Manchester Metropolitan University

Faculty of Health and Education

MSc in Advanced Clinical Practice Degree Apprenticeship End Point Assessment

Employer Handbook

2023-2024

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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. We would like to thank you for your continuing support over the duration of the programme and the commitment you have shown in supporting your apprentice as they embark on the final stage of their Advanced Clinical Practice journey. This handbook provides specific information about the End Point Assessment and should be read alongside;

- The Advanced Clinical Pracitioner Standards
- The Advanced Clinical Pracitioner Assessment plan

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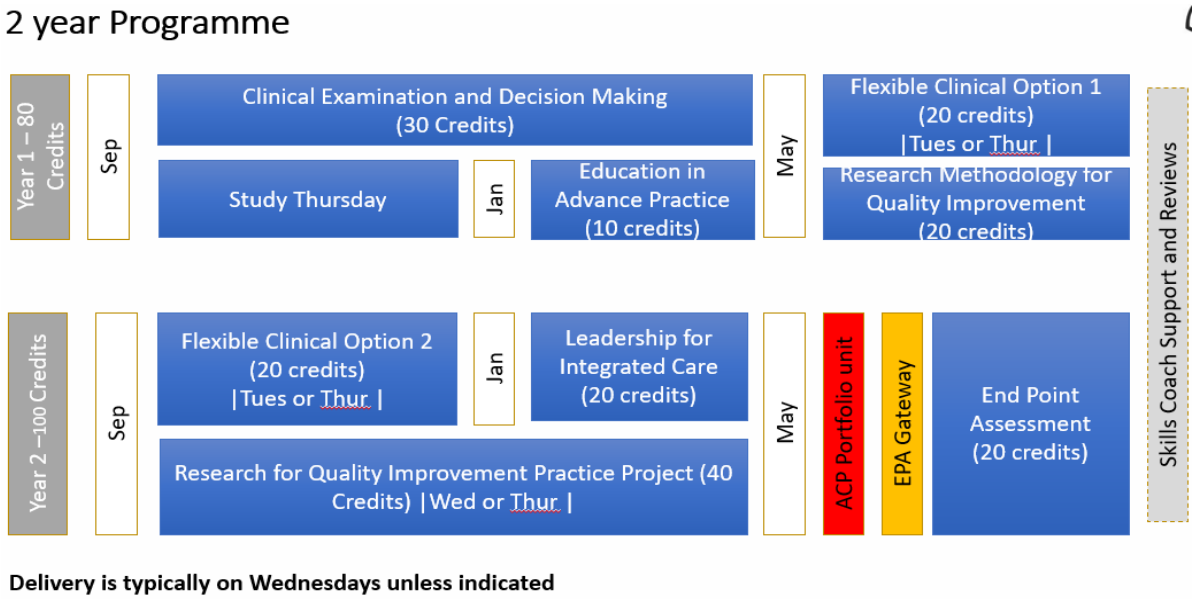
Overview of the programme and EPA

