**KEY PROGRAMME INFORMATION**

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| **Originating institution(s)**  Bournemouth University | | **Faculty responsible for the programme**  Faculty of Health and Social Sciences | |
| **Apprenticeship Standard**  [Advanced Clinical Practitioner ST0564](https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-integrated-degree-v1-0) | | **Assessment Plan**  [Assessment Plan ST0564/AP02](https://www.instituteforapprenticeships.org/media/5953/st0564-l7-advanced-clinical-practitioner-ap-publication-03032022-1.pdf) | |
| **End Point Assessment type**  Integrated | **Main training provider**  Bournemouth University | | **Approved sub-contractors**  N/A | |
| **Apprenticeship model**  Integrated degree apprenticeship for advanced clinical practitioner at Level 7 | | | | |
| **Final award(s), title(s) and credit**  Master of Science in Advanced Clinical Practice (180 credits Level 7) | | | |
| **Intermediate award(s), title(s) and credits**  Post Graduate Diploma (PGDip) in Advanced Practice (120 credits Level 7)  Post Graduate Certificate (PGCert) in Professional Practice (60 credits Level 7) | | | |
| **UCAS Programme Code(s) (where applicable and if known)**  N/A | **HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.**  100476 (major), 100473 (minor) | | **LARS (Learning Aims Reference) code** | |
| **External reference points**  **This programme is accredited by the NHSE Centre for Advancing Practice which means it meets the standards set out in the Multiprofessional framework for advanced clinical practice in England and Standards for Education and Training. On successful completion of the programme graduates will be eligible for a Centre for Advancing Practice Digital Badge.**    Institute for Apprenticeships and Technical and Education – [Advanced Clinical Practitioner (Integrated Degree) standard](https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-integrated-degree-v1-0)  The UK Quality Code for Higher Education; [Part A: Setting and maintaining academic standards](https://dera.ioe.ac.uk/id/eprint/18741/1/Part-A.pdf); Chapter A1: UK and European reference points for academic standards (October 2013)  [Centre for Advancing Practice](https://advanced-practice.hee.nhs.uk/), NHS England Workforce, training and education  [Multi-professional framework for advanced practice in England (2017)](https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf), NHS England Workforce, training and education  [HASO (Healthcare Apprenticeship Standards Online) Skills for Health](https://haso.skillsforhealth.org.uk/)  [Department of Health (2010). Advanced Level Nursing: A Position Statement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/215935/dh_121738.pdf)  [NHS Long Term Workforce Plan (2023)](https://www.england.nhs.uk/wp-content/uploads/2023/06/nhs-long-term-workforce-plan-v1.2.pdf)  Royal Pharmaceutical Society (RPS) – [Prescribing Competency Framework (2021)](https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Prescribing%20Competency%20Framework/RPS%20English%20Competency%20Framework%203.pdf?ver=mctnrKo4YaJDh2nA8N5G3A%3d%3d)  Royal College of Nursing (RCN) – [Standards for Advanced Level Nursing Practice](https://www.rcn.org.uk/Professional-Development/publications/pub-007038)  College of Paramedics – [Paramedic Career Framework (2023)](https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/post_reg_career_framework.aspx)  The Nursing and Midwifery Council (NMC) – [Advanced practice review (2023)](https://www.nmc.org.uk/about-us/our-role/advanced-practice-review/) | | | |
| **Professional, Statutory and Regulatory Body (PSRB) links**  All learners must be registered with the Nursing and Midwifery Council (NMC), Health and Care Professions Council (HCPC) or General Pharmaceutical Council (GPhC).  For learners who opt to study Independent & Supplementary Prescribing this unit of learning is a PSRB-recordable qualification. | | | |
| **Locations of off-the-job training delivery**  Bournemouth University, Lansdowne Campus  Remotely at learner’s discretion for tutorials/meetings if applicable.  In the learner’s workplace  Experiential learning at other work locations organised between learner and coordinating education supervisor | | | |
| **Mode(s) of delivery**  Part-time | | **Language of delivery**  English | |
| **Typical duration**  38 months | | | |
| **Date of first intake**  September 2024 | | **Expected start dates**  Up to three intakes per year which may start in July or September, January, March | |
| **Maximum apprentice numbers**  120 learners across three intakes (shared intake with up to 15 traditional students) | | | |
| **Partner(s)**  N/A | | **Partnership model**  N/A | |
| **Date of this Programme Specification**  April 2025 | | | |
| **Version number**  2.0-0925 | | | |
| **Approval, review or modification reference numbers**  E232427, approved 18/04/2024  EC242523, approved 22/04/2025 | | | |
| **Author**  Dr Jonny Branney | | | |

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# **PROGRAMME STRUCTURE**

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| **Programme Award and Title:** Master of Science in Advanced Clinical Practice | | | | | | | | |
| **Year 1/Level 7** | | | | | | | | |
| **Unit Name** | **Core/**  **Option** | **No. of**  **Credits** | **Assessment Element Weightings** | | | **Expected**  **Contact hours per unit** | **Unit**  **Version No.** | **HECoS Code**  (plus balanced or major/ minor load) |
| **Exam**  **1** | **Cwk**  **1** | **Cwk**  **2** |
| Unit 1. Advanced Practice: Contextual Issues and Professional Development | Core | 20 | n/a | 100% | n/a | 48 | 1.0 | 100476 (major)  100473 (minor) |
| Unit 2. History Taking and Physical Examination for Advancing Practice | Core | 20 | 100%  (Pass/Fail) | n/a | n/a | 54 | 1.0 | 100246 |
| Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice  Pre-requisite for Unit 3 is to have passed Unit 2. | Core | 20 | n/a | 100% | n/a | 48 | 1.0 | 100476 (major)  100246 (minor) |
| **Progression requirements: Normally** 60 credits at Level 7 to proceed to Year 2.  **Exit qualification:** Postgraduate Certificate (PGCert) Professional Practice (60 credits at Level 7) | | | | | | | | |

