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University

**ADVANCED CLINICAL  
PRACTITIONER  
MASTERS DEGREE  
APPRENTICESHIP**

**Three-Year Programme**

**MANAGER AND  
SUPERVISOR  
WORKSHOP**





## Agenda

- Introductions and welcome to the University
- 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 supervisor
- Resources and Apprentice Feedback



## THE TEAM

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## **Specialist University for Degree Apprenticeships**

- Delivery since 2015 to over 2,500 degree apprentices from more than 600 employers
- Aligns with Universities strategy and educational philosophy
- Apprenticeship Unit
- Highest placed university at the RateMyApprenticeship Awards 2019-22
- OFSTED Outstanding Provider (2018 & 2022)







## Advanced Clinical Practitioner Masters Apprenticeship

- A degree apprenticeship is a job with training, just like any other apprenticeship
- Training delivered via combination of university study and work-based learning
- Based on 'standards' designed by employers and relevant stakeholders, as well as providers.
- Started in January 2019 – around 140 enrolled
- Achievements – over 120 completers
  - Over 70% Distinction in Masters / 90% Distinction in Apprenticeship



Cohort 1



## January 2024 Cohort

### Leesbrook Surgery



URBAN VILLAGE  
MEDICAL PRACTICE



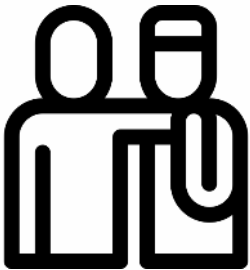
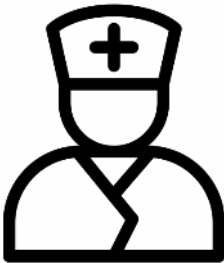
Lostock Medical Centre

### Gorton Medical Centre

### Tower House Practice



# WHAT THEY ALL DO





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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.







## **HEE Accredited Programme**

- Proud to be accredited in 2021 by HEE Centre for Advancing Practice
- First ACP Apprenticeship to achieve accreditation
- Gold standard recognition means automatic entry on to register upon completion





# Apprenticeship Standard

## ADVANCED CLINICAL PRACTITIONER (INTEGRATED DEGREE)

Reference Number: ST0564

### Details of standard

#### Occupational profile:

Advanced Clinical Practitioners are experienced clinicians who demonstrate expertise in their scope of practice. Advanced Clinical Practitioners manage defined episodes of clinical care independently, from beginning to end, providing care and treatment from the time an individual(1) first presents through to the end of the episode, which may include admission, referral or discharge or care at home. They carry out their full range of duties in relation to individuals' physical and mental healthcare and in acute, primary, urgent and emergency settings (including hospitals, general practice, individuals' homes, schools and prisons, and in the public, independent, private and charity sectors). They combine expert clinical skills with research, education and clinical leadership within their scope of practice. Advanced Clinical Practitioners work innovatively on a one to one basis with individuals as well as part of a wider team. They work as part of the wider health and social care team and across traditional professional boundaries in health and social care.

#### Responsibilities and duties:

As an Advanced Clinical Practitioner, you will:

- Have a high level of autonomy(2) and freedom to make decisions about how people should be cared for a treated and act in complex and unpredictable situations
- Use person-centred approaches to taking an individual's detailed history and examine body systems to help you make a diagnosis
- Select, undertake or request a range of appropriate clinical tests and assessments to help you make a diagnosis
- Initiate and evaluate a range of interventions, which may include for example prescribing of medicines, therapies and care
- Apply a skillset that may have traditionally been the remit of other disciplines so that you can enhance the care and experience of individuals
- Analyse, interpret and act on the results of clinical tests and assessments and formulate a plan of care, which may include admission to a care setting such as a hospital, referral to settings for another opinion or discharge from services
- Drive service improvements, educate others and provide consultancy services within your scope of practice
- Undertake research activities to develop new knowledge and undertake audit to evaluate and further develop your area of expertise to improve care and services for the people you are treating

#### Qualification requirements:

- The apprenticeship standard defines a role by the knowledge, Skills and Behaviours required to be competent professional.
- Advanced Clinical Practitioners 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)



## Apprenticeship Standard (examples)

### Knowledge

*Through formal learning and applied according to clinical setting*

“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”

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### Skills

*Acquired and developed in the workplace*

“Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care”

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### Behaviours

*Developed and exhibited in the workplace*

“You will treat people with dignity”

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



## Programme Delivery

- One day per week with core units on a Wednesday
- Mostly face to face delivery at £139m Brooks Building (Central Manchester)
- ‘Live’ online sessions via MS Teams
- Teaching times do vary – mainly 10-5 for taught sessions
- Mixed assessments – practical exams, presentations and assignments