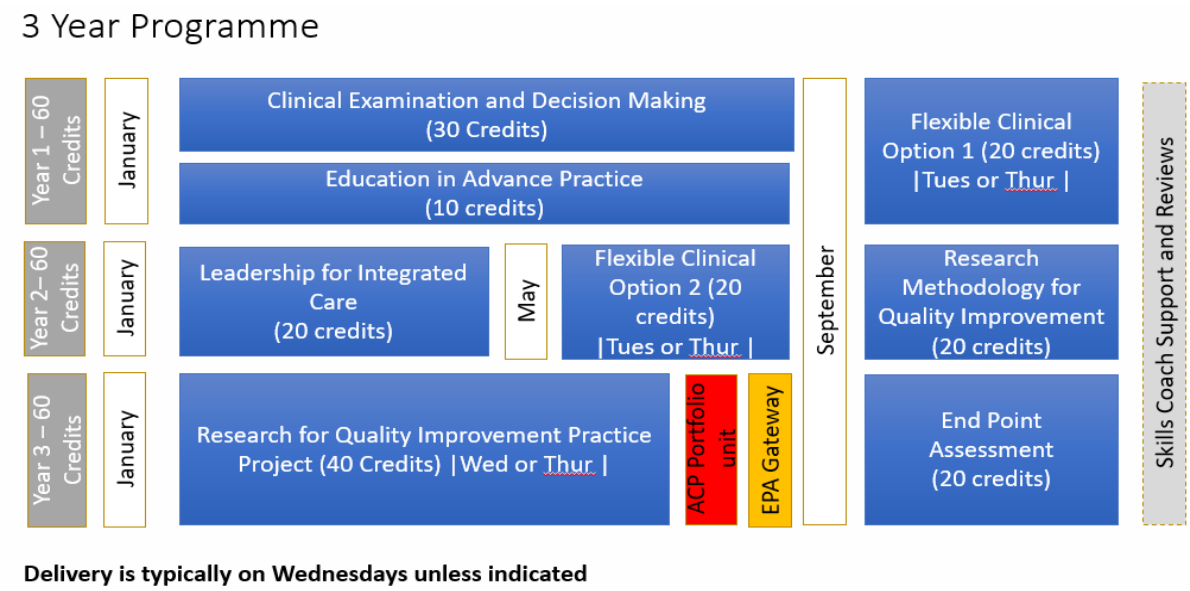
The ACP Master's Degree Apprenticeship programme is delivered on a part-time basis, over 2 or 3 years. This is a multi-disciplinary programme that applies to all healthcare professionals including nurses and allied health professionals. The curriculum meets the Institute for Apprenticeships (IfA) Advanced Clinical Practitioner Degree Apprenticeship Standards and Health Education England's (HEE) Multi-professional Framework for Advanced Clinical Practice in England.

Apprentices undertake 120 core academic credits and 40 flexible academic credits over the duration of the programme with the final 20 credits assessed via an End Point Assessment (EPA). The EPA is a synoptic assessment integrated within the curriculum that assesses apprentices across all aspects of the IfA standard. Further professional development as an ACP is achieved through work-based learning and through the additional completion of the 20-credit practice-based unit Advanced Clinical Practice Portfolio. Apprentices who successfully complete the programme are awarded the MSc Advanced Clinical Practice Degree Apprenticeship.

Programme outline



Delivery is typically on Wednesdays unless indicated



End Point Assessment

All degree and master's degree apprenticeships have some form of End Point Assessment to ensure that the required knowledge, skills and behaviours outlined in the apprenticeship standards have been met by the end point of the programme. The Advanced Clinical Practitioner IfA Standards are embedded throughout the teaching curriculum and are used as the marking criteria for the EPA.

EPA gateway criteria

The EPA gateway criteria **must** be completed for the apprentice to be eligible to progress to the EPA. There are a number of criteria that need to be met to ensure that apprentices 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 apprentice has met the ACP standards and that they are ready to progress onto the EPA
- Mandatory Off the job training requirement for the minimum amount of the programme (eg 6 hours per week throughout the full programme).

Confirmation from employer

It is a requirement that yourselves, as an employer, are in agreement that your apprentice is ready to undertake the End Point Assessment and have met the relevant gateway requirements, you cannot sign this until all academic work has been submitted by the apprentice. You are required to sign a declaration to state that you are in agreement in order for your apprentice to progress through to the EPA. Appendix 2: Example of the Gateway employer declaration from.

The declaration will be sent via software, where the apprentice will be asked to sign, this will then come to yourselves and then finally returned to the skills coach of the apprentice to complete. This form will need to be returned by a specific gateway date, if this does not take place then it will delay the apprentice commencing their EPA. The apprentice will be informed of this specific date. Therefore it is advised to discuss with the apprentices about any areas of development and set actions to achieve the standards before the gateway point.

