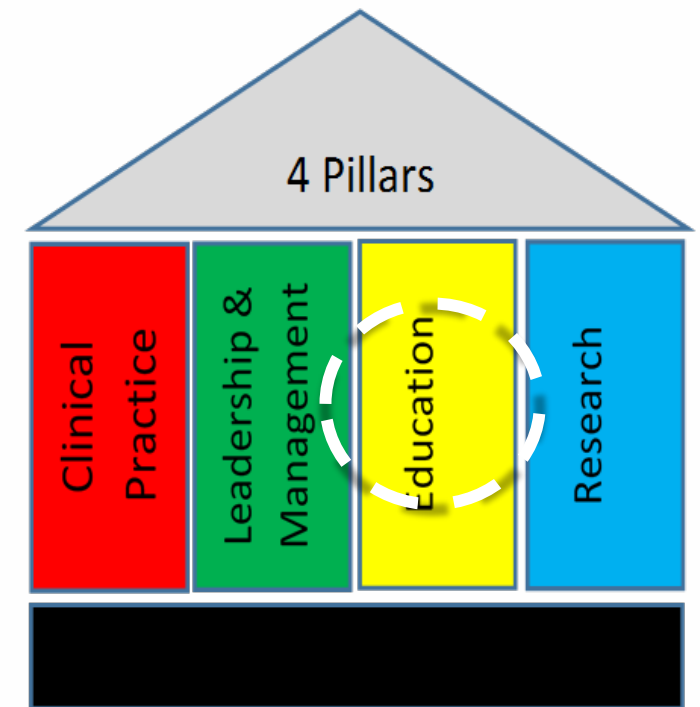




## Education in Advanced Practice

**“Apprentices need to be able to assess own learning needs and educate others”**

- Self-development
- Development of others
- Developing core skills as an educator
- Understanding of how to educate in the role of an ACP
- Education in the workplace
- Supporting organisational developments through education

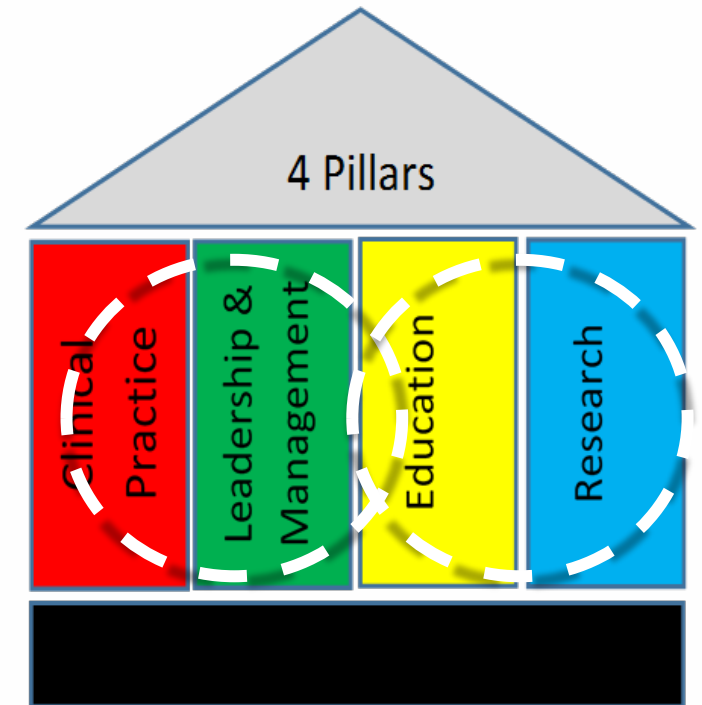


## Flexible Modules



Flexible modules in total to support the ACP in a specialist area with specific knowledge, skills and behaviours, complete two of the following discussion with employer/mentor:

