



**Manchester  
Metropolitan**  
University

## **Faculty of Health and Education**

*MSc in Advanced Clinical Practice  
Degree Apprenticeship  
End Point Assessment*

*Apprentices Handbook*

*2023-2024*

## Contents

Welcome by the Programme Team .....	3
EPA gateway criteria .....	3
End Point Assessment methods.....	4
Open book exam.....	4
Case study criteria.....	4
Presentation of practice.....	5
Element 1: Clinical practice change report.....	5
Report template assessment guidance.....	6
Element 2: Presentation of practice .....	7
Presentation assessment guidance.....	7
Marking criteria for the EPA .....	8
Grading .....	8
Quality Assurance .....	9
Assessment strategy .....	9
Evidenced Extension.....	9
Personal Learning Plan (PLP).....	10
Failed End Point Assessment Process .....	10
Assessment Regulations.....	11
Appendix 1: Advance Clinical Practitioner Standards .....	12
Appendix 2 Open Book Exam Rubric .....	17
Appendix 3: Clinical Change of Practice report rubric.....	19
Appendix 4: Presentation of change rubric.....	21
Appendix 5: CASE STUDY TEMPLATE TO SUPPORT END POINT ASSESSMENT: OPEN BOOK EXAMINATION .....	23
Appendix 6: Clinical change practice report.....	24

## Welcome by the Programme Team

Welcome to the End Point Assessment, this is the final unit on the MSc Advanced Clinical Practice Degree Apprenticeship programme. Congratulations on making it to this point in your MSc and we wish you every success as you embark on the final stage of your Advanced Clinical Practice journey. This handbook provides specific information about the End Point Assessment and should be read alongside;

- [The Advanced Clinical Practitioner Standards](#)
- [The Advanced Clinical Practitioner Assessment plan](#)

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## EPA gateway criteria

Prior to being able to complete the End Point Assessment, there are five criteria's that needs to be met to ensure that you are prepared for this final assessment, this includes the following:

- Registered with a statutory health and /or social care regulator
- Achievement of English and Mathematics qualification at a minimum of level 2
- Successful completion of 160 academic credits and 20 practice credits
- Confirmation from the employer that the student has met the ACP standards and that they are ready to progress onto the EPA
- Mandatory Off the job training minimum requirement.

You will not be able to commence the End Point Assessment without this gateway criteria being achieved.

## End Point Assessment methods

The EPA is broken down into different assessment methods to ensure that you demonstrate all of the ACP standard requirements. You cannot utilise any previously marked assessments from your programme for these assessments. See the table below:

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

### Open book exam

This assessment will be completed via the VLE platform in Moodle, where you will need to submit your clinical case studies a day prior to your Exam date. This assessment is to test the Clinical elements of the ACP standards. The exam is two hours, with eight questions. You will also be provided with 20 minutes reading time prior to the two hours to answer the questions. The marking criteria is based on evidencing your ability to meet the ACP standards within the clinical pillar. The specific marking criteria can be seen in Appendix 2 Open Book Exam Rubric.

### Case study criteria

For the open book exam, you have strict criteria for the three case studies which includes:

- The case studies must be 1500 word (+/- 10%)
- They must be written on the set template (See Appendix 5)
- The case study must be referenced, there is no set amount however you should show your evidence based clinical decision making process. The

citations in the case will be included in the word count, including any heading used to structure the case.

- The case studies must be observed for a minimum of one hour by your supervisor/employers and signed, this could be one single episode or over several direct episodes but must relate to the case study written (Typed signatures will not be accepted).
- Each case study must be mapped to only the clinical pillar of the ACP standards to show the correct knowledge, skills and behaviours.
- The case studies will be submitted on Moodle one day before the exam date and can be taken into the examination with you, they will not be marked.
- Case studies must respect confidentiality
- Failure to demonstrate safe practice will result in a failure of the assessment.

## Presentation of practice

The presentation of practice is split into two elements (see below) together these will make up 50% of the EPA grade. This is a theoretical proposed a clinical practice change, therefore does need to be a change that you will implement however it is best practice to identify a project you would like to undertake. You cannot use your Quality Improvement project from the previous module. You will be expected to submit your report via Moodle, you will also upload your PowerPoint onto Moodle a week prior to completing your presentation. Presentations will take place virtually via MS Teams.