End Point Assessment elements

The EPA is broken down into different assessment elements to ensure that the apprentices have demonstrated the standards. See the table below:

Method	Area Assessed	Contribution to final grade	Duration/length	Assessed by	Grading
Open Book Examination	• Advanced Clinical Practice	50%	2 hours	End-point Assessment Organisation independent assessor	Pass Merit Distinction Fail
Presentation of practice	• Advanced Clinical Practice • Education • Clinical Leadership • Research	50%	1,500 word (+/- 10%) clinical practice change report 35 minutes presentation (+/- 10%)	Independent assessment panel comprising • independent assessor • independent university representative	Pass Merit Distinction Fail

Open book exam

The Open Book Exam tests the clinical element of the ACP standards, this is 50% of the EPA grade. The apprentices have 20 minutes reading time and then commence the two-hour online exam via our VLE platform Moodle, they are allowed to bring with them into the exam room three case studies. The case studies are then used to answer eight questions to demonstrate how they are meeting the standards. The cases studies will be uploaded via the VLE platform Moodle a day prior to the examination date. The three case studies are 1500 words (+/- 10%) in length and are required to follow a set format, these cases are not marked, but do need to be signed by the supervisor/employer to evidence the apprentice has been observed within clinical practice (this signature cannot be typed). The apprentice must also demonstrate safe practice or this will result in a default fail of the assessment. See Appendix 3 for the open book exam marking criteria.

Presentation of practice

There are two elements to this assessment, to which they both support the other 50% of the EPA grade.

Element 1: Clinical practice change report

The written report will outline a proposed change in clinical practice and underpinning evidence base on the apprentice's own area of practice. There is a set template that apprentices have to follow and a maximum word count of 1500 (+/- 10%). Throughout the report the apprentices will need to ensure that they embed the required ACP standards in order to successfully achieve the requirements for the EPA. The Clinical Change Report will be submitted via a VLE moodle link.

There are certain ACP standards that will need to be evidenced in this report. See Appendix 4 Clinical Practice Change Report criteria.

Element 2: Presentation of practice

Drawing upon the Practice Change Report the Presentation of Practice allows the apprentice to discuss their theoretical planned implementation in more detail. The presentation is 25 minutes (+/-10%) and then 10 (+/-10%) minutes 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 apprentices must embed the ACP standards to ensure that they have met the requirements of the EPA. There are certain ACP standards that will need to be evidenced in the presentation. See Appendix 5 Presentation of Practice Rubric.

Marking criteria for the EPA

The EPA ensures that apprentices are able to demonstrate the knowledge, skills and behaviours outlined in the ACP standards. The marking criteria is different from the rest of the programme and standard MMU university level 7 descriptors. For the EPA apprentices must achieve all the standards that are in **BOLD** as a minimum, see the table below. The rubrics outline 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 **bold**, plus a minimum of 4 other outcomes not in bold	The apprentice demonstrates the knowledge, skills and behaviours in **bold**, plus a minimum of 2 other outcomes not in bold	The apprentice demonstrates the knowledge, skills and behaviours in **bold**	The apprentice fails to provide sufficient systematic evidence of the knowledge, skills and behaviours in bold

Grading

At the end of the EPA the apprentices will receive an overall grade for the EPA and this will support their overall MSc grade. Please see the EPA plan for the marking examples (page 13).

How to support your apprentice

In order to support your apprentice, you will need to read and understand the IfA ACP Standards and End Point Assessment Plan so you can guide and advice when appropriate. Once all the module assessments are completed it will be important that your apprentice continue to have study time to prepare for these final assessments. It is therefore essential you work with your apprentice to ensure they have enough designated study time allocated to meet all requirements.

Any concerns with development of the apprentice needs to be discussed in advance to preparing for the EPA, as soon as issues have been highlighted these must be brought to the attention of the apprentice and University (skills coach). Within the final year of programme if an apprentice is not meeting the KSBs of the standards then appropriate action plans must be created to support this achievement.