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| **Year 2/Level 7** | | | | | | | | |
| **Unit Name** | **Core/**  **Option** | **No. of**  **Credits** | **Assessment Element Weightings** | | | **Expected**  **Contact hours per unit** | **Unit**  **Version No.** | **HECoS Code**  (plus balanced or major/ minor load) |
| **Exam**  **1** | **Exam 2** | **Cwk**  **1** |
| Unit 4/5. Independent and Supplementary Prescribing | Option | 40 | Pass/ Fail (Pass mark is 100%) | Pass/ Fail (Pass mark is 80%) | Portfolio  100% | 48 | 1.0 | 100251 (50%)  100476 (50%) |
| Unit 4/5a. Supplementary Prescribing | Option | 40 | Pass/ Fail (Pass mark is 100%) | Pass/ Fail (Pass mark is 80%) | Portfolio  100% | 48 | 1.0 | 100251 (50%)  100476 (50%) |
| Unit 4a. Evidencing Professional Learning (1) | Option | 20 | n/a | n/a | 100% | 18 | 1.0 | 100251 (50%)  100476 (50%) |
| Unit 5a. Evidencing Professional Learning (2) | Option | 20 | n/a | n/a | 100% | 18 | 1.0 | 100260 (50%)  100476 (50%) |
| Unit 6: Preparing for your Service Improvement Project. | Core | 20 | n/a | n/a | 100% | 24 | 1.0 | 100476 |
| **Progression requirements: Normally** 120 credits at Level 7 to proceed to Year 3.  **Exit qualification:** Postgraduate Diploma (PGDip) Advanced Practice (120 credits at Level 7) | | | | | | | | |

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| **Year 3/Level 7** | | | | | | | | |
| **Unit Name** | **Core/**  **Option** | **No. of**  **Credits** | **Assessment Element Weightings** | | | **Expected**  **Contact hours per unit** | **Unit**  **Version No.** | **HECoS Code**  (plus balanced or major/ minor load) |
| **Exam**  **1** | **Cwk**  **1** | **Cwk**  **2** |
| Unit 7. Service Improvement Project | Core | 40 | n/a | 100% | n/a | 18 | 1.0 | 100476 |
| Unit 8. Advanced Clinical Practitioner End Point Assessment | Core | 20 | 50%  Fail/Pass/Merit/ Distinction | 50%  Fail/Pass/Merit/ Distinction | n/a | 30 | 1.3 | 100476 |
| Empowering Leadership and Preparing for Advanced Clinical Practitioner End Point Assessment | Core | n/a | n/a | Pass/Fail | n/a | 18 | 1.0 | 100476 |
| **End Point Assessment**  This award is an integrated degree apprenticeship and includes an end-point assessment (EPA) which the apprentice must pass to complete the programme. Unit 8. Advanced Clinical Practitioner End Point Assessment Preparation ends with the EPA, which is graded as Fail, Pass, Merit or  Distinction as required by the End Point Assessment Plan, Integrated Degree Apprenticeship for Advanced Clinical Practitioner at Level 7, ST0564/AP1, Institute of Apprenticeships, March 2018. It is this qualitative grade which will be provided to the Education and Skills Funding Agency (ESFA) and represents the final grade for the ESFA apprenticeship certificate. In addition, a summative numerical grade will also be awarded which will contribute to the final degree classification in line with BU’s standard Postgraduate Taught assessment regulations. For clarity, the two elements of assessment in this unit are a presentation (Cwk 1) and an exam (Exam 1). Numerical grades will be awarded as followings:  Fail for either or both elements = 0%; Pass on both elements = 50%; Pass for one element and Merit for the other = 55%; Pass for one element and Distinction on the other = 60%; Merit for both elements = 60%; Merit for one element and Distinction for the other = 65%; Distinction for both elements = 70%.  The EPA period must only start once the employer and BU are satisfied that the apprentice is demonstrating the knowledge, skills and behaviours of the apprenticeship standard, and all of the pre-requisite gateway requirements for EPA as defined in the assessment plan and apprenticeship funding rules have been met. | | | | | | | | |
| **Exit qualification:** Master of Science (MSc) in Advanced Clinical Practice (180 credits at Level 7) | | | | | | | | |

**AIMS OF THE DOCUMENT**

The aims of this document are to:

* define the structure of the programme;
* specify the programme award titles;
* articulate how the programme will enable apprentices to demonstrate the Knowledge, Skills and Behaviours of the apprenticeship standard;
* identify programme and level learning outcomes;
* articulate the regulations governing the awards defined within the document.