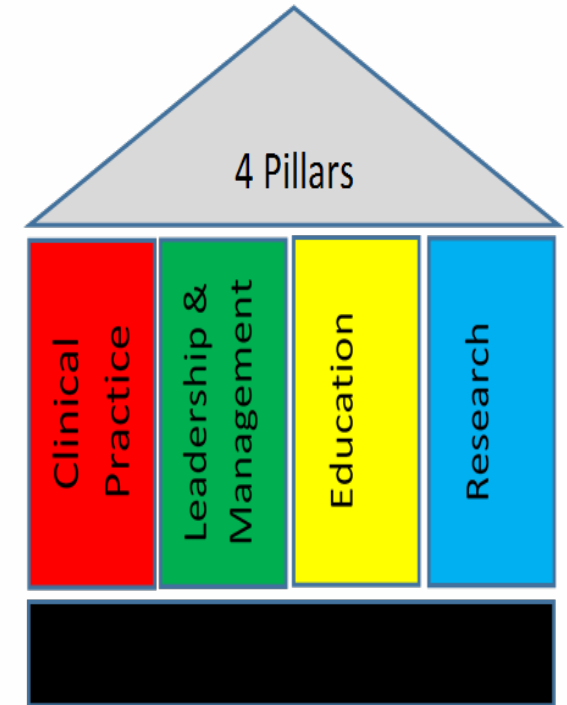
- Non-medical Prescribing
- Advanced MSK Practice
- Injection Therapy
- Radiology in MSK
- Advanced Care of the Mental Health Patient
- Advanced Care of the Frail and Older Patient
- Advanced Treatment and Diagnostics of the Acutely Ill Patient
- Evidenced Based Approach to Stroke Management
- Multi-professional Approach to Stroke Rehabilitation
- Advanced Practice Independent Study





## ACP Portfolio Unit

- 20 practice credits
- Mandatory pre-requisite for EPA gateway
- 3 elements are submitted as a portfolio
  1. Personal Development Plan covering the 4 pillars
  2. 4 Reflective Case Studies (maximum 1500 words each)
  3. Technical and Bespoke Skills Log – assessed in practice





## Technical and Bespoke Skills Log

### Technical Skills Log

- Competencies assessed in practice
- Cover all body systems
- To be achieved prior to EPA gateway
- Pass or Refer basis
- Any required re-assessment to be negotiated between skills coach / university and workplace

### Bespoke Skills Log

- Additional competencies specific to area of practice
- To be achieved prior to EPA gateway
- Pass or Refer basis
- Any required re-assessment to be negotiated between skills coach / university and workplace



## Assessment Methods

- **Units assessed through a variety of methods:**
  - Practical Assessments
  - Case presentations
  - Presentations
  - Written Assignments
- **End point assessment**
  - Open book exam
  - Case report
  - Presentation

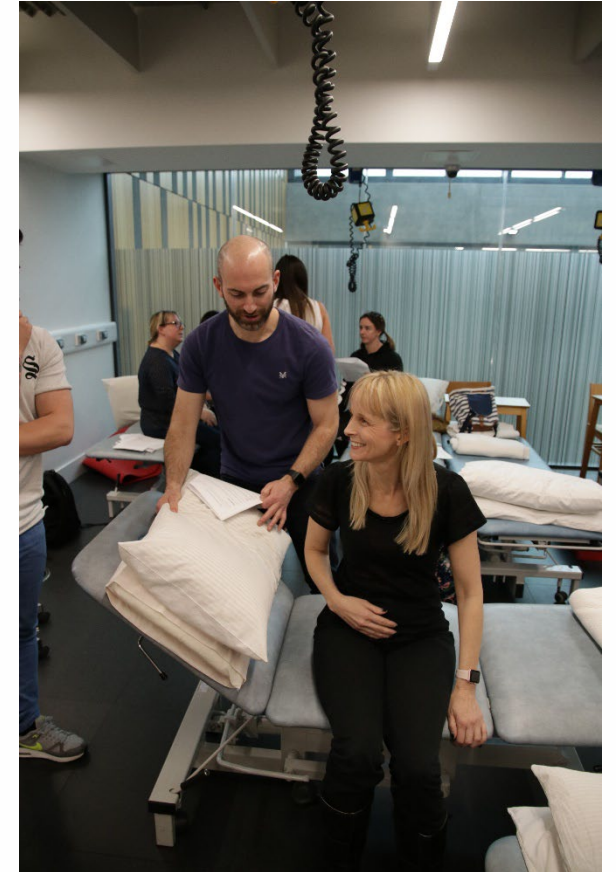






## End Point Assessment

- The End Point Assessment (EPA) 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 [www.instituteforapprenticeships.org/media/1696/advanced-clinical-practice-assessment-plan-for-publication-march2018.pdf](http://www.instituteforapprenticeships.org/media/1696/advanced-clinical-practice-assessment-plan-for-publication-march2018.pdf)
- It is assessed by two means;
  - a 2 hour open book examination (50%) and a
  - 35 minute presentation (50%)