Case studies for the open book exam

For the Open Book Exam, it is necessary that the apprentice's designated supervisor is allocated time to observe, review and verify each of the three case studies. This verification must include one episode of direct observation during each case study. This observation could be a single episode for a minimum of one hour or over several smaller direct observations undertaken during the period of the case study. The signature for these cases cannot be typed, however electronic signatures can be used.

Presentation of practice

Within this element of assessment your apprentice will need to propose a theoretical change to existing practice, this change must be different to the Quality Improvement Project undertaken during the programme.

As this change is theoretical it does therefore not need to be implemented, however you may need to support your apprentice to be able to identify a suitable topic within the workplace.

In addition to the presentation your apprentice must submit the change report. You may support your apprentice by reviewing the report or allowing them time to practice their presentation with yourself and other members of the team.

Completing the programme

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, the apprentice upon completion will be invited to join the NHS England Centre Practitioner Directory.

Quality assurance completing the programme

Independent Assessor (IA)

An Independent Assessor(s) will be appointed by the university to mark the EPA assessment elements and award the overall apprenticeship grade. The Independent Assessor is external from the programme team and must meet the criteria outlined in the EPA document.

Internal Quality Assurance (IQA)

An individual within the university that has not been involved in the ACP teaching of the programme will oversee the assessments to support and guide if required.

External Examiner (EE)

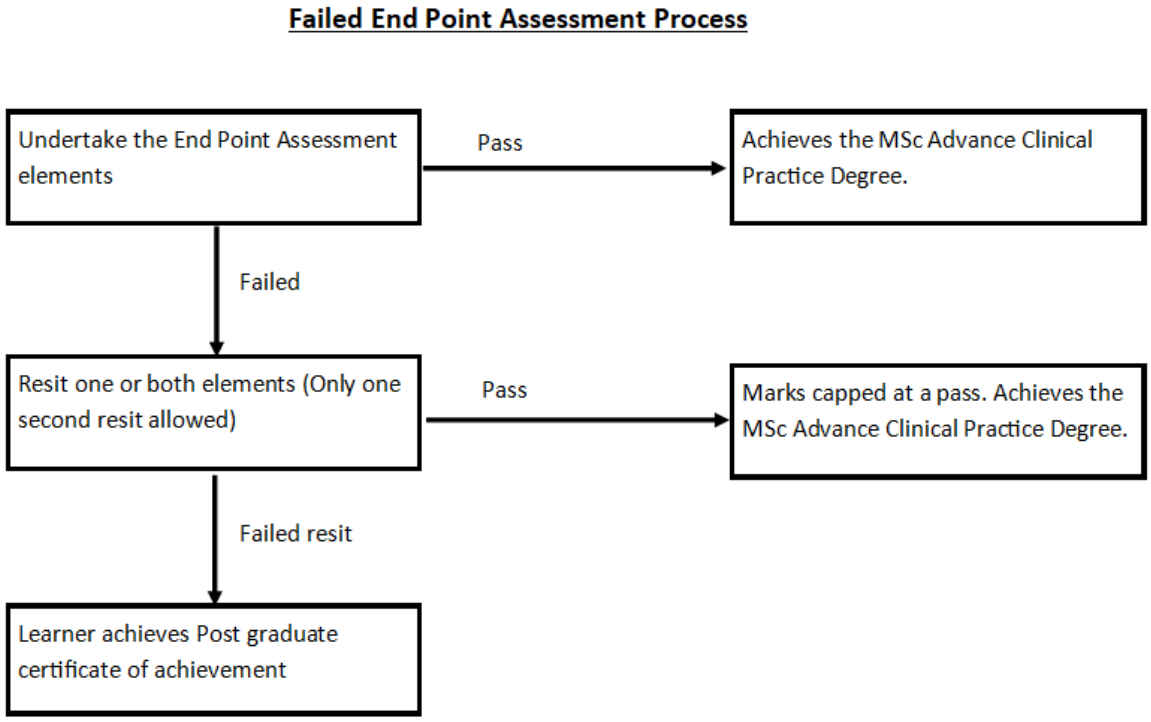
This will be an individual from the ESFA who will review the process and the marking elements to ensure continuity across programmes.