### Element 1: Clinical practice change report

You will need to include all the ACP standards within these assessments, following the specific outcomes that have been identified. For the report you will need to follow the specific template which is not to be adjusted which is Appendix 6. No appendix can be used additionally to the set template, with the template being used to submit as part of the assessment.

## Report template assessment guidance

The report will be limited to a 1500 word count (+/- 10%) and will follow the set outcomes below, throughout the report you will need to ensure that you embed the ACP standards to achieve the requirements for the criteria (refer to the End Point Assessment Plan, Page 19 – 22). See Appendix 3 Clinical Practice Change Report Rubric for the specific assessors' criteria.

### **1. Background and Context for Practice Development in Advanced Clinical Practice** (guide 500 - 600 words)

In this part of the proposal, you will:

- 1.1 Introduce the panel to the potential area for practice development related to your scope of Advanced Clinical Practice.
- 1.2 Provide a background to your proposed clinical practice change drawing upon relevant policy, applying appropriate trends and any previous audit data, policy, legal, professional or clinical guidelines, to provide an initial rationale, alerting the panel to evidence of gaps and/or practice development needs

### **2. Review of Research Literature** (guide 400 - 500 words)

In this section you will critically evaluate evidence from the research literature to provide the panel with:

- 2.1 A brief synopsis of available research literature related to your proposed clinical practice change with justification of search strategy and limitations.
- 2.2 A critical appraisal of the research as part of the evidence base for the proposed clinical practice change.
- 2.3 Any implications or recommendations that have arisen from the research literature that need to be considered as part of the proposed clinical practice change

### **3. Clinical Practice Change Outline** (guide 500 words)

In this section you will:

- 3.1 synthesise the evidence from research, policy and practice to justify the need for a people centred change in clinical practice
- 3.2 Detail the overall aims and intended outcomes

3.3 Recognise your individual scope of practice and where you will need to involve others

3.4 Outline the resources required, including multiagency and inter-professional resources as needed

3.5 Identify how intended outcomes will be measured

## Element 2: Presentation of practice

The PowerPoint for the presentation will be submitted a week before you present via Moodle. The reason for the presentation is to draw upon the clinical practice change report and to discuss the planned implementation for the development in practice.

The presentation will be using a virtual platform that will be recorded for training and moderation purposes. The presentation will be 25 minutes (+/-10%) and 10 minutes (+/-10%) for the panel to gain clarification on any aspect of the presentation. Within the presentation there are five main outcomes that need to be covered and throughout the presentation you need to embed the ACP standards to ensure that they have met the requirements of the EPA. Within the presentation, there is certain ACP standards that will need to be met. See Appendix 4 Presentation of Practice Rubric.

The panel consists of an Assessor who is a qualified ACP and an independent university representative and may include an external examination to ensure moderation.

## Presentation assessment guidance

The outcomes that need to be discussed within the presentation is below:

1. Summary of the proposed change and indicate selected key challenges for implementation (guide 5 mins)
2. Considering one of the challenges you have raised, provide the panel with a justification of your proposed approach to leadership, articulating any models or theories that would systematically address the challenge and support change and innovation (guide 7-8 mins)

3. Considering one of the challenges you have raised, present the panel with your evidence-base strategy for educating and developing others to address the challenge and enhance the implementation (guide 7-8 mins).
4. Present the panel with your critique of the strengths and limitations of your overall presentation of practice (guide 5mins).
5. Respond to any questions or defend any challenges posed by the panel (10minutes after presentation).

## Marking criteria for the EPA

The EPA is ensuring that you can demonstrate the knowledge, skills and behaviours of the ACP standards. Therefore, it is important to understand that it is different to how you have been marked throughout the programme. For the EPA you must achieved all the standards that are in **BOLD** as a minimum, see the table below. The rubrics are demonstrating the bold and non-bold elements of each of the assessment methods.