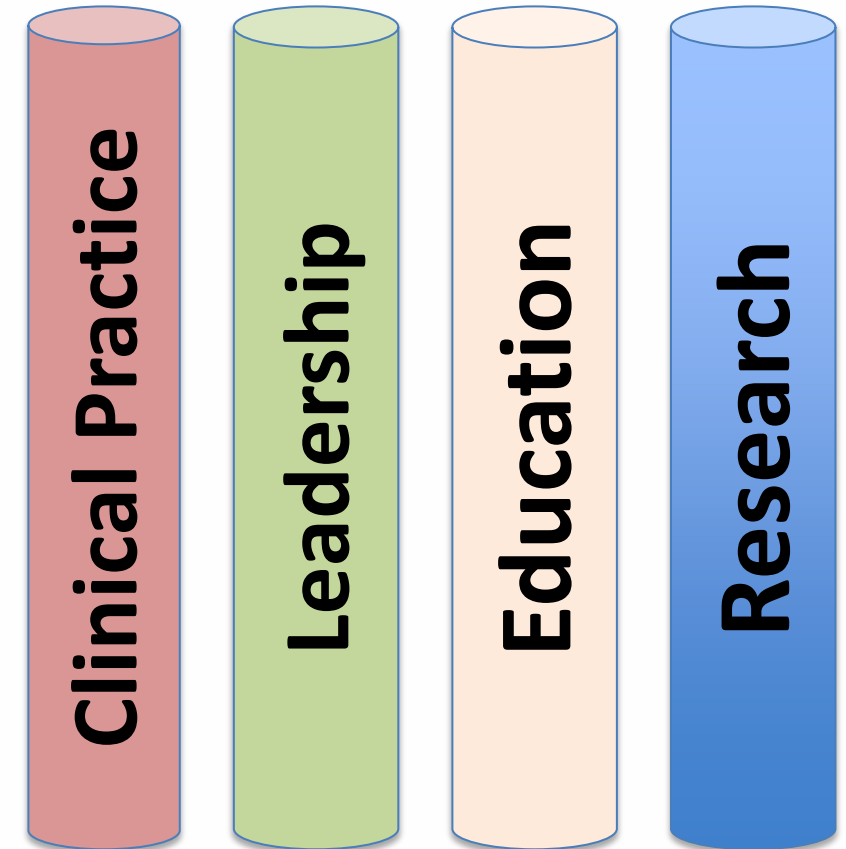






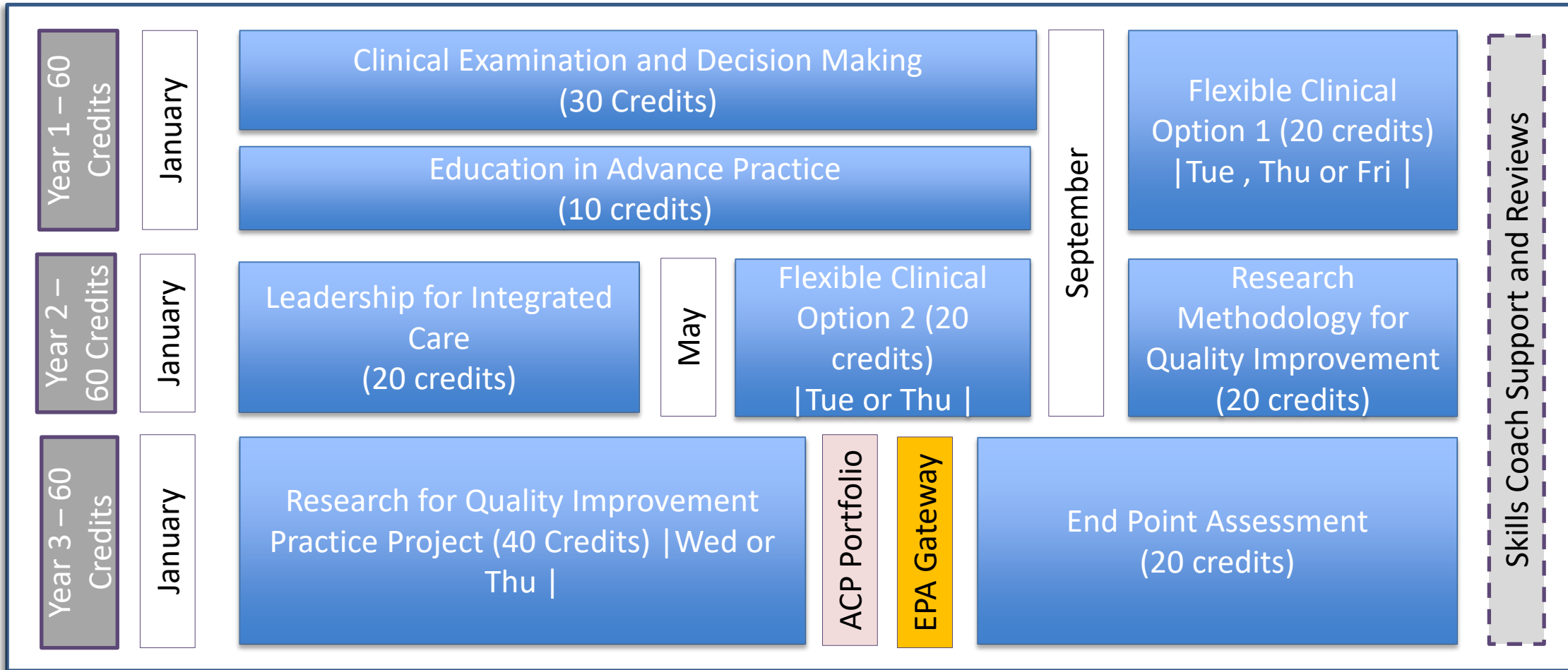
## Programme Delivery

- All units designed to develop expertise in the four pillars, and are mapped to the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard
- You will achieve 180 credits to complete MSc
  - 120 from core units,
  - 40 from flexible choices
  - Final 20 credits from End Point Assessment
- Bank a further 20 practice credits from ACP Portfolio submitted prior to the EPA gateway.