Evidenced Extensions

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.

It is important to note that the EPA relies of advance clinicians to make the assessment decision, therefore in an unforeseen circumstance where the assessment is unable to take place, a re-arranged assessment date will be provided and shared to the apprentice and employer via email.

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. Both the apprentice and employer will receive an email, providing further information on the process moving forward. As the employer you will need to email to confirm that you are able to support an extension to the programme to allow the time to complete the re-sit opportunity and the employer will need to 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 apprentice complaints, professional suitability and assessment arrangements for disabled apprentices.

There is additional information available via the apprentice life webpage.

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 manage their own health and make informed choices;	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;

	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: example of the Gateway Employer declaration

End-Point Assessment Gateway Declaration Form

Please complete this form to confirm that all parties are satisfied that the apprentice has met the gateway requirements and can be put forward for end-point assessment (EPA)

Apprenticeship Standard:	
Pathway/Specialism:	
Apprentice Name:	
Apprentice ULN:	
Employer Name:	
Start Date:	
End Date:	

Employer and University declaration:

I confirm that the gateway review has been carried out to confirm that the above-named apprentice:

1. **Has met the knowledge, skills and behaviours required by the apprenticeship standard as evidenced through their e-portfolio.**
2. **Is occupationally competent in their job role.**
3. **Has been employed throughout the duration of the apprenticeship.**
4. **Is ready for end-point assessment.**
5. **Met the 20% off the job requirement**

Employer Signature:

Employer Date of Signing:

Signed on behalf of the University:

University Date of Signing:

Apprentice declaration:

I confirm that I have gone through a gateway process to check that I am eligible for End Point Assessment.

I give Manchester Met permission to apply to the ESFA and the Institute for Apprenticeships for the apprenticeship certificate on my behalf when I complete End Point Assessment.

Apprentice Signature:

Apprentice Date of Signing:

Appendix 3: Open Book Exam Rubric

Able to:	Tick
1.1 Practise with a high level of autonomy and be accountable for your decisions and omissions; work in line with your code of professional conduct, professional standards and scope of practice	
1.2 Assess individuals and families using person-centred approaches and a range of assessment methods,	
1.2 including history taking, holistic examination, requesting and interpreting diagnostic tests or conducting health and care needs assessments	
1.3 Use multi-agency and inter-professional resources, critical thinking, independent decision-making skills, problem solving skills and professional judgement to formulate and act on potential diagnoses	
1.4 Assess individuals for risk factors and their impact on health and wellbeing;	
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	
1.5 Use expertise in clinical reasoning to plan and manage day to day, complex and unpredictable episodes of care; evaluate events to improve future care and service delivery; discharge or refer appropriately to other services	
1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care	
1.7 Ensure safety of individuals and families through the appropriate management of risk	
1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate	
Knows and understands:	
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;	
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	
1.3 The causes, signs, symptoms and impact of physical and mental health conditions within your scope of practice; how to draw on a diverse range of knowledge and critical thinking in your decision-making to determine evidence- based therapeutic interventions	
1.4 How to assess risk in relation to health and wellbeing; the principles of health promotion and prevention; strategies to engage and influence people; the range of health promotion tools available including the importance of therapeutic communication and behavioural change	
1.5 How to plan and manage a defined episode of care within your area of clinical practice, which may include admission, referral or discharge, to other services; methods and techniques to evaluate interventions	
1.5 *and* how to use the outcomes to instigate service development	
1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of 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:	
Treats people with dignity	
Respecting peoples diversity, beliefs, cultures, needs, values, privacy and preferences,	
Show Respect and empathy for those you work with	
Work to best practice	
Shows self-awareness	
Be adaptable, reliable and consistent	
Show Discretion and resilience	
Have the courage to challenge any areas of concern	

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 4: Clinical Change of Practice report rubric