**AIMS OF THE PROGRAMME**

This programme aims to develop critically informed graduates of an appropriate level 7 academic

and integrated degree apprenticeship programme who:

* Are prepared for working as advanced clinical practitioners within clinical practice settings, meeting contemporary and future workforce requirements of healthcare providers.
* Meet nationally agreed advanced practice criteria and the advanced clinical practitioner apprenticeship standard (IoA 2018) through practice and academic development that includes an appropriate level of critical thinking and judgement and decision-making in complex situations.
* Have successfully completed a relevant, comprehensive process of assessment of theoretical and practical skills and knowledge, supported by significant academic, clinical and professional support, to consolidate, apply and assimilate newly gained advanced practice knowledge and skills.
* Have successfully completed a relevant, comprehensive process of assessment of theoretical and practical skills and knowledge, supported by significant academic, clinical and professional support, to consolidate, apply and assimilate newly gained advanced practice knowledge and skills.
* Have competed an award at level 7 and are embedding an advanced clinical practitioner role as an advanced clinical practitioner, which includes: advanced physical health assessment; drawing on a diverse range of knowledge in their decision-making to determine evidence-based therapeutic interventions (which will usually include prescribing medication or medicines management and actively monitoring the effectiveness of therapeutic interventions); leadership skills, evidence-based practice/research and quality improvement.
* Are autonomous advanced clinical practitioners as advanced nurse practitioners, who possess advanced clinical skills and knowledge that is informed by current practice, scholarship and research.
* Have engaged in learning, to support the creation of new knowledge and innovative working practices at the forefront of their professional discipline and advanced practice.
* Have critical thinking and analysis skills to engage with best evidence to tackle and solve problems in complex and unpredictable professional environments.
* Have critical awareness and applied understanding of contemporary issues and ongoing developments in advanced practice, professional responsibility, legality, integrity, values and ethics.
* Are enabled to define and articulate their own learning needs in relation to their advancing nurse practitioner roles and have achieved personal and professional development through a facilitative and critically reflective process.
* To enable practitioners to demonstrate their independent ability within a complex professional context to undertake a service / practice improvement project, applying well-grounded research and evaluation methods and practice/service development skills.

**ALIGNMENT WITH THE UNIVERSITY’S STRATEGIC PLAN**

The MSc Advanced Clinical Practice (advanced clinical practitioner integrated degree apprenticeship) is informed by and aligned with the [BU2025 strategic plan](https://www.bournemouth.ac.uk/about/bu2025-vision-values-strategic-plan/bu2025-strategic-plan) and the University’s [Fusion learning approach](https://www.bournemouth.ac.uk/why-bu/fusion-bu).

BU’s vision is to be recognised worldwide as a leading university for inspiring learning, advancing knowledge and enriching society through the Fusion of education, research and practice. Our values are excellence, inclusivity, creativity and responsibility. The BU vision supports creating an environment for a personalised student experience, where learners are actively engaged in all aspects of their learning. Learners will:

* receive an excellent education, through a range of interactions with academics who are at the top of their field, and through the opportunity to work collaboratively and share knowledge with their peers;
* be involved in, and aware of, research relevant to their subject areas so that they develop critical thinking skills, appreciate the importance of knowledge generation and experience the joy of discovery;
* be prepared for professional practice, having been developed and shaped through close collaboration with employers.

**LEARNING HOURS AND ASSESSMENT**

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the apprentice, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection and practice.

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Throughout the programme learners are expected to undertake a significant proportion of work-based learning and development of their professional practice in their own workplaces, with formal agreement of their employers. They identify a coordinating education supervisor in practice to support learning of the clinical skills required for their advanced clinical practitioner roles. They also draw on the expertise of colleagues from their cohort and from their own work areas (associate supervisors) to enhance and advance their learning. Members of the ACP programme team signpost learners to appropriate work-based learning opportunities and provide support to negotiate learning experiences at progress reviews.

Throughout the programme, learners gather evidence of interactions with patients and are

assessed within their clinical practice settings, all of which is captured in a professional portfolio that represents formative assessment supporting progression through gateway toward the end point assessment. The programme leader takes on a coordinating role and provides input as required to ensure all learners have appropriate support and guidance.

**STAFF DELIVERING THE PROGRAMME**

Learners will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, lecturer-practitioners, and work-based supervisors. Due to clinical complexity inherent in working at an advanced level most of the programme is taught by lecturer-practitioners who are themselves advanced clinical practitioners.

**APPRENTICESHIP KNOWLEDGE, SKILLS AND BEHAVIOURS**

The knowledge, skills and behaviours (KSBs) of the apprenticeship standard are evaluated and assessed at the final level of the apprenticeship (e.g. level 5, 6 or 7 depending on the apprenticeship standard). This applies to all judgements made on the KSBs from the skills-scan at the start of the apprenticeship to the end point assessment.