Distinction	Merit	Pass	Fail
The apprentice demonstrates the knowledge, skills and behaviours in <b>bold</b> , plus a minimum of 4 other outcomes not in bold	The apprentice demonstrates the knowledge, skills and behaviours in <b>bold</b> , plus a minimum of 2 other outcomes not in bold	The apprentice demonstrates the knowledge, skills and behaviours in <b>bold</b>	The apprentice fails to provide sufficient systematic evidence of the knowledge, skills and behaviours in bold

## Grading

At the end of the EPA, you will receive a grade for the end point assessment and then this will support the credits towards the overall MSc grade.

See table 5 (Page 13) in the EPA plan for the list of overall apprenticeship grading.

You will receive a mark four weeks after the presentation assessment, this will be the final joint grade for the EPA.



Upon completion of the EPA the results will need to be ratified by the university board. This is standard practice for all modules within the programme. The full module must be taken to the board, therefore it may be up to two months after the results of the EPA has been provided. One week after the results go through the board the apprentices will receive a transcript that will need to be printed, this is the evidence that they have completed the programme.

Due to being an accredited course by NHS England, upon completion you will be invited to join the NHS England Centre Practitioner Directory.

## Quality Assurance

An Independent assessor will conduct your EPA, they will review your assessments. There is a set criteria that they need to have including occupational competency to be able to mark your work in accordance to the marking criteria. Alongside the EPA assessor there will be an internal moderator and then an external quality assurance from the Education Skills Funding Agency (ESFA).

## Assessment strategy

### Evidenced Extension

The University appreciates that sometimes apprentices are unexpectedly affected by circumstances outside their control which can impact on their performance in assessments. Evidenced Extensions (EE) are short-term unexpected events that have a serious impact on assessment by either preventing apprentices from attending, completing or submitting an assignment on time or significantly affecting the performance in an assessment. Apprentices will need to complete an EE form if required, which will prevent their mark in the EPA being capped at a pass. If an EE is required this must be communicated to the university (Skills coach), to be supported on the process needed.

If there are any concerns about not meeting the assessment, then the EPA module leads need to be informed to support achieving the assessment deadlines.

The EPA relies on advance clinicians to make the assessment decision, therefore in an unforeseen circumstance where the assessment is unable to take place, a rearranged assessment date will be provided and shared to the apprentice and employer via email.

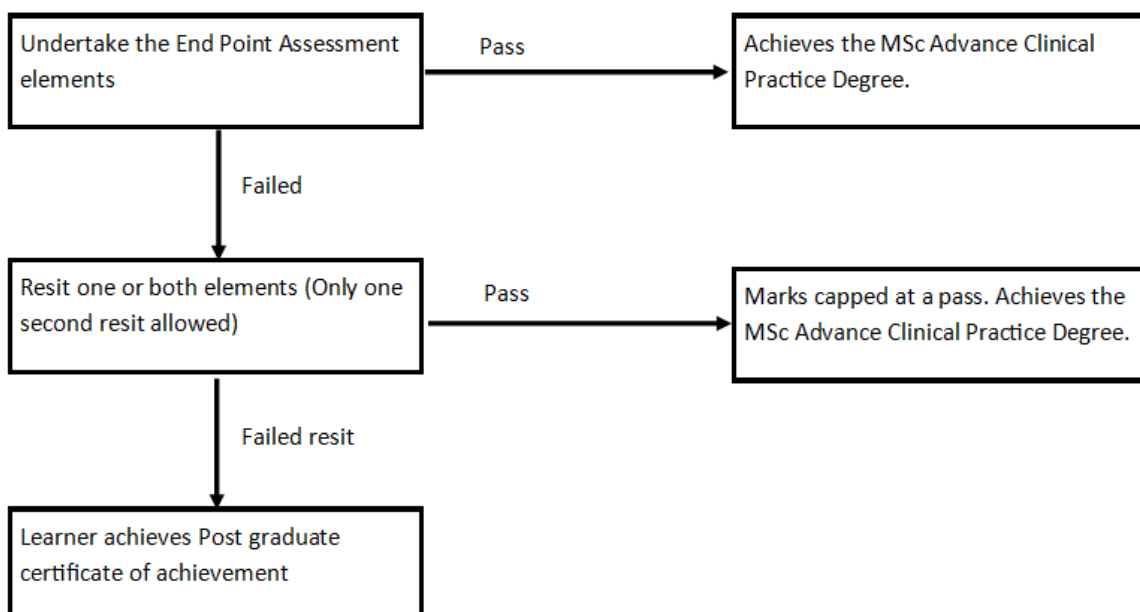
### Personal Learning Plan (PLP)

If an apprentice has an allocated Personal Learning Plan (PLP) to support any learning or disability needs, these adjustments will be taken into consideration in relation to these assessment. It is important for you as an apprentice to check and review your PLP to ensure the right support is in place to meet your own needs.