Background and Context for Practice	Tick
Able to:	
ACP 1.5 Evaluate events to improve future care and service delivery;	
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	
R4.2 **Evaluate and audit your own clinical practice and act on the findings**	
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**	
R4.3 support others to develop their research capability	
R4.4 **Critically appraise and synthesise the outcomes of research, evaluation and audit;** **apply this within your own** and others' **practice**	
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:	
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**;	
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	

CL 3.2 **The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice**	
CL 3.6 **The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice**	
R4.1 **National** and international **quality standards**;	
R4.1 The effect of policy on health and social care	
R4.2 The range of **valid and reliable evaluation and audit methods used in clinical practice**	
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	
R4.1 **apply evidence-based strategies that are evaluated to enhance the quality, safety**	
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	
R4.4 **Critically appraise and synthesise the outcomes of research, evaluation and audit;** **apply this within your own** and other's **practice**	
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:	
ACP 1.8 **The importance of evidence based practice and technology, to underpin and inform decisions made about care and treatment**	
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** **advancing clinical practices**	
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;	
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**	
Clinical Practice Change Outline	
Able to:	
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**	
CL 3.5 **Identify the need for change**	
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	
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**	

R 4.2 **Evaluate and audit your own** and others' **clinical practice and act on the findings**	
Know and understand:	
ACP 1.3 The causes, signs, symptoms and impact of physical and mental health conditions within your scope of practice;	
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**	
ACP 1.7 Strategies to mitigate risk	
R 4.2 The range of **valid and reliable evaluation and audit methods used in clinical practice**	
Demonstrate the following Values:	
Work to best practice	
Respecting peoples diversity, beliefs, cultures, needs, values, privacy and preferences,	
Self –awareness	
Show respect for people work with	
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	Pass
How many non bold to support the overall grade of the assessment	

Appendix 5: Presentation of change rubric

Advance Clinical Practice (ACP)	Tick
Able to:	
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	
1.5 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	
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	
4.6 **The value of disseminating research to advance clinical practice, enhancing the quality, safety, productivity and value for money of health and care**;	
4.6 how to select and use media appropriately to optimise research impact	
Clinical Leadership (CL)	
Able to:	
3.1 **Demonstrate the impact of advanced clinical practice within your scope of practice** and the wider community	
3.2 **Use your advanced clinical expertise to influence clinical practices to enhance quality**	
3.2 Use your advanced clinical expertise to provide consultancy across professional and service boundaries; drive service development productivity and value	
3.3 **Provide professional leadership and work across boundaries to promote person-centred care**	
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	
3.5 **Identify the need for change**;	
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	
3.7 **Identify and manage risk in own**; **be receptive to challenge**	

3.7 Identify and manage risk in others' clinical practice and demonstrate the ability to challenge others	
Know and understand:	
3.3 **Theories, techniques and models of leadership and teamwork and how these can be applied**	
3.3 and how these can be applied across professional boundaries in health and social care	
3.4 **The importance of peer review and evaluation in advanced clinical practice**	
3.5 **Theories, models and techniques to affect change at individual, team**	
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	
3.7 The range of evidence-based strategies to manage risk in clinical practice	
Education (E)	
Able to:	
2.1 Recognise and respond to individuals' motivation, development stage and capacity; work in partnership to empower individuals to participate in decisions about care designed to maximise their health and wellbeing	
2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services	
2.3 **support practice education**	
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	
2.2 Your role, responsibility and motivation to manage your own learning; the range of tools and techniques that can be used to direct own learning, set goals and evaluate learning	
2.3 **The application of teaching and learning theories and models in health and care; how to identify learning needs**;	
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:	
Work to the best Practice	
Respecting peoples diversity, beliefs, cultures, needs, values, privacy and preferences,	
Show Respect and empathy for those you work with	
Self-awareness	
Be reliable and consistent	
Show Discretion	
Resilience	
Be adaptable	
Have the courage to challenge any areas of concern	

Grading criteria for both the report and presentation

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	