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| **Knowledge** | **Programme Unit** | **Programme ILOs** | **Workplace / Placement Learning** |
| **Clinical Pillar of Advanced Clinical Practice**  **You will 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; the importance of working within boundaries of practice; the range of physical, psychological, pharmacological, diagnostic and therapeutic interventions within your scope of practice | Units 1, 2, 3, 4/5, 4/5a, 4a, 6, 7 | **A1, A2, A3, A4, A5, A6, A7,**  **B1, B2, B4, B5, B6,**  **C1, C2, C3, C4, C5, C6, C7,**  **D1, D2, D3, D4, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 2, 3, 4/5, 4/5a, 4a | **A4, A5, A6  B1, B2, B4 C1, C2, C3, C4, C5, C6  D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 3, 4/5, 4/5a, 4a | **B1 C1, C2, C3, C5, C6 D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 3, 4/5, 4/5a, 4a | **B1**  **C1, C2, C3, C5, C6**  **D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 3, 4/5, 4/5a, 4a | **B1**  **C1, C2, C3, C5, C6**  **D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 1.6 Local and national policies, regulatory frameworks and guidelines for prescribing where appropriate; knowledge of pharmacotherapeutics relative to your scope of practice | Units 4/5, 4/5a, 4a, 6, 7 | **A5, A6**  **B2, B4**  **C2, C3, C5**  **D1, D3, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 1.7 Strategies to mitigate risk | Units 2, 3, 4/5, 4/5a, 4a, 6, 7 | **A4, A5, A6, A7**  **B1, B2, B4, B5, B6**  **C1, C2, C3, C4, C5, C6, C7**  **D1, D3, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 1.8 The importance of evidence-based practice and technology, such as genomics, to underpin and inform decisions made about care and treatment. | Units 1, 2, 3, 4/5, 4/5a, 4a | **A1, A2, A3, A4, A5, A6**  **B1, B2, B4**  **C1, C2, C3, C4, C5, C6**  **D1, D2, D3, D4, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Education Pillar of Advanced Clinical Practice**  2.1 Motivational theory and how to apply it to participation in health and social care; the value of empowerment and co-design | Unit 3 | **B1**  **C1, C2, C6**  **D3** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 1, 4/5, 4/5a, 4a, 8 | **A1, A2, A3, A5, A6**  **B2, B3, B4**  **C2, C3, C5**  **D1, D2, D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 1, 8 | **A1, A2, A3**  **B3**  **D1, D2, D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 2.4 The importance and impact of organisational culture in learning and development; techniques to influence organisational culture | Units 1, 6, 7 | **A1, A2, A3**  **B5, B6**  **C7**  **D1, D2, D3, D4, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Leadership and Management Pillar of Advanced Clinical Practice**  3.1 Methods and systems to measure impact of advanced clinical practice | Units 1, 6, 7 | **A1, A2, A3**  **B5, B6**  **C7**  **D1, D2, D3, D4, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3.2 The implications and applications of epidemiological, demographic, social, political and professional trends and developments appropriate to your clinical practice | Units 6, 7, 8 | **A7**  **B3, B5, B6**  **C7**  **D1, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3.3 Theories, techniques and models of leadership and teamwork and how these can be applied across professional boundaries in health and social care | Units 1, 6 ,7, 8 | **A1, A2, A3, A7**  **B3, B5, B6**  **C7**  **D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3.4 The importance and impact of peer review and evaluation in advanced clinical practice | Unit 1 | **A1, A2, A3**  **D1, D2, D4** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 1, 6, 7, 8 | **A1, A2, A3, A7**  **B3, B5, B6**  **C7**  **D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3.6 The range of legal, ethical, professional and organisational policies, procedures and codes of conduct that apply to your practice | Units 1, 2, 3, 4/5, 4/5a, 4a, 8 | **A1, A2, A3, A4, A5, A6**  **B1, B2, B3, B4, B5, B6**  **C1, C2, C3, C4, C5, C6**  **D1, D2, D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3.7 The range of evidence-based strategies to manage risk in clinical practice | Units 1, 3, 6/7, 8 | **A1, A2, A3, A7**  **B1, B3, B5, B6**  **C1, C2, C6, C7**  **D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Research Pillar of Advanced Clinical Practice**  4.1 National and international quality standards; the effect of policy on health and social care | Units 1, 2, 3, 4/5, 4/5a, 4a, 6, 7, 8 | **A1, A2, A3, A4, A5, A6, A7**  **B1, B2, B3, B4, B5, B6**  **C1, C2, C3, C4, C5, C6, C7**  **D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 4.2 The range of valid and reliable evaluation and audit methods used in clinical practice | Units 1, 4/5, 4/5a, 4a, 6, 7, 8 | **A1, A2, A3, A5, A6, A7**  **B2, B3, B4, B5, B6**  **C2, C3, C5, C7**  **D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 1, 6, 7 | **A1, A2, A3, A7**  **B5, B6,**  **C7**  **D1, D2, D3, D4, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 1, 2, 3, 4/5, 4/5a, 4a, 6, 7 | **A1, A2, A3, A4, A5, A6, A7**  **B1, B2, B4, B5, B6**  **C1, C2, C3, C4, C5, C6, C7**  **D1, D2, D3, D4, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 4.5 The importance of effective governance systems and methods that can be used to ensure systematic documentation is in place | Units 2, 4/5, 4/5a, 4a, 8 | **A4 B2, B4, B3 C3, C4, C2, C5 D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Unit 1, 6, 7, 8 | **A1, A2, A3, A7 B5, B6, B3 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Skills** | **Programme Unit** | **Programme ILOs** | **Workplace / Placement Learning** |