Eg If you are likely to easily be distracted by others, you will need it written in your PLP that you require your own room.

### Failed End Point Assessment Process

#### **Failed End Point Assessment Process**



In the case of an apprentice failing any aspect of the EPA, the apprentice will receive their marks as per the planned mark release date, to which the apprentice will be provided feedback from the Independent Assessor around the assessment and the standards that have been missed in the assessment. The apprentice and employer will receive an email, providing further information on the process moving

forward. The employer will need to email to confirm an extension to the programme and confirm that they support the apprentice to retake the failed aspect of the EPA. The apprentice will be entitled to a one to one with the allocated tutor to discuss the feedback provided to ensure understanding of the feedback. The tutor will not be able to review the work or provide any coaching on the changes needed. The results of the module will go to the assessment board and a new assessment date will be provided.

#### Assessment Regulations

It is important that apprentices are aware of the [MMU assessment regulations and appendices](#) that apply to their programme. Policies include [addressing academic misconduct](#), [apprentices at risk of academic failure](#), [withdrawal/suspension and exclusion](#), [consideration of exceptional factors](#), [academic appeals](#) and [student complaints](#), [professional suitability](#) and [assessment arrangements for disabled apprentices](#).

Please note that these are the policies, and that student facing information is available within their own Moodle page.

## Appendix 1: Advance Clinical Practitioner Standards

Behaviours and Values	Caring, compassionate, honest, conscientious and committed, 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.	
Advance Clinical Practice	You will be able to:	You will know and understand:
	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	1.1 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 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	1.2 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 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	1.3 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 Assess individuals for risk factors and their impact on health and wellbeing; facilitate and encourage individuals to	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;	

	manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures	the range of health promotion tools available including the importance of therapeutic communication and behavioural change
	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	1.5 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 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care	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 Ensure safety of individuals and families through the appropriate management of risk	1.7 Strategies to mitigate risk
	1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate.	1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment.
Education	You will be able to:	You will know and understand:
	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	2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design
	2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services	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 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	2.3 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 Advocate and contribute to the development of an organisational culture that supports life-long learning and development, evidence-based practice and succession planning.	2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture.
Clinical Leadership	You will able to:	You will know and understand:
	3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community	3.1 Methods and systems to measure impact of advanced clinical practice
	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	3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice
	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	3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care
	3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries	3.4 The importance and impact of peer review and evaluation in advanced clinical practice
	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	3.5 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 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	3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice
	3.7 Identify and manage risk in own and others' clinical practice; be receptive to challenge and demonstrate the ability to challenge others.	3.7 The range of evidence-based strategies to manage risk in clinical practice.
Research	You will be able to:	You will know and understand:
	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	4.1 National and international quality standards; the effect of policy on health and social care
	4.2 Evaluate and audit your own and others' clinical practice and act on the findings	4.2 The range of valid and reliable evaluation and audit methods used in clinical practice
	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	4.3 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 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	4.4 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 Develop and implement robust governance systems and systematic documentation processes	4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place
	4.6 Disseminate your work through appropriate media to further advance clinical practices.	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.