# ACP Programme Structure

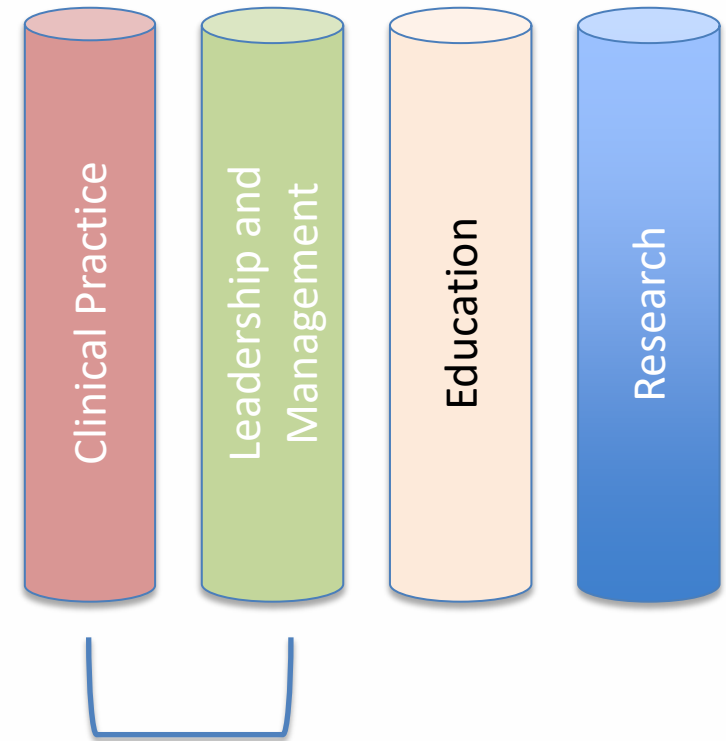




## Clinical Examination and Decision Making

**“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

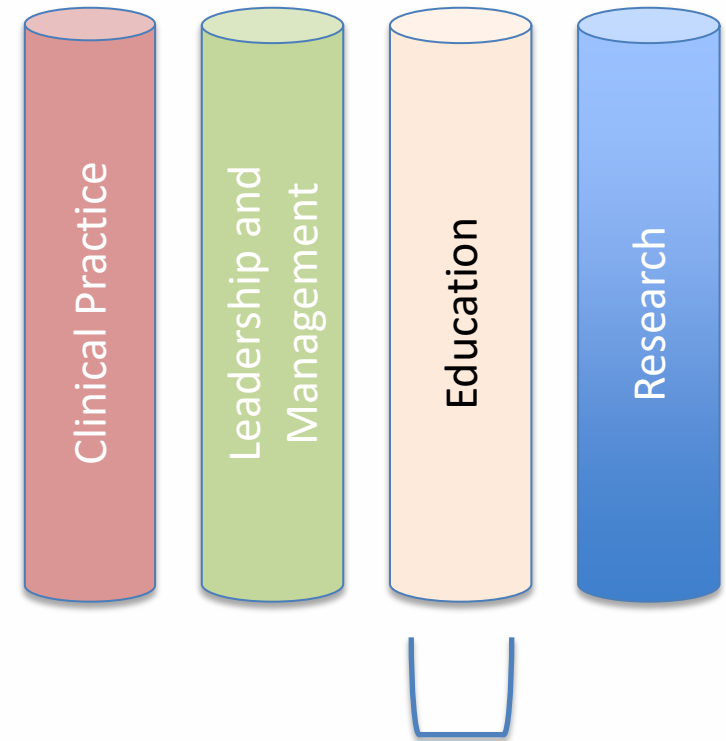




## Education in Advanced Practice

**“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

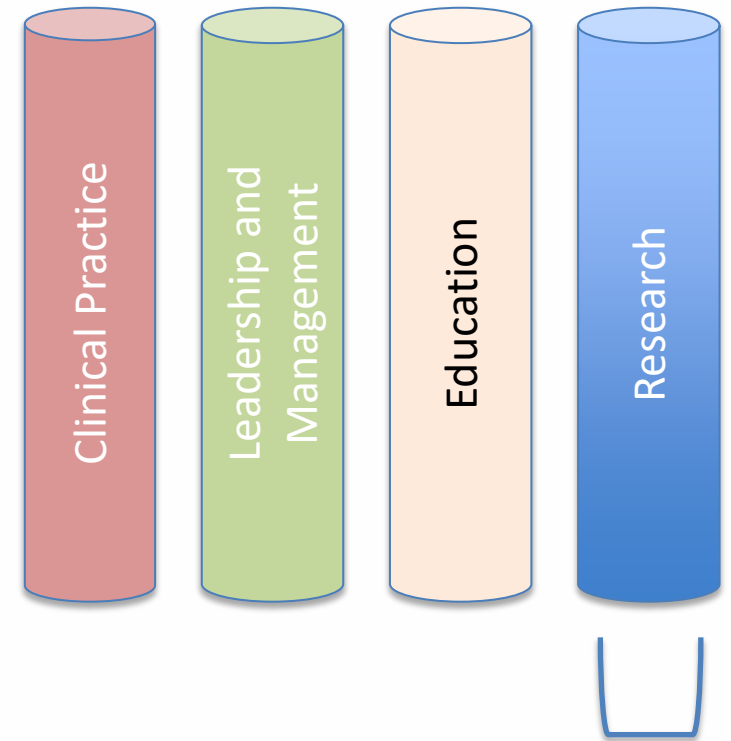






## Research Methodology for Quality Improvement

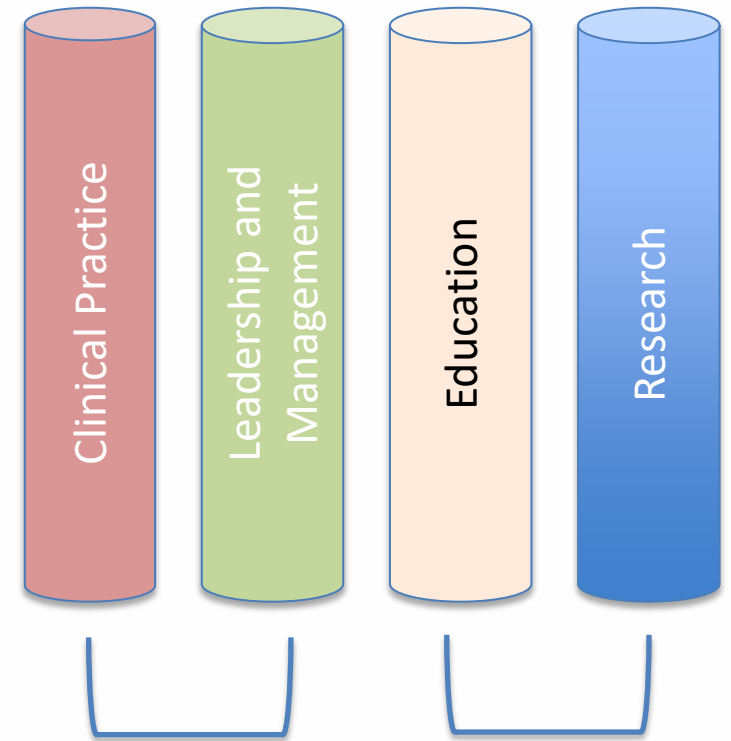
- Introduction into research methodology and theory
- Quality Improvement Models
- Analysis, design, implementation and review
- Developing your proposal for the QIP Project





## Quality Improvement Project

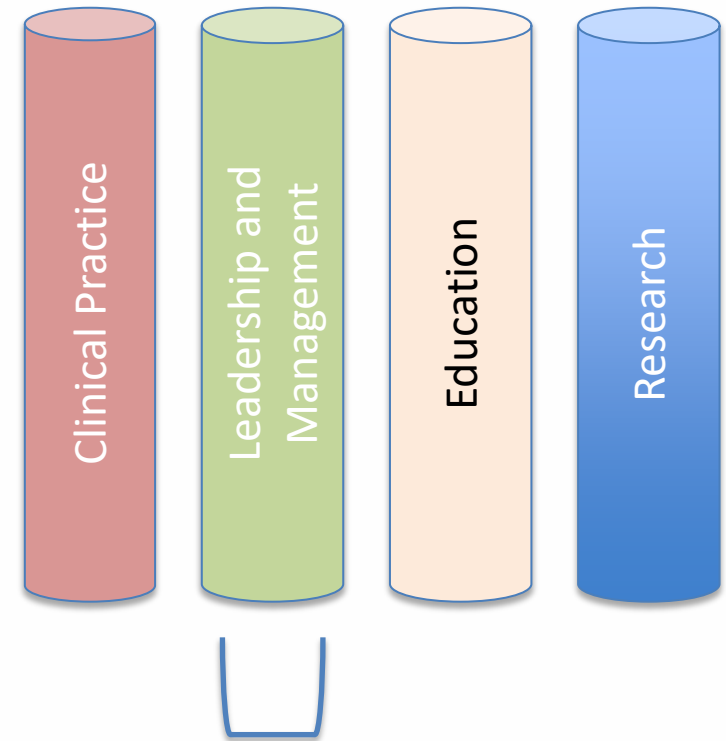
- Putting into practice research skills and QIP methodology
- Development, design, implementation and evaluation of a service improvement
- Potential publication





## Leadership for Integrated Care

- Core leadership and management skills in the role of an ACP
- Develop and lead effective relationships
- Role modelling
- Lead on service delivery and redesign
- Develop resilience as an ACP





## Flexible Units

- Two flexible unit choices within programme – 1st and 2nd year
- Support specialist clinical knowledge and skills
- All equivalent to 20 academic credits
- All start in either September or May
- Between 5 and 10 taught days



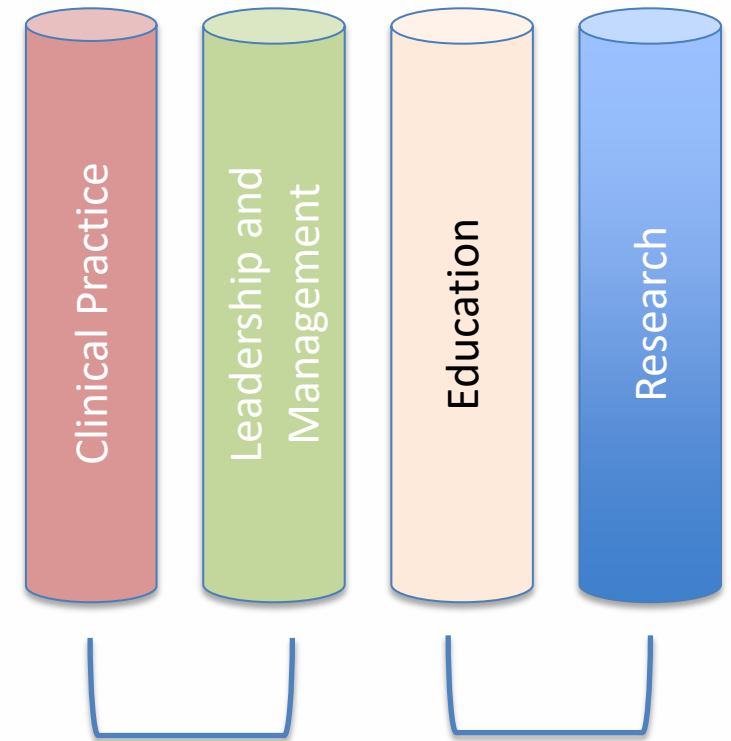




## Your apprenticeship will have chosen from.

- Non-medical Prescribing (May and Sep)
- First Contact Practice and Advanced Musculoskeletal Practice (May)
- Injection Therapy (Sep and May)
- Radiology in MSK (Sep)
- Advanced Care of the Frail and Older Patient (May)
- Advanced Treatment and Diagnostics of the Acutely Ill Patient (Sep)
- Advanced Practice Independent Study (May and Sep)

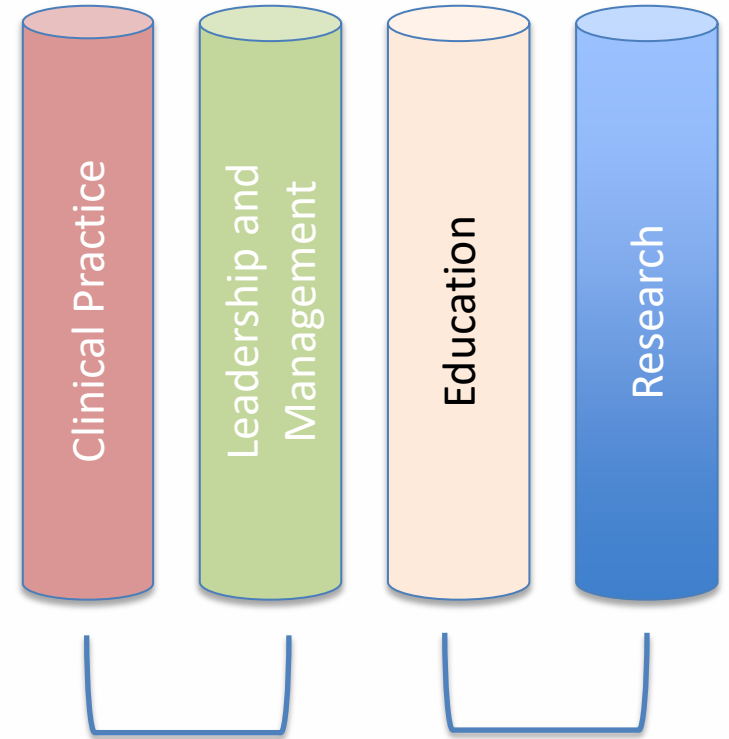
Or took advantage of past credit to RPL





## ACP Portfolio Unit

- 20 practice credits
- Mandatory pre-requisite for EPA gateway
- Important role for supervisor
- Four elements are submitted as a portfolio
  1. Personal Development Plan covering the 4 pillars
  2. Six Reflections (maximum 1500 words)
  3. Technical and Bespoke Skills Log – assessed in practice
  4. Service user feedback forms (three collected over the programme)





## 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 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 University and workplace

Link to this document is available on our [employer resources pages](#)



## Supervisor role: Sign off purpose

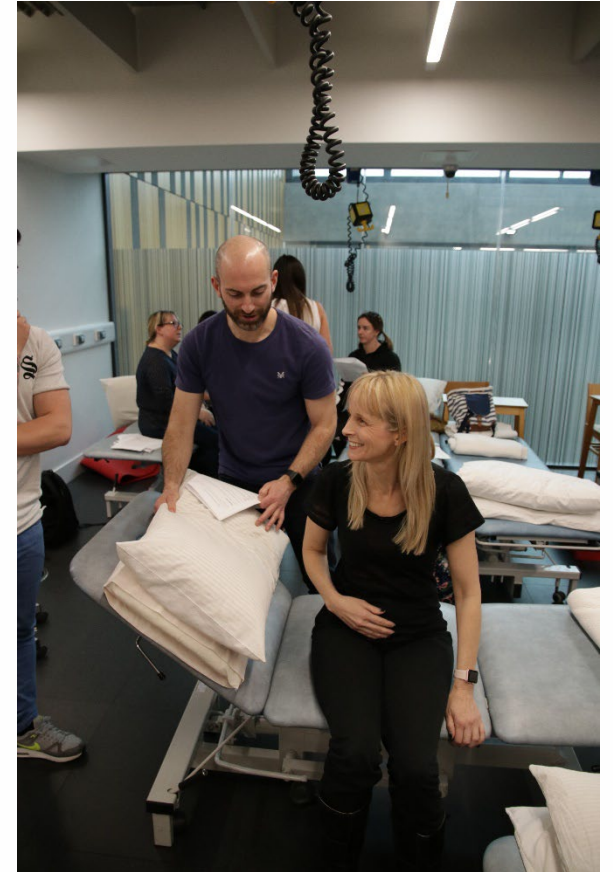
- Specific requirements for signing off clinical skills log
  - Valid professional registration
  - Working at an Advanced Level for at least 3 years
  - Have completed Level 7 or equivalent study
- Against each skill we will require:
  - individual's full name, designation and professional registration number

Examination of the Respiratory System	Pass	Refer
Demonstrates knowledge of the gross and surface anatomy of the respiratory system to include: position of trachea and bronchus; position of lung fissures and extent of lung fields Identify appropriate selective subjective questioning.		
Introduces self and establishes consent for examination		
1.Position client correctly.		
2. Anterior chest: Observe and describe chest movements – use of accessory muscles, Rate, rhythm, depth and effort of breathing. Inspect and comment on shape of patient's chest, presence or absence of abnormality/asymmetry. Examine hands for abnormality: cyanosis/pallor/clubbing/capillary refill/ CO2 retention flap		
3. Palpate chest for tender areas; fremitus; expansion; trachea position. Palpate head, neck and axilla lymph nodes.		



## End Point Assessment (EPA)

- The EPA forms the final part of the integrated degree apprenticeship for Advanced Clinical Practitioner (ACP) at level 7 – 20 credits.
- The employer will need to sign the statement to indicate that the apprentice has met the requirements of the standards and the EPA.
- It follows the plan outlined in the [apprenticeship standard assessment plan](#).
- It is assessed by the following means;
  - 2 hour open book examination (50%)
  - A report and 35 minute presentation (50%)







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# Skills Coaches, Managers and Supervisor





# Skills coaches:

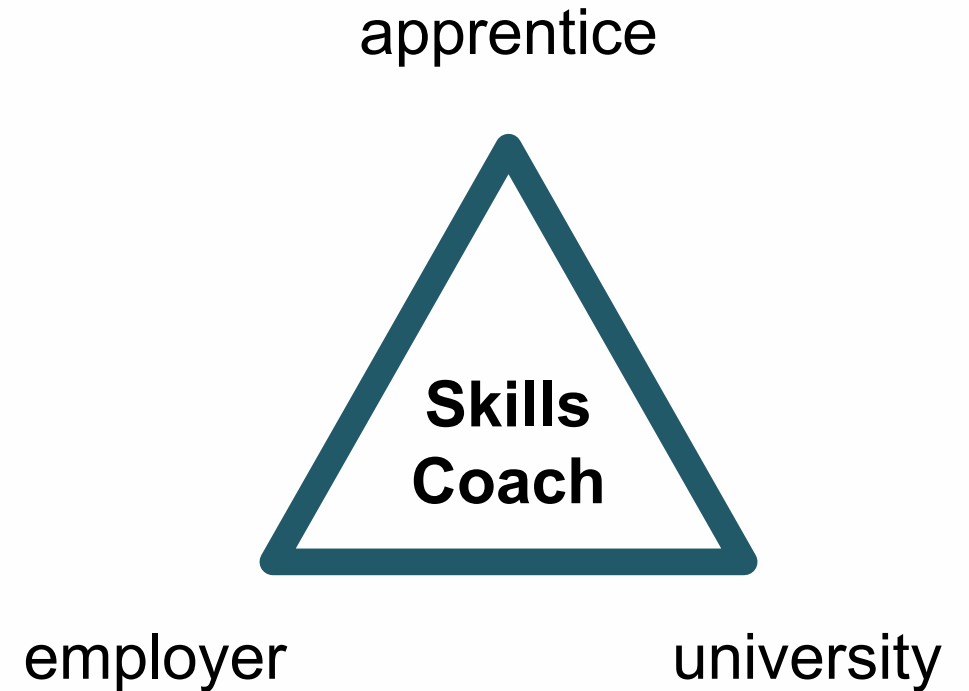
- Michelle Walker
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- 07881757274
  
- Richard Oldfield
- [R.Oldfield@mmu.ac.uk](mailto:R.Oldfield@mmu.ac.uk)
- 07393252956



## Skills Coaches

Each student is allocated their own skills coach for their programme.

- **Three-way relationship** between apprentice, us (University) and you (the employer).
- **Skills coach** is the ongoing connection between all three.
- **Reviews (approx. every 12 weeks)** to help monitor progress, set targets, record clinical competencies and encourage development.





## Reviews

- Are a supportive mechanism to help the apprentice progress through their apprenticeship
- First review will take approx. 60mins, the following reviews will take approx. one hour per review depending on the required amount of support needed.
- They take place at least four times per year
- Contractual obligation to attend and must have employer input
- Reviews must be signed in the e-portfolio





## Reviews continued.....

### Discussion points will be:

- Knowledge gained – modules ongoing and learning points
- Skills gained- what the apprentice is doing in the workplace and developing the required skills
- Behaviours – how is the apprentice showing these e.g. appraisal, feedback
- Off-the-job – the usage of e-portfolio
- Functional skills – Maths and English (if appropriate)







## Supervisor role

- All apprentices requires a suitability qualified clinical supervisor
- A supervision meeting every two weeks depending on the apprentices' learning needs.
- Someone who can facilitate skills development and create opportunities for apprentices
- Take part in the reviews and support target setting and development.
- Liaises with manager to confirm readiness of apprentice to undertake EPA
- Indicates when early interventions is required

The Centre for  
Advancing Practice

Workplace Supervision for  
Advanced Clinical Practice:

An integrated multi-professional  
approach for practitioner  
development

Developing people health and healthcare  
[www.hee.nhs.uk](http://www.hee.nhs.uk)

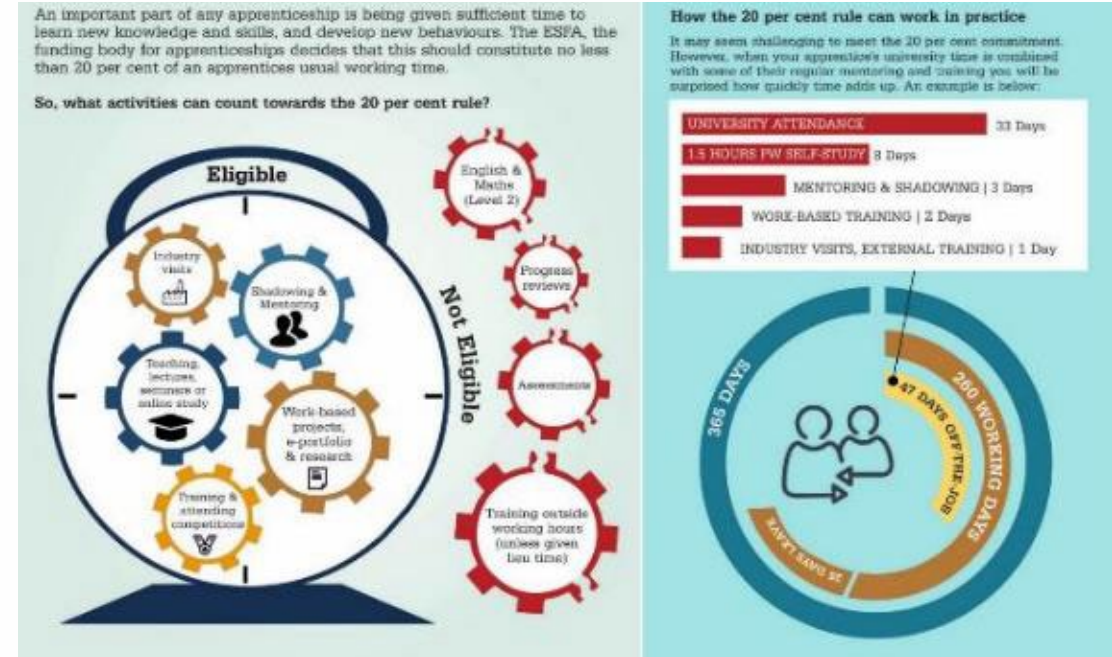


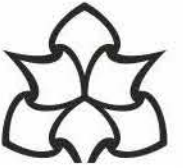
[www.hee.nhs.uk/sites/default/files/documents/Workplace%20Supervision%20for%20ACPs.pdf](http://www.hee.nhs.uk/sites/default/files/documents/Workplace%20Supervision%20for%20ACPs.pdf)



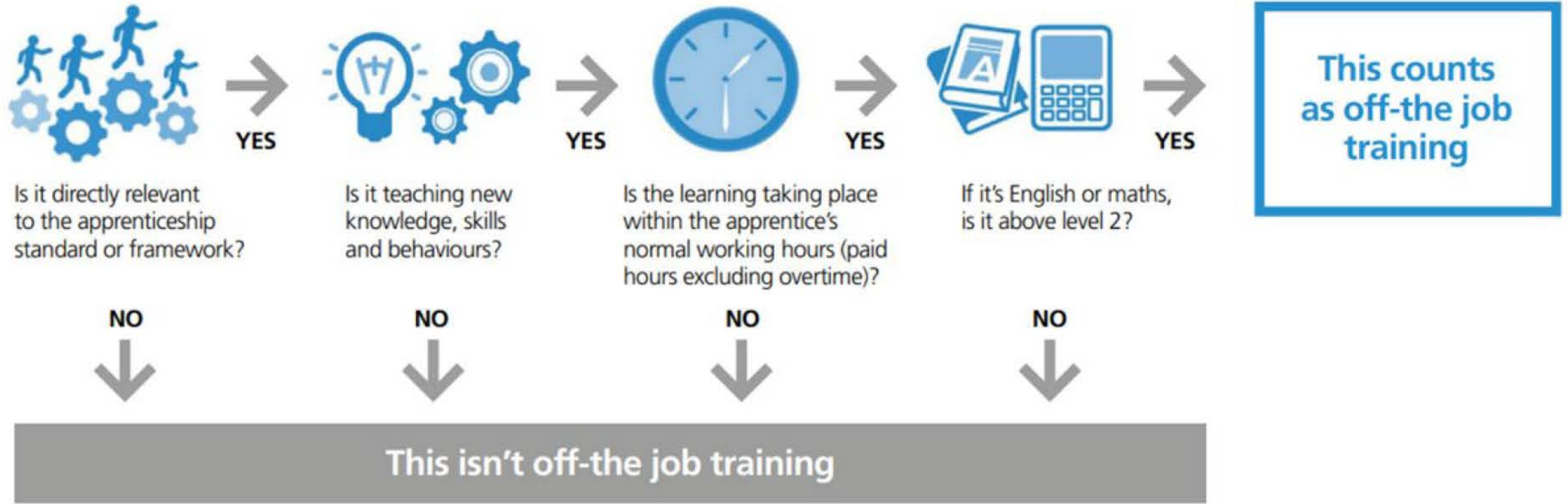
## Off-the-job

- Six hours “off-the-job” learning is a minimum requirement of all apprenticeships.
- For a large part of the programme the off-the-job is the university's timetabled sessions
- We would advocate that you keep a consistent study day during non-teaching weeks to allow for supervision and skills development
- It is not expected that apprentices will continue to get study leave when taking annual leave





## Off-the-job training: steps to help you determine whether an activity counts as off-the-job training







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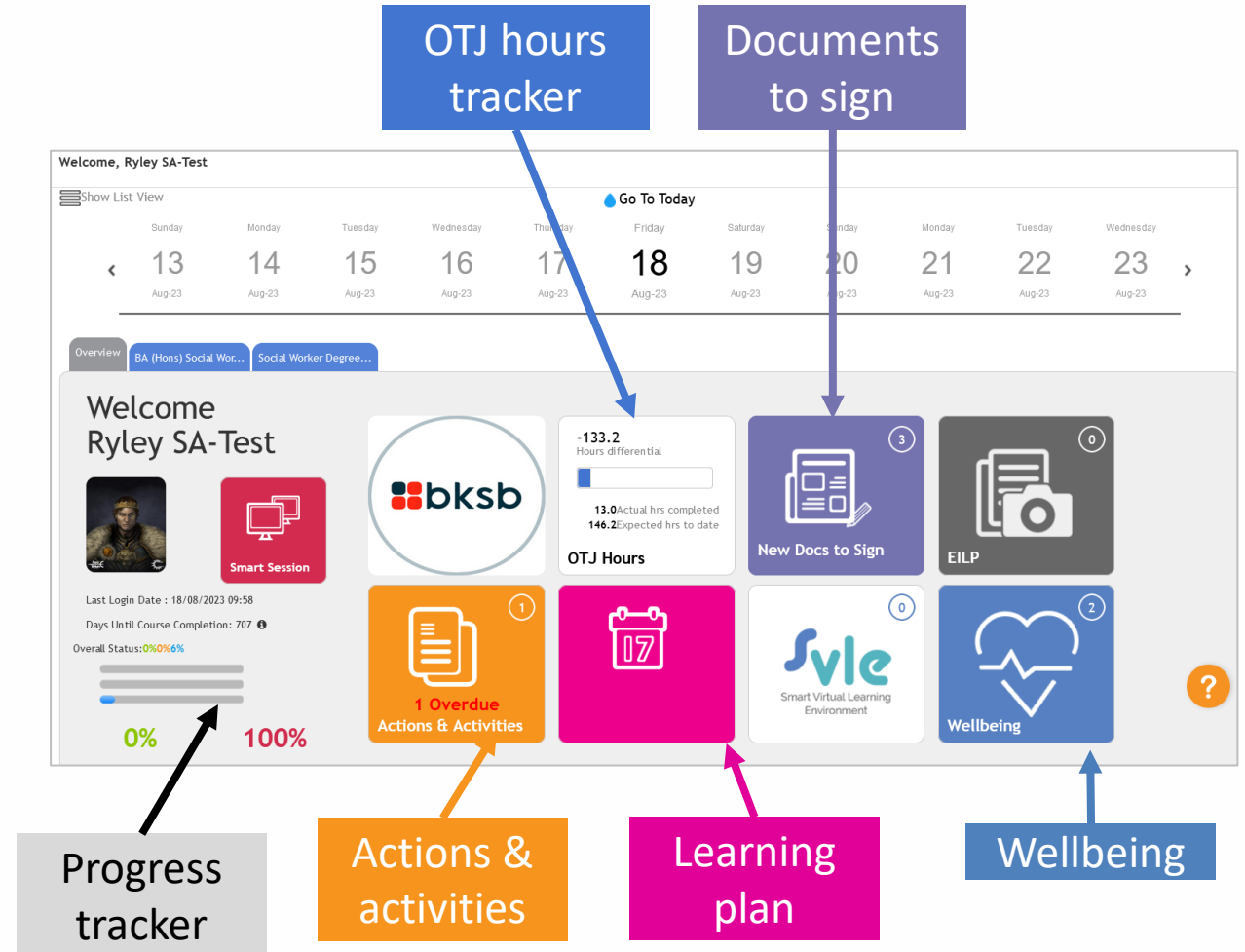
# E-portfolio





# E-PORTFOLIO - SMART ASSESSOR

- All apprentices use an e-portfolio to track their development
- New system for September 2023 cohort
- For recording off-the-job, evidence, skills scans and signing the reviews.
- You will be expected to login and become familiar with the e-portfolio.
- You should have received login details
- [User guide available](#)
- Support via [telapprenticeship@mmu.ac.uk](mailto:telapprenticeship@mmu.ac.uk)







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# Resources and apprentice feedback





## Information for Employers

- 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/advanced-clinical-Practitioner](http://www.mmu.ac.uk/apprenticeships/resources/advanced-clinical-Practitioner)
- Should any details change relating to supervisor/ line manager, please inform the apprenticeship unit [apprenticeships@mmu.ac.uk](mailto:apprenticeships@mmu.ac.uk)

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](#) ∨

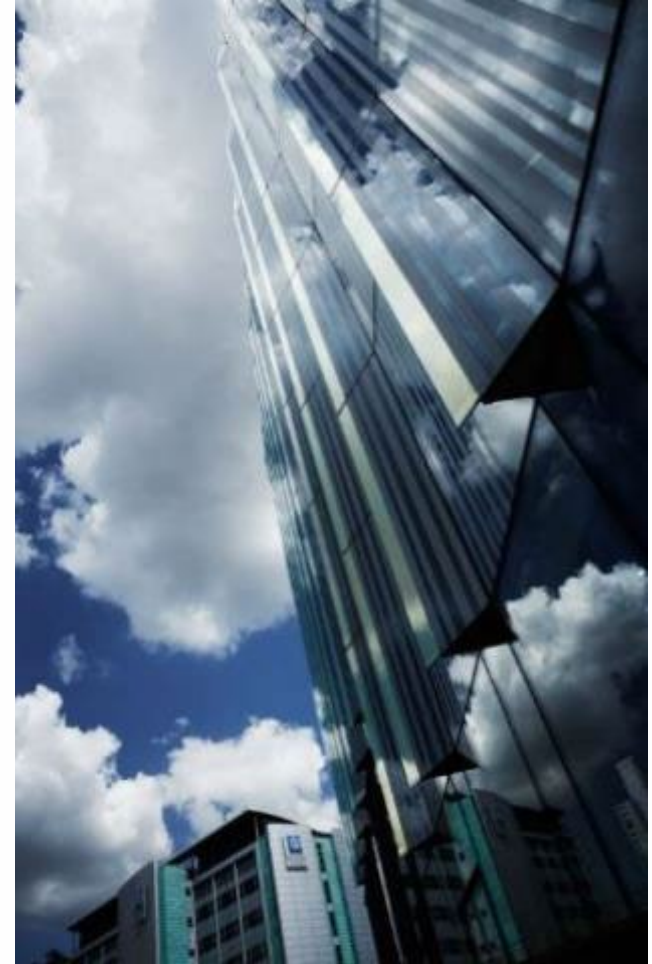
[Apprenticeship off-the-job guidance](#) ∨

[Workplace Induction Checklist](#) ∨



## Apprentice worries

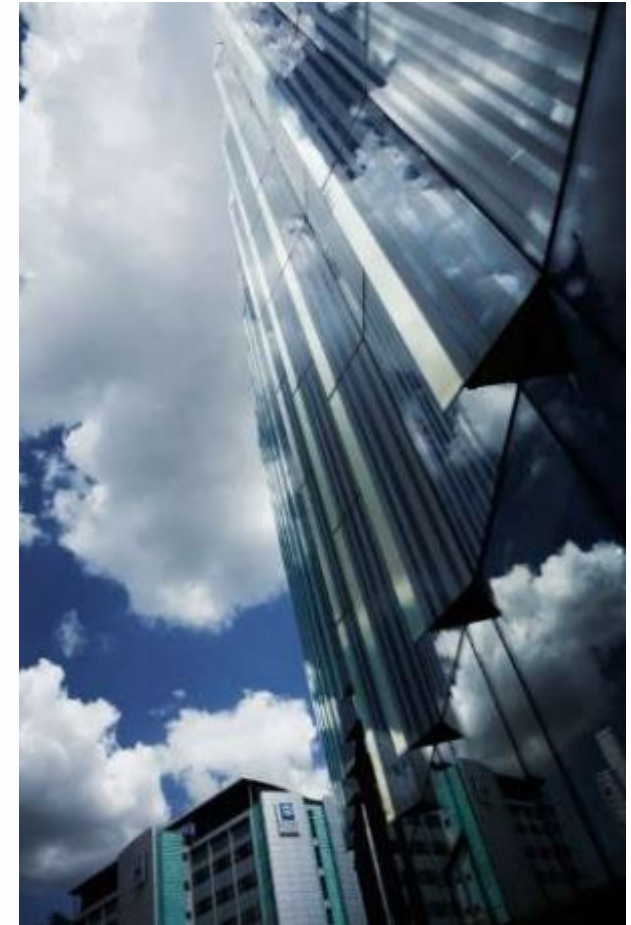
- I am still in my previous role, so how will I develop my skills in practice?
- How can I be exposed to systems that I may not see in my given speciality?
- Will I have enough time?
- How do I balance work and study?
- Will I be academically capable, is there support available?
- My colleagues don't understand the features and benefits of the ACP role
- I don't know what role I will be in when I qualify





## Combating these worries

- Apprentices will be required to have time in practice to meet their competencies
  - We would recommend protected time, but ensure you are open and honest with your apprentice to manage their expectations
  - Apprentices will be required to visit other clinical areas to gain exposure to conditions not found in their speciality
- Planning the study days and requirement on the programme will be key, remaining organised will ensure effective time management.
- Apprentices will have met the academic entry criteria and there are several services available for them to access to gain further study skills.
- Ask your apprentices to present to the wider team the features and benefits of the role of the ACP
- Managers and supervisors 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)







## What your apprentices had at the Induction

- Welcomed to the university to meet the team and their peers
- Introduced to the programme, expectations of them and information on how to succeed
- Understanding the apprenticeship standard – this is very important
- Introduction to the e-portoflio and off-the-job
- Introduction to Library Services and sources of academic support
- Getting to know their surroundings







## Last of all, a few tips

- 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
- Please encourage them to engage with the e-portfolio and evidence their time as they go along.
- Provide support – this is not easy





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# Thank You