| **Clinical Pillar of Advanced Clinical Practice**  **You will be 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 | Units 1, 2, 3, 4/5, 4/5a, 4a, 8 | **A1, A2, A3, A4, A5, A6 B1, B2, B3, B4 C1, C2, C3, C4, C5, C6 D1, D2, D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 2, 3, 4/5, 4/5a, 4a | **A4 B1, B2, B4, B6 C1, C2, C3, C4, C5, C6 D3, D5, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 3, 4/5, 4/5a, 4a | **A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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; support individuals with an ongoing plan for preventative and rehabilitative measures | Units 3, 4/5, 4/5a, 4a | **A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 3, 4/5, 4/5a, 4a | **A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 1.6 Initiate and evaluate a range of interventions which may include prescribing of medicines, therapies and care | Units 2, 3, 4/5, 4/5a, 4a | **A4, A5, A6 B1, B2, B4, B6 C1, C2, C3, C4, C5, C6 D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 1.7 Ensure safety of individuals and families through the appropriate management of risk | Units 3, 4/5, 4/5a, 4a | **A5, A6 B1, B2, B4, B6 C1, C2, C3, C5, C6 D3, D6** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 1.8 Seek out and apply contemporary, high-quality evidence-based resources and existing and emerging technology as appropriate. | Units 1, 2, 3, 4/5, 4/5a, 4a, 6, 7 | **A1, A2, A3, A4, A5, A6, A7 B1, B2, B4, B5, B6 C1, C2, C3, C4, C5, C6, C7 D1, D2, D3, D4, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Education Pillar of Advanced Clinical Practice**  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 | Units 3, 4/5, 4/5a, 4a, 8 | **A5, A6 B1, B2, B3, B4, B5, B6 C1, C2, C3, C5, C6 D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 2.2 Assess own learning needs and engage in self-directed learning to maximise potential to lead and transform care and services | Unit 1, 6, 7,8 | **A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Unit 1, 4/5, 4/5a, 4a, 6, 7, 8 | **A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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. | Unit 1, 6, 7, 8 | **A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Leadership and Management Pillar of Advanced Clinical Practice**  3.1 Demonstrate the impact of advanced clinical practice within your scope of practice and the wider community | Unit 1, 4/5, 4/5a, 4a, 6, 7, 8 | **A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 6, 7, 8 | **A7 B3, B5, B6 C7 D1, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Unit 1, 4/5, 4/5a, 4a, 6, 7, 8 | **A1, A2, A3, A5, A6, A7 B2, B3, B4, B5, B6 C2, C3, C5, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3.4 Actively seek and participate in peer review of your own and others’ practice across traditional health and social care boundaries | Unit 1, 8 | **A1, A2, A3 B3 D1, D2, D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 1, 6, 7, 8 | **A1, A2, A3, A7 B3, B5, B6 C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Unit 1, 3, 4/5, 4/5a, 4a, 8 | **A1, A2, A3 B1, B2, B3, B4 C1, C2, C3, C5, C6 D1, D2, D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3.7 Identify and manage risk in own and others’ clinical practice; be receptive to challenge and demonstrate the ability to challenge others | Unit 1, 8 | **A1, A2, A3 B3 D1, D2, D3, D4, D5, D6, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Research Pillar of Advanced Clinical Practice**  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 | Unit 6, 7 | **A7**  **B5, B6**  **C7**  **D1, D3, D5, D6, D7, D8** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 4.2 Evaluate and audit your own and others’ clinical practice and act on the findings | Units 1, 6, 7, 8 | **A1, A2, A3, A5, A6, A7 B1, B2, B3, B4, B5, B6 C2, C3, C5, C6, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Units 6, 7, 8 | **A7**  **B3, B5, B6**  **C7**  **D1, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 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 | Unit 1,2, 3, 4/5, 4/5a, 4a, 6, 7, 8 | **A1, A2, A3, A5, A6, A7 B1, B2, B3, B4, B5, B6 C2, C3, C5, C6, C7 D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 4.5 Develop and implement robust governance systems and systematic documentation processes | Units 6, 7, 8 | **A2, A3, A7,**  **B3, B5, B6**  **C7**  **D1, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 4.6 Disseminate your work through appropriate media to further advance clinical practices | Units 1, 6, 7, 8 | **A1, A2, A3, A7,**  **B3, B5, B6**  **C7**  **D1, D2, D3, D4, D5, D6, D7, D8, D9** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| **Behaviours** | **Programme Unit** | **Programme ILOs** | **Workplace / Placement Learning** |
| 1. 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 | All units | **All ILOs** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 2. You will have the courage to challenge areas of concern and work to best practice | All units | **All ILOs** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |
| 3. You will be adaptable, reliable and consistent, show discretion, resilience and self-awareness | All units | **All ILOs** | All KSBs will be achieved by the combination of classroom learning and workplace learning and application.  [Complementary employer activities for this KSB are listed here (see page 4 onwards).](https://livebournemouthac-my.sharepoint.com/:b:/g/personal/jbranney_bournemouth_ac_uk/ET20UcUqTzZInJBkwHSlJT4BWzdfY7E-sMon2svZcZmkaw?e=1oDPTs) |

**ENGLISH, MATHS AND BRITISH VALUES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **English** | **Maths** | **British values** |
| Unit 1. Advanced Practice: Contextual Issues and Professional Development | English skills will be fostered throughout the unit, with group discussion being a central feature for exploring abstract concepts of Advanced Care roles. This is emphasised when learners contribute and lead a debate on the contextual features of what constitutes Advanced Clinical Practice. | Maths skills will be employed when considering economic and national developmental drivers that led to hybrid clinical roles in healthcare. | Particular focus will be on:  Rule of Law- Around conduct when interacting on contentious issues within the learning environment.  Democracy- Reaching a shared practical understanding of topics explored and driving shared decision making. Protecting space in discussions for those with views conflicting with our own  Respect and Tolerance- Embracing a range of understanding on what our health service means to us individually, as a group and to the patient group we service and belong to. |
| Unit 2. History Taking and Physical Examination for Advancing Practice | English skills are used in the development of a shared anatomical and physiological vocabulary. Learners will be supported in communicating with others using defined scientific/professional terms and avoid colloquialisms when interacting with peers. | Maths skills will be present regularly throughout the content taught. Examples are such as defining units of measurement in relation to physiological data and in examination of physical landmarks in the reporting of symptomology. | Particular focus will be on:  Individual Liberty- Respect for body autonomy and accommodating individuals' requirements while conducting physical assessment and history taking. Understanding of the role of consent in conducting physical examinations  Rule of Law- Understanding legal and professional obligations in relation to confidentiality and body autonomy |
| Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice | English skills will be used in both written and spoken form, acting as a partner with patients and peers in identifying treatment goals, advocating for patient interest and communicating plans of treatment to people who may lack an understanding of complex healthcare related vocabulary. | Maths skills will be present throughout the diagnostic and therapeutic process. Learners will engage with clinical mathematical tools in the stratification of risk and likelihood of outcome. They will explore the measurement of clinical finding over varying scales, such as blood results or calculating cardiac output. | Particular focus will be on:  Rule of Law- Understanding the collaborative nature of modern healthcare and how interaction between specialities/navigation of established referral links assists patient reaching their treatment goals  Individual liberty- Understanding paternalism in healthcare and how disempowerment/dehumanisation of patients is in opposition to NHS shared principles  Respect and Tolerance- Actively seeking for what patients consider important therapy goals personal to themselves. Avoidance or restriction of bias/assumption when considering what patients wish to achieve for their own ongoing health |
| Unit 4/5. Independent and Supplementary Prescribing | English skills will be used in both written and spoken form to effectively and accurately report prescription requirements, in line with legislation standards, and in informing patients of administration plans. | Maths skills will regularly receive direct application, through calculation of dosages, administration gaps and calculating half-life of drugs. This will assist in preparation for the numerical assessment. | Particular focus will be on:  Rule of Law- Understanding the scope and limitations of the role of independent and supplementary prescribers  Democracy- Understanding the role of the practitioner in leading joint-decision making in prescribing decisions. Contributing to shared care agreements in relation to prescribing responsibilities between separate areas of healthcare |
| Unit 4/5a. Supplementary Prescribing | English skills will be used in both written and spoken form to effectively and accurately report prescription requirements, in line with legislation standards, and in informing patients of administration plans. | Maths skills will regularly receive direct application, through calculation of dosages, administration gaps and calculating half-life of drugs. This will assist in preparation for the numerical assessment. | Particular focus will be on:  Rule of Law- Understanding the scope and limitations of the role of independent and supplementary prescribers  Democracy- Understanding the role of the practitioner in leading joint-decision making in prescribing decisions. Contributing to shared care agreements in relation to prescribing responsibilities between separate areas of healthcare |
| Unit 4a. Evidencing Professional Learning (1) | English skills will be used in both written and spoken form to report patient medication status effectively and accurately. | Maths skills will regularly receive direct application, through understanding dose calculations. | Focus will be on:  Rule of Law- Understanding the scope and limitations of the role of independent and supplementary prescribers  Democracy- Understanding the role of the practitioner in leading joint-decision making in prescribing decisions. Contributing to shared care agreements in relation to prescribing responsibilities between separate areas of healthcare |
| Unit 5a. Evidencing Professional Learning (2) | English skills will be developed by writing the assignment and in considering different dissemination strategies. | Maths skills will depend on the learner’s choice of learning event(s). | Relevant Fundamental British Values will be emphasised based on the learner’s choice of learning event(s). |
| Unit 6: Preparing for your Service Improvement Project. | English skills will form an essential component in constructing and presenting a compelling need for change or investigation. | As part of forming a compelling argument for change learners will employ their Maths literacy in interpreting data sets and conducting viability assessments. | Particular focus will be on:  Individual liberty- Understand how to drive and evaluate personal development within a unit with an emphasis on self-directed learning  Respect and Tolerance- Understand the need to balance sometimes conflicting interests when considering service change or growth |
| Unit 7. Service Improvement Project | The produced report will be presented in a scientific style, requiring the learners to understand the vocabulary of scientific inquiry. This requires their understanding and communication of complex scientific philosophies. | Building upon the work conducted in the previous PSIP unit, learners will use maths skills to help explore the issue/opportunity identified. It is expected that learners will propose a negotiated conclusion/judgement on intervention or inquiry. Identification, measurement and interpretation of collected data related to their stated goals are central to success. | All fundamental British values will be demonstrated in the negotiation and dissemination of the project. |
| Unit 8. Advanced Clinical Practitioner End Point Assessment Preparation | Critical analysis, evaluation, negotiation and persuasion skills will be demonstrated in preparing for the writing and presentation of the change. | Maths will be demonstrated in the context of complex clinical reasoning and therapeutic decision-making. | As a unifying collection and retrospection of their experiences throughout the programme, it is expected that each fundamental British value will be present and notable. |

**Safeguarding, Prevent and Careers support**

[Guidance for completion](#safeguarding_prevent_british_values_guid)

|  |  |  |
| --- | --- | --- |
| **Unit** | **Safeguarding and Prevent** | **Careers support** |
| Unit 1. Advanced Practice: Contextual Issues and Professional Development | Concepts such as marginalised communities and individuals will be explored when considering how the developments in healthcare drives has led to diversification of services and roles. The learners’ understanding of accountability, responsibility and legal imperatives will be discussed in relation to their increasingly autonomous role. | A core element of the unit philosophy is around defining what Advanced Practice is in the current healthcare climate and encouraging learners to see that this will not remain static. Each session learners actively engage in considering their future service/role needs. Included in this exploration is their personal and professional development goals. |
| Unit 2. History Taking and Physical Examination for Advancing Practice | Learners will develop their understanding of their role in patient advocacy and empowerment, in relation to the new skills and knowledge gained. The theme of concordance rather than compliance in patient assessment will be visited regularly and expanded upon. | N/A |
| Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice | Learners will further build upon their role as an advocate for patient interest, extending that to their future health, meaning planning for future challenges to autonomy and empowering patients to articulate/meet their own parameters of healthcare success. The learners’ expanding role in relation to terms such as ‘best interest’ and ‘patient centred care’ will regularly be visited. | Learners will be encouraged to see the impact and influence they exert on achieving a positive therapeutic outcome for patients and reflect upon how this has improved since their commencement on the programme. This, in conjunction with regular progress reviews, will allow for a virtuous circle where learners can identify both their progression and potential for future growth. |
| Unit 4/5. Independent and Supplementary Prescribing | Learners will understand the requirement for informed and meaningful consent in ensuring prescribing decisions are patient centred and responsive to the needs identified. Learners will also understand the need for effective precautionary information on adverse drug reactions and how to respond. They will also be introduced to the adverse drug reaction reporting mechanism employed within UK healthcare. | N/A |
| Unit 4/5a. Supplementary Prescribing | Learners will understand the requirement for informed and meaningful consent in ensuring prescribing decisions are patient centred and responsive to the needs identified. Learners will also understand the need for effective precautionary information on adverse drug reactions and how to respond. They will also be introduced to the adverse drug reaction reporting mechanism employed within UK healthcare. | N/A |
| Unit 4a. Evidencing Professional Learning (1) | Learners will understand the requirement for informed and meaningful consent in ensuring prescribing decisions are patient centred and responsive to the needs identified. Learners will also understand the need for effective precautionary information on adverse drug reactions and how to respond. They will also be introduced to the adverse drug reaction reporting mechanism employed within UK healthcare. | N/A |
| Unit 5a. Evidencing Professional Learning (2) | Safeguarding and Prevent content will be emphasised based on the learner’s choice of learning event(s). | N/A |
| Unit 6: Preparing for your Service Improvement Project. | Learners will be encouraged to consider how organisational structures can act as a dehumanising element within healthcare. They will identify how to promote humanising practices within a bureaucratic system. | Building upon themes of increasing influence, this unit will encourage learners to see themselves in the role of drivers of service provision. They will learn how to exert influence to extend productivity or value to their service users and, on reflection, understand how to use their growing influence and awareness of strategy to elicit change across an organisation. |
| Unit 7. Service Improvement Project | An essential component of the unit is meaningful engagement with organisational Ethics Approval processes. In order to build and conduct their project, learners must fundamentally understand the need for these protective measures in relation to principles of bioethics and their role in protecting the public. | N/A |
| Unit 8. Advanced Clinical Practitioner End Point Assessment Preparation | Apprentices’ understanding of safeguarding and Prevent will be contextualised within the two synoptic assessments, the open book exam (including three written case studies) and the presentation of practice (including written change report). | Learners will be encouraged to reflect on their future career journey and consider possible paths, for instance, to Senior ACP, Trainee Consultant, Consultant Practitioner, Clinical Educator, lecturer-practitioner. |

**INDICATIVE TIMELINE FOR DEMONSTRATING KNOWLEDGE, SKILLS AND BEHAVIOURS**

This is an indicative timeline of when apprentices might typically be able to demonstrate each element of the Knowledge, Skills and Behaviours described in the apprenticeship standard. This is intended only as a guideline – the actual timeline will vary for each apprentice, based on prior learning and individual rates of progress.

**Year 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Month | Week1 | Week 2 | Week 3 | Week 4 |
| 1 | Unit 1: CIPD - Start |  |  | Starting Point Meeting |
| 2 |  |  |  |  |
| 3 | Unit 2: HAPE - Start |  |  | Progress Review |
| 4 | Unit 1: CIPD - End |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  | Progress Review |
| 7 | Unit 2: HAPE - End |  |  |  |
| 8 | Unit 3: ACRDM - Start |  |  |  |
| 9 |  |  |  | Progress Review |
| 10 |  |  |  |  |
| 11 | Unit 3: ACRDM - End |  |  |  |
| 12 |  |  |  | Progress Review |

**Year 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Month | Week1 | Week 2 | Week 3 | Week 4 |
| 1 | Unit 4/5: I&SP - Start |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  | Progress Review |
| 4 |  |  |  |  |
| 5 | Unit 8 – EPA Preparation - Start |  |  |  |
| 6 | Unit 4/5: I&SP - End |  |  | Progress Review |
| 7 | Unit 6: PSIP - Start |  |  |  |
| 8 |  |  |  |  |
| 9 | Unit 6: PSIP - End |  |  | Progress Review |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  | Progress Review |

**Year 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Month | Week1 | Week 2 | Week 3 | Week 4 |
| 1 | Unit 7: SIP - Start |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  | Progress Review |
| 4 | Unit 7: SIP - End |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  | Progress Review |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 | Unit 8 – EPA Preparation - End |  |  | Gateway Meeting |
| 10 | EPA - Start |  |  |  |
| 11 |  |  |  |  |
| 12 | EPA - End |  |  |  |

**INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES APPRENTICES TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES**