## Appendix 2 Open Book Exam Rubric

Able to:	Tick
<b>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</b>	
<b>1.2 Assess individuals and families using person-centred approaches and a range of assessment methods,</b>	
1.2 including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments	
<b>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</b>	
<b>1.4 Assess individuals for risk factors and their impact on health and wellbeing;</b>	
1.4 facilitate and encourage individuals to manage their own health and make informed choices; support individuals with an ongoing plan for preventative and rehabilitative measures	
<b>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</b>	
<b>1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care</b>	
<b>1.7 Ensure safety of individuals and families through the appropriate management of risk</b>	
1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate	
Knows and understands:	
<b>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;</b>	
1.1 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	
<b>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</b>	
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	
<b>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</b>	
1.5 <i>and</i> 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 pharmaco-therapeutics 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	
Demonstrate the following Values:	
<b>Treats people with dignity</b>	
<b>Respecting peoples diversity, beliefs, cultures, needs, values, privacy and preferences,</b>	
<b>Show Respect and empathy for those you work with</b>	
<b>Work to best practice</b>	
<b>Shows self-awareness</b>	
Be adaptable, reliable and consistent	
Show Discretion and resilience	
Have the courage to challenge any areas of concern	

#### Grading criteria

One or more bold criteria NOT achieved or unsafe practice demonstrated	Fail	
All bold standards	Pass	
All bold and minimum of 2 non bold criteria achieved	Merit	
All bold and minimum of 4 non bold criteria achieved	Distinction	

## Appendix 3: Clinical Change of Practice report rubric

Background and Context for Practice	Tick
Able to:	
<b>ACP 1.5 Evaluate events to improve future care and service delivery;</b>	
ACP 1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; discharge or refer appropriately to other services	
<b>R4.2 Evaluate and audit your own clinical practice and act on the findings</b>	
<b>R4.3 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</b>	
R4.3 support others to develop their research capability	
<b>R4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and others' practice</b>	
R4.4 act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines	
Know and understand:	
<b>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;</b>	
ACP 1.1 the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice	
CL 3.1 Methods and systems to measure impact of advanced clinical practice	
<b>CL 3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice</b>	
<b>CL 3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice</b>	
<b>R4.1 National and international quality standards;</b>	
R4.1 The effect of policy on health and social care	
<b>R4.2 The range of valid and reliable evaluation and audit methods used in clinical practice</b>	
Review of Research Literature	
Able to:	
ACP 1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate	
R 4.1 Engage in research activity; develop and productivity and value for money of health and care	
<b>R4.1 apply evidence-based strategies that are evaluated to enhance the quality, safety</b>	
R4.3 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	
<b>R4.4 Critically appraise and synthesise the outcomes of research, evaluation and audit; apply this within your own and other's practice</b>	
R4.4 act as a bridge between clinical and research practice; promote the use of evidence-based standards, policies and clinical guidelines	
Know and understand:	
<b>ACP 1.8 The importance of evidence based practice and technology, to underpin and inform decisions made about care and treatment</b>	
<b>R4.3 The range of quantitative and qualitative research methodologies relevant for use in health and social care; the importance and impact of research on</b>	

<b>advancing clinical practices</b>	
R4.3 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;	
<b>R4.4 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</b>	
Clinical Practice Change Outline	
Able to:	
<b>ACP 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</b>	
<b>CL 3.5 Identify the need for change</b>	
CL 3.5 generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need	
<b>CL3.6 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</b>	
<b>R 4.2 Evaluate and audit your own and others' clinical practice and act on the findings</b>	
Know and understand:	
ACP 1.3 The causes, signs, symptoms and impact of physical and mental health conditions within your scope of practice;	
<b>ACP 1.3 How to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence- based therapeutic interventions</b>	
ACP 1.7 Strategies to mitigate risk	
<b>R 4.2 The range of valid and reliable evaluation and audit methods used in clinical practice</b>	
Demonstrate the following Values:	
<b>Work to best practice</b>	
<b>Respecting peoples diversity, beliefs, cultures, needs, values, privacy and preferences,</b>	
<b>Self –awareness</b>	
<b>Show respect for people work with</b>	
Challenge area of concern	
Be adaptable	
Show discretion	
Reliable and consistent	

#### Grading criteria

One or more bold criteria NOT achieved or unsafe practice demonstrated	Fail	
All bold criteria achieved	Yes	No
How many non- bold standards have been achieved		