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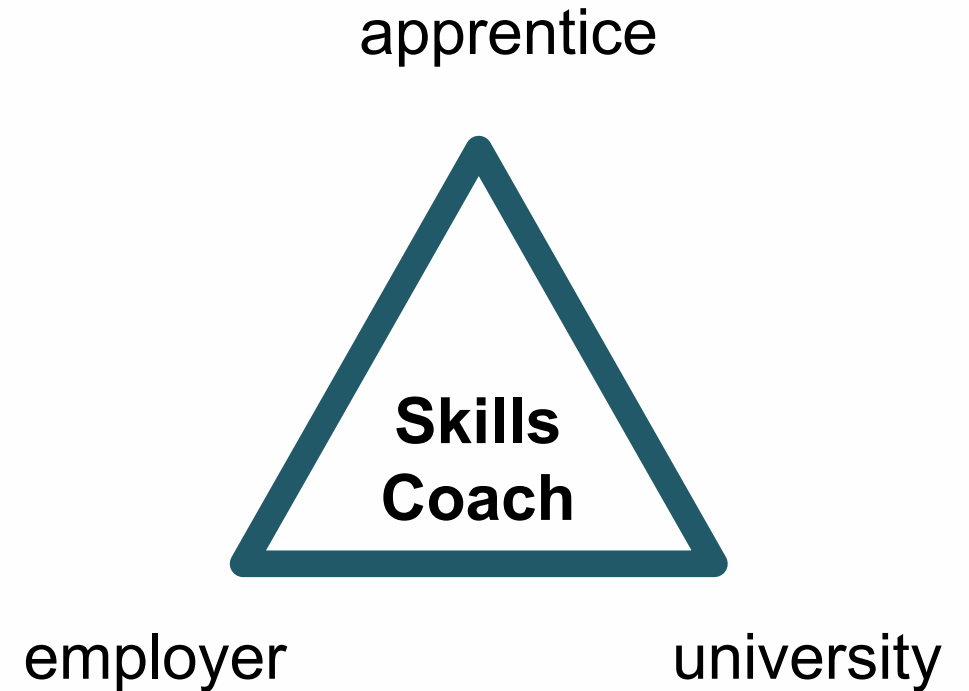
# Skills Coaches, Managers and Mentors





## Skills Coaches

- **Three-way relationship** between you (apprentice), us (University) and your employer.
- **Skills coach** is the ongoing connection between all three.
- Regular **reviews** to help monitor progress, set targets, record clinical competencies and encourage development.
- Try to attend reviews, but at a minimum you will be asked to review and sign off each record.
- You don't always need to wait till reviews. Get in touch!





## Reviews

- Typically three times per year
- 3-way dialogue including your line manager and mentor
- Contractual obligation
- University and work progression
- SMART target setting
- Mapping clinical competencies to the one file e-portfolio
- Capturing Skills and Behavioural evidence in the workplace
- Identifying any support needs
- Can be referred for specialist support where necessary





## 20% Off-the-job Training

Any apprentice must undertake 20% off-the-job training during their Apprenticeship



**Off-the-job training is defined as:**

*“training received by the Apprentice, during the Apprentice’s regular working hours, for the purpose of achieving their Apprenticeship.*

*It needs to be directly relevant to the Apprenticeship framework or standard, teaching new knowledge, skills and behaviours required to reach competence in the particular occupation.”*



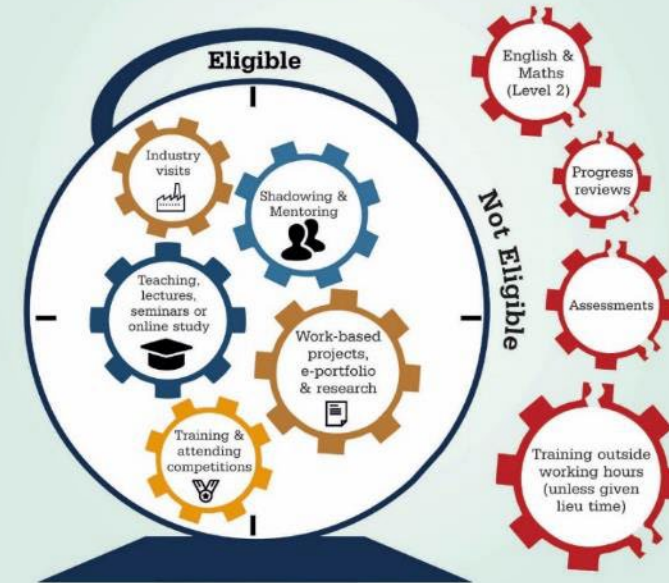
## 20% Off-the-job Training

20% off-the-job training is a requirement of the apprenticeship.

- Time to study
- Time to develop practice skills
- Time to gain exposure to new areas of operations
- Time to research and explore assignment topics

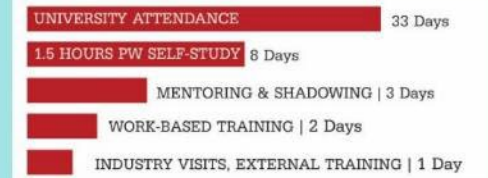
An important part of any apprenticeship is being given sufficient time to learn new knowledge and skills, and develop new behaviours. The ESFA, the funding body for apprenticeships decides that this should constitute no less than 20 per cent of an apprentices usual working time.

So, what activities can count towards the 20 per cent rule?



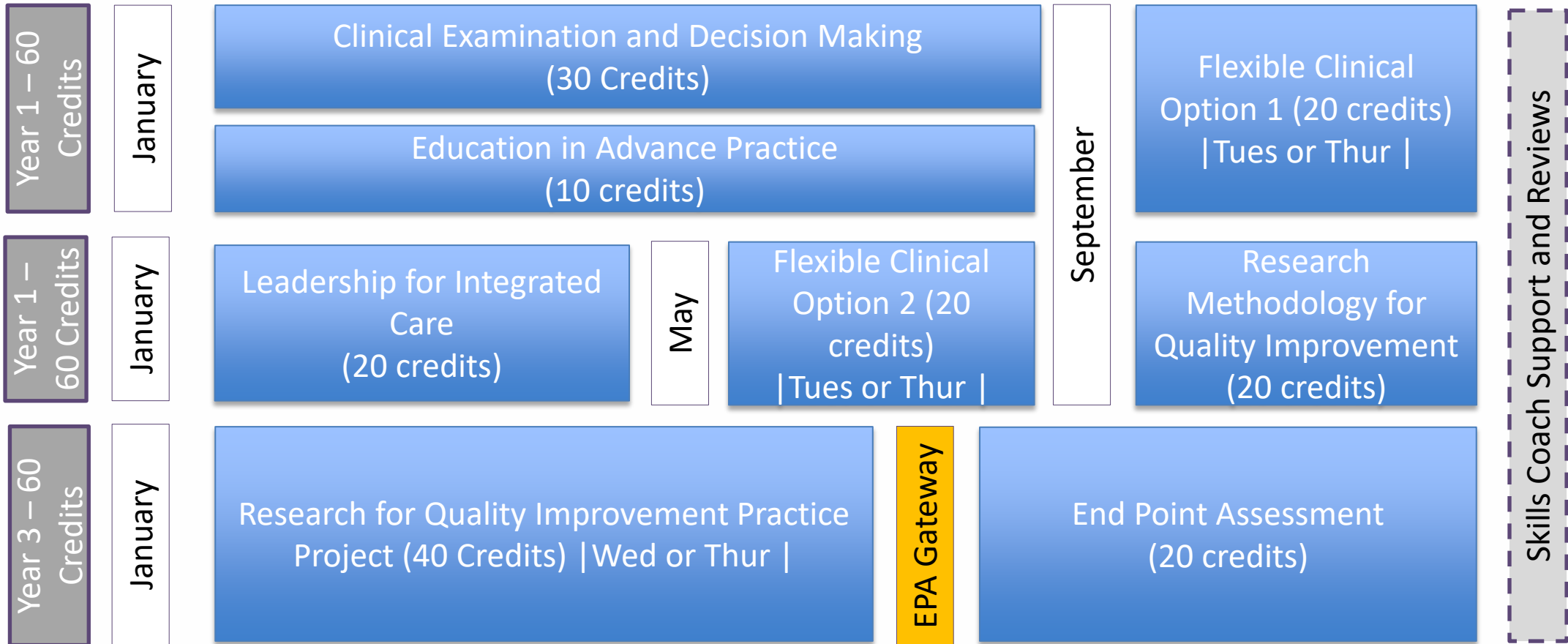
### How the 20 per cent rule can work in practice

It may seem challenging to meet the 20 per cent commitment. However, when your apprentice's university time is combined with some of their regular mentoring and training you will be surprised how quickly time adds up. An example is below:





# When is evidence required?

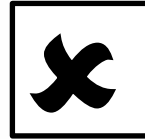


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## Which of these qualify as Off-the-job?

Trust wide data security e-learning course



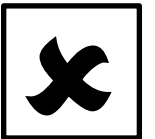
Shadowing senior clinician



Researching advanced practice at your organisation



Reading in the evenings ahead of University days







## Mentor role

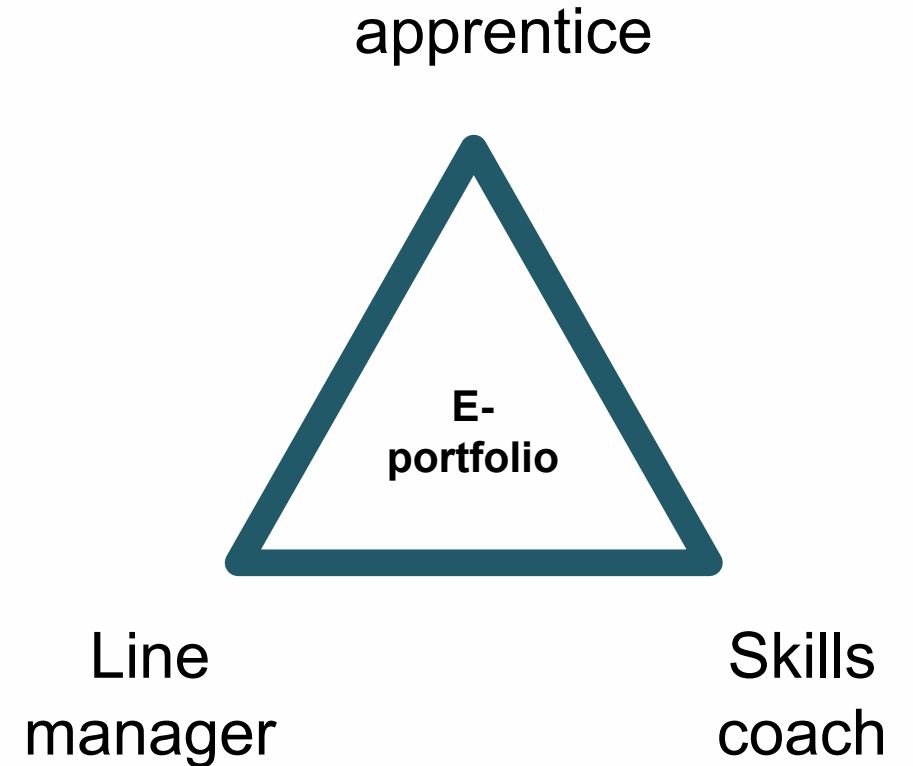
- Requirements that a clinical mentor is available to each apprentice
- Mentors should be suitably qualified in advanced practice or medics
- Someone who can facilitate skills development and create opportunities for apprentices
- Take part in the reviews and support target setting and development
- Sign off reviews and provide feedback where necessary
- Confirm readiness of apprentice to undertake EPA
- Help us to make early interventions





## E-portfolio

- E-portfolio used to track apprentice development
- Reviews are stored in the e-portfolio and need to be signed
- Records 20% Off the Job Training, so it can be evidenced at EPA Gateway
- Record of attendance and university progression
- Record of development in the workplace
- Manager and mentor log-in details, plus guidance will be supplied at appropriate time





# eAssessor

Knowledge

- K1 Retail Landscape – current and future
- K2 Retail product life cycle
- K3 Retail innovation and the digital challenge
- K4 Retail Marketing and the customer
- K5 Retail Supply Chains
- K6 Retail Finance, Data and Management Information (MI)
- K7 The impact of change in Retail on our people

Pre-loaded with relevant standard

Learning

LEARNING OBJECTIVE SCAN Skills Scan 01  
 B1 B2 B3 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S17 S18 S19 S20 S21 S22 S23 S24 S25 S26 S27 S28 S29 S30 S31 S32 S33 S34 S35 S36 S37 S38 S39 S40 S41 S42 S43 S44 S45 S46 S47 S48 S49 S50 S51 S52 S53 S54 S55 S56 S57 S58 S59 S60 S61 S62 S63 S64 S65 S66 S67 S68 S69 S70 S71 S72 S73 S74 S75 S76 S77 S78 S79 S80 S81 S82 S83 S84 S85 S86 S87 S88 S89 S90 S91 S92 S93 S94 S95 S96 S97 S98 S99 S100

RESOURCES 360 Degree Behaviour Feedback  
 B1 B2 B3 S1 S2 S3 S4

PORTFOLIO Unit 1 Assessments  
 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S17 S18 S19 S20 S21 S22 S23 S24 S25 S26 S27 S28 S29 S30 S31 S32 S33 S34 S35 S36 S37 S38 S39 S40 S41 S42 S43 S44 S45 S46 S47 S48 S49 S50 S51 S52 S53 S54 S55 S56 S57 S58 S59 S60 S61 S62 S63 S64 S65 S66 S67 S68 S69 S70 S71 S72 S73 S74 S75 S76 S77 S78 S79 S80 S81 S82 S83 S84 S85 S86 S87 S88 S89 S90 S91 S92 S93 S94 S95 S96 S97 S98 S99 S100

PORTFOLIO Unit 2 Assessments  
 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S16 S17 S18 S19 S20 S21 S22 S23 S24 S25 S26 S27 S28 S29 S30 S31 S32 S33 S34 S35 S36 S37 S38 S39 S40 S41 S42 S43 S44 S45 S46 S47 S48 S49 S50 S51 S52 S53 S54 S55 S56 S57 S58 S59 S60 S61 S62 S63 S64 S65 S66 S67 S68 S69 S70 S71 S72 S73 S74 S75 S76 S77 S78 S79 S80 S81 S82 S83 S84 S85 S86 S87 S88 S89 S90 S91 S92 S93 S94 S95 S96 S97 S98 S99 S100

LEARNING OBJECTIVE SCAN Skills Scan 02  
 K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 K35 K36 K37 K38 K39 K40 K41 K42 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 K54 K55 K56 K57 K58 K59 K60 K61 K62 K63 K64 K65 K66 K67 K68 K69 K70 K71 K72 K73 K74 K75 K76 K77 K78 K79 K80 K81 K82 K83 K84 K85 K86 K87 K88 K89 K90 K91 K92 K93 K94 K95 K96 K97 K98 K99 K100

PORTFOLIO Unit 3 Assessments  
 K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 K35 K36 K37 K38 K39 K40 K41 K42 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 K54 K55 K56 K57 K58 K59 K60 K61 K62 K63 K64 K65 K66 K67 K68 K69 K70 K71 K72 K73 K74 K75 K76 K77 K78 K79 K80 K81 K82 K83 K84 K85 K86 K87 K88 K89 K90 K91 K92 K93 K94 K95 K96 K97 K98 K99 K100

PORTFOLIO Unit 4 Assessments  
 K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 K35 K36 K37 K38 K39 K40 K41 K42 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 K54 K55 K56 K57 K58 K59 K60 K61 K62 K63 K64 K65 K66 K67 K68 K69 K70 K71 K72 K73 K74 K75 K76 K77 K78 K79 K80 K81 K82 K83 K84 K85 K86 K87 K88 K89 K90 K91 K92 K93 K94 K95 K96 K97 K98 K99 K100

PORTFOLIO Unit 5 Assessments  
 K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 K35 K36 K37 K38 K39 K40 K41 K42 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 K54 K55 K56 K57 K58 K59 K60 K61 K62 K63 K64 K65 K66 K67 K68 K69 K70 K71 K72 K73 K74 K75 K76 K77 K78 K79 K80 K81 K82 K83 K84 K85 K86 K87 K88 K89 K90 K91 K92 K93 K94 K95 K96 K97 K98 K99 K100

LEARNING OBJECTIVE SCAN Skills Scan 03  
 K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 K23 K24 K25 K26 K27 K28 K29 K30 K31 K32 K33 K34 K35 K36 K37 K38 K39 K40 K41 K42 K43 K44 K45 K46 K47 K48 K49 K50 K51 K52 K53 K54 K55 K56 K57 K58 K59 K60 K61 K62 K63 K64 K65 K66 K67 K68 K69 K70 K71 K72 K73 K74 K75 K76 K77 K78 K79 K80 K81 K82 K83 K84 K85 K86 K87 K88 K89 K90 K91 K92 K93 K94 K95 K96 K97 K98 K99 K100

Maps assessments to Knowledge, Skills and Behaviours

Reviews

Show: All Sort By: Proposed Date Descending:

Type	Proposed	Actual Date	Attended	Main Adviser
Normal <a href="#">View</a>	10/07/2019 10:00	10/07/2019	In Employer's absence	James Walker
Normal <a href="#">Edit</a>   <a href="#">View</a>	01/08/2019		Unknown	Ben Aspinall
Normal <a href="#">Edit</a>   <a href="#">View</a>	17/09/2019		Unknown	

Review archive (access, review and sign off)



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# Resources and what to expect next





## Information for Employers

- Personalised information in terms of progression will be available on the e-portfolio
- Employer information pages on our website, with timetables and other documents
- Will be updated throughout the year
- Accessible at [www.mmu.ac.uk/apprenticeships/resources/acp](http://www.mmu.ac.uk/apprenticeships/resources/acp)
- Should any details change relating to mentors, please let us know

Apprenticeships - Resources - Advanced Clinical Practitioner Employer Information

### Apprenticeship Information

Information for Employers of Advanced Clinical Practitioner Master's Apprentices

Welcome to our information for employers of Advanced Clinical Practitioner Master's Apprenticeship students. If there is any information that you need, not listed on this page, please contact the apprenticeships unit on [apprenticeships@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk) or call 0161 247 3720.

[Line Manager and Mentor Information](#) ∨

[Apprentice Timetables](#) ∨

[End Point Assessment](#) ∨

[Safeguarding Advice](#) ∨

[E-portfolio](#) ∨

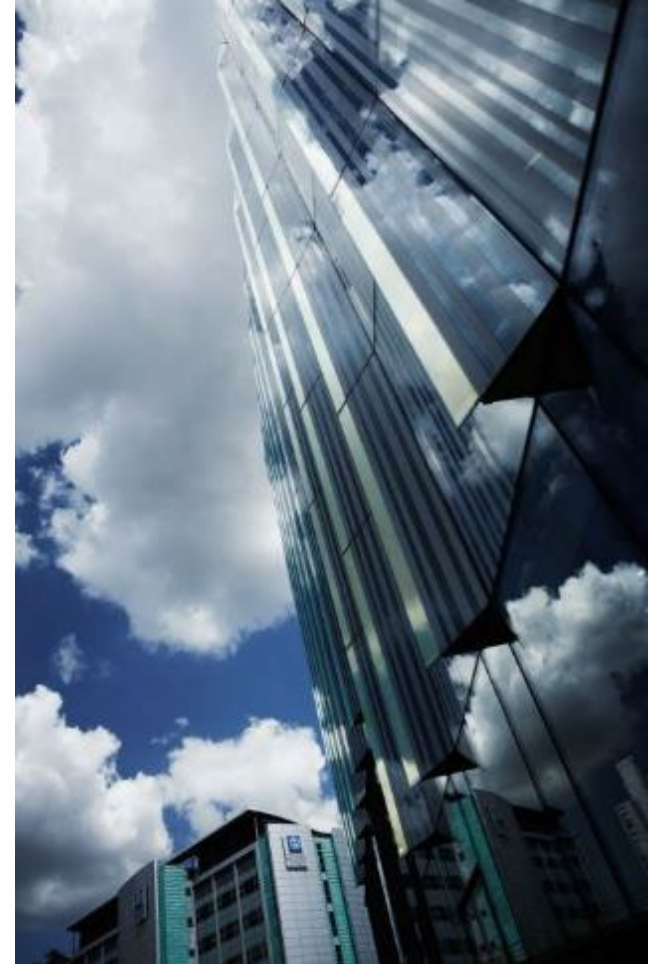
[Apprenticeship off-the-job guidance](#) ∨

[Workplace Induction Checklist](#) ∨



## Apprentice worries

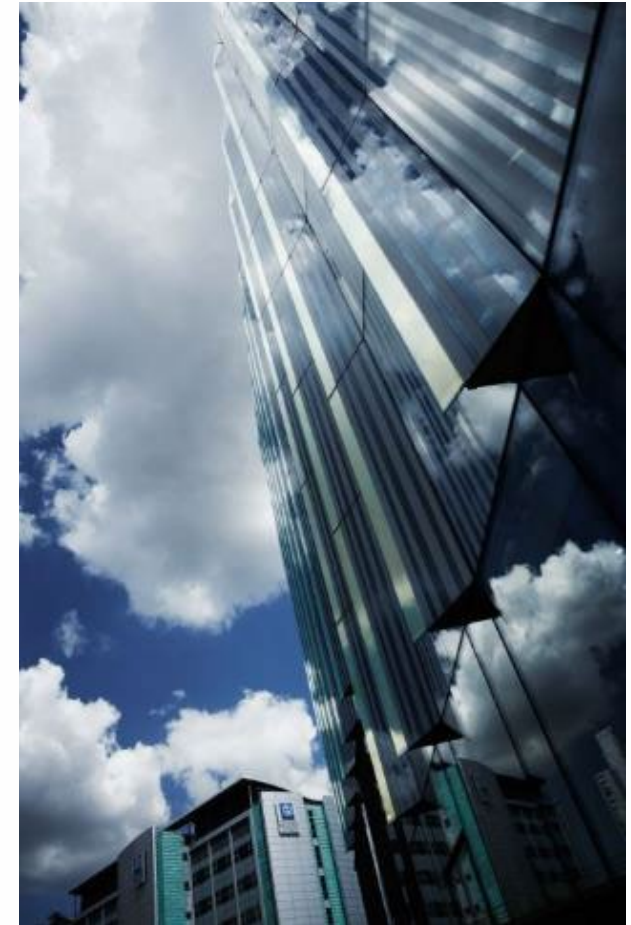
- Will I be academically capable?
- I am still in my previous role, so how will I develop my skills in practice?
- Will my manager and mentor have very different expectations of me and my future role?
- Will I have enough time?
- How do I balance work and study?
- My colleagues don't understand the features and benefits of the ACP role
- How can I be exposed to systems that I may not see in my given speciality?





## Combating these worries

- Apprentices will have met the academic entry criteria and will be well supported through their academic journey
  - Encourage them to engage with extra support if they lack confidence
- Apprentices will be required to have time in practice to meet their competencies
  - We would recommend at least some protected time, but ensure you are open and honest with your apprentice to manage their expectations
- Managers and mentors need to agree a shared vision of what the role of the apprentice is during the programme and ultimately post qualification (*business case for funding*)
- Ask your apprentices to present to the wider team the features and benefits of the role of the ACP
- Apprentices will be required to visit other clinical areas to gain exposure to conditions not found in their speciality





## What your apprentices received at the Induction (8<sup>th</sup> Jan)

- Introduced to the programme, expectations and our student commitment
- Understanding the apprenticeship standard
- Introduction to the e-portfolio and off-the-job requirements
- Vital study skills sessions
  - Referencing
  - Using the library
- Getting to know their surroundings
- Bringing together the group as a community of multi-professional learners







## Group Discussion

In small groups use the IfA ACP Standard to answer the following questions:

- Try to identify any knowledge, skills and behaviours you think could be challenging to achieve.
- How are you going to ensure that your apprentice meets the ACP requirements?
- What opportunities and challenges do you foresee as we progress through the apprenticeship?
- General questions?





## Last of all

- Get to know the apprenticeship standard to help apprentices identify opportunities for development and application of knowledge
- Try to meet your apprentices regularly, offer support and help them to network across the organisation
- Get involved in a programme advisory board
  - We hold termly meetings to discuss programme developments and ways to work closely together. Let us know if you are happy to be involved?





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# Thank You