**PROGRAMME LEVEL 7 INTENDED PROGRAMME OUTCOMES**

|  |  |  |
| --- | --- | --- |
| **A: Subject knowledge and understanding**  This programmeprovides opportunities for apprentices to develop and demonstrate knowledge and understanding of*:* | The following learning and teaching and assessment strategies and methods enable apprentices to achieve and to demonstrate the programme learning outcomes: | |
| 1. Critically review and evaluate the historical, political and economic influences upon the development of advanced clinical practice roles in health care; 2. Demonstrate critical awareness of the issues relating to advanced nursing practice; 3. Critically analyse how law, ethics and professional accountability relate to advancing nursing practice; 4. Demonstrate advanced knowledge of the anatomy and physiology of the human body; 5. Demonstrate advanced knowledge and understanding of the pharmacokinetics and pharmacodynamics of major classes of drugs and patho-physiology; 6. Apply knowledge of pharmacodynamics and pharmacokinetics to their role, including prescribing practice where applicable, and including the monitoring of response to therapy and justification to modify treatment; 7. To gain sufficient knowledge regarding an appropriate, systematic and justified methodology in a complex professional area. | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):   * lectures (A1, A2, A3, A4, A5); * seminars (A1, A2, A3,); * directed reading (A1, A2, A3, A6); * use of the VLE (A4, (A5); * self-directed study (A7); * seminar (A7). | |
| Assessment strategies and methods (referring to numbered Intended Learning Outcomes):   * mOSCE (A4); * coursework essay (A1, A2, A3, (A5, A6– non-prescribers); * A5 – unseen exams (for prescribers); * A6 – portfolio (for prescribers) * Project proposal and project paper (A7). | |
| **B: Intellectual skills**  This programme provides opportunities for apprentices to: | | The following learning and teaching and assessment strategies and methods enable apprentices to achieve and to demonstrate the programme outcomes: |
| 1. Critically reflect on their diagnostic reasoning and critical thinking skills in order to manage complex health care problems; 2. Draw on a diverse range of knowledge and critically appraise and reflect upon their approaches to patient-centred decision making and the safe and effective administration of evidence-based therapeutic interventions (non-prescribers and prescribers) and prescribing practice (prescribers only); 3. Critically appraise practice, identify the need for change, proactively generate innovations and lead new practice and service redesign solutions, using business acumen and entrepreneurial awareness; 4. Critically evaluate their legal, ethical and professional responsibilities in relation to therapeutic/pharmacological treatments (non-prescribers) OR relevant to the practice of independent and supplementary prescribing (prescribers) 5. To acquire well-grounded problem identification, critical literature review, evaluation, change management, research, practice and/or service development skills; 6. Demonstrate the capacity for the design of an original, feasible and coherent SIP proposal that addresses the limitations of knowledge claims and the difficulties and dilemmas associated with intervening in complex workplace/professional situations. | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):   * lectures (B1, B4); * seminars (B1, B2, B3, - route 2); * directed reading (B4); * seminar (B5, B6); * independent research/evaluation (B5, B6). | |
| Assessment strategies and methods (referring to numbered Intended Learning Outcomes):   * coursework essays (B1, B2, B4 - non-prescribers), * portfolio (B1, B2, B4 -prescribers), * End point assessment (B3); * Project proposal and project paper (B5, B6). | |
| **C: Practical skills**  This programme provides opportunities for apprentices to: | | The following learning and teaching and assessment strategies and methods enable apprentices to achieve and to demonstrate the programme learning outcomes: |
| 1. Demonstrate their developing advanced skills and knowledge utilising a range of assessment methods to ensure safe and effective decisions for their clients, based on best practice and a sound evidence base; 2. Demonstrate the ability to establish a therapeutic relationship that empowers and educates clients to their preferred approach to learning, motivation and developmental stage; 3. Demonstrate competence in their ability to obtain a relevant and comprehensive patient history utilising advanced assessment skills, including medication history and current medication; 4. Demonstrate competence in their ability to perform a complete physical assessment of all body systems, distinguishing normal from abnormal findings; 5. Proactively develop dynamic clinical management plans and prescribe safely, appropriately and cost effectively, including numeracy (prescribers) OR Evaluate clinical management plans (non-prescribers) 6. Devise and evaluate appropriate strategies for promoting optimal health and preventing disease working in partnership with others and delegate appropriately to optimise health outcomes; 7. Critically identify and formulate the SIP problem and   produce relevant, clear and focused aims and objectives. | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):   * lectures (C1, C2, C4, C6); * seminars (C2, C3, C6); * skills lab demonstration (C4); * group exercises (C3, C4); * work-based learning (C1, C3, C4, C5); * self-directed learning (C2 - route 1) * seminar (C7) * self-directed learning (C7). | |
| Assessment strategies and methods (referring to numbered Intended Learning Outcomes):   * mOSCE (C4); * OSCE (C3); * coursework essays (C1, C2, C6); * OSCE and portfolio - (Route 1 - C5, * numeracy test in portfolio; C2 –portfolio) * Proposal for and service improvement project (C7). | |
| **D: Transferable skills**  This programme provides opportunities for apprentices to: | | The following learning and teaching and assessment strategies and methods enable apprentices to achieve and to demonstrate the programme learning outcomes: |
| 1. Critically appraise relevant research and evaluate their developing role in relation to their client group demonstrating the impact of advanced practice; 2. Disseminate their vision for their advanced practice role in an inter-professional healthcare setting; 3. Critically appraise and synthesise the outcomes of relevant research, evaluations and audits and apply the principles of evidence-based practice to bring about improvements in practice and services; 4. Critically evaluate their own practice, identifying their learning and professional development needs and appraising their personal strategy for developing and improving competence as an advancing practitioner; 5. Demonstrate competence and provide comprehensive, relevant evidence of their professional development as an advanced clinical practitioner, in line with the IfATE advanced clinical practitioner apprenticeship standard, alongside adherence