## Appendix 4: Presentation of change rubric

Advance Clinical Practice (ACP)	Tick
Able to:	
<b>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</b>	
<b>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</b>	
Know and understand:	
1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment;	
Research (R)	
Able to:	
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	
4.5 Develop and implement robust governance systems and systematic documentation processes	
4.6 Disseminate your work through appropriate media to further advance clinical practices	
Know and understand:	
4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place	
<b>4.6 The value of disseminating research to advance clinical practice, enhancing the quality, safety, productivity and value for money of health and care;</b>	
4.6 how to select and use media appropriately to optimise research impact	
Clinical Leadership (CL)	
Able to:	
<b>3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community</b>	
<b>3.2 Use your advanced clinical expertise to influence clinical practices to enhance quality</b>	
3.2 Use your advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development productivity and value	
<b>3.3 Provide professional leadership and work across boundaries to promote person-centred care</b>	
3.3 Supervision in situations that are complex and unpredictable; in still confidence and clinical credibility in others	
3.4 Actively seek and participate in peer review of your own and others' practice across traditional health and social care boundaries	
<b>3.5 Identify the need for change;</b>	
3.5 Generate practice innovations; act as a role model; lead new practice and service redesign solutions in response to individuals' feedback and service need	
<b>3.7 Identify and manage risk in own; be receptive to challenge</b>	
3.7 Identify and manage risk in others' clinical practice and demonstrate the ability to challenge others	
Know and understand:	
<b>3.3 Theories, techniques and models of leadership and teamwork and how these can be applied</b>	
3.3 and how these can be applied across professional boundaries in health and social care	
<b>3.4 The importance of peer review and evaluation in advanced clinical practice</b>	
<b>3.5 Theories, models and techniques to affect change at individual, team</b>	
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	

<b>3.7 The range of evidence-based strategies to manage risk in clinical practice</b>	
Education (E)	
Able to:	
<b>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</b>	
<b>2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services</b>	
<b>2.3 support practice education</b>	
2.3 Work collaboratively to identify and meet the learning and development needs of health or care professionals; 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	
Know and understand:	
2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design	
<b>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</b>	
<b>2.3 The application of teaching and learning theories and models in health and care; how to identify learning needs;</b>	
2.3 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	
Demonstrate the following Values:	
<b>Work to the best Practice</b>	
<b>Respecting peoples diversity, beliefs, cultures, needs, values, privacy and preferences,</b>	
<b>Show Respect and empathy for those you work with</b>	
<b>Self-awareness</b>	
Be reliable and consistent	
Show Discretion	
Resilience	
Be adaptable	
Have the courage to challenge any areas of concern	

Grading criteria across both Report and presentation.

One or more bold criteria NOT achieved or unsafe practice demonstrated	Fail	
All bold and fewer than 2 bold criteria achieved	Pass	
All bold and 2 or 3 non bold criteria achieved	Merit	
All bold and 4 or more non bold criteria achieved	Distinction	



## Appendix 6: Clinical change practice report\_1500words count +/- 10 %

### **Background and context (500-600 words approx.):**

*In this part of the proposal you will:*

- *Introduce the panel to the potential area for practice development related to your scope of Advanced Clinical Practice.*
- *Provide a background to your proposed clinical practice change drawing upon relevant policy, applying appropriate trends and any previous audit data, policy, legal, professional or clinical guidelines, to provide an initial rationale, alerting the panel to evidence of gaps and/or practice development needs.*

### **Review of research Literature (400- 500 words approx.):**

*In this section you will critically evaluate evidence from the research literature to provide the panel with:*

- *A brief synopsis of available research literature related to your proposed clinical practice change with justification of search strategy and limitations*
- *A critical appraisal of the research as part of the evidence base for the proposed clinical practice change*
- *Any implications or recommendations that have arisen from the research literature that need to be considered as part of the proposed clinical practice change.*

### **Clinical change outline (500 words approx.):**

*In this section you will:*

- *Synthesise the evidence from research, policy and practice to justify the need for a people centred change in clinical practice*
- *Detail the overall aims and intended outcomes*
- *Recognise your individual scope of practice and where you will need to involve others*
- *Outline the resources required, including multiagency and inter-professional resources as needed*
- *Identify how intended outcomes will be measured*



**Mapping to the standards:**

Knowledge:

Skills:

Behaviours:

**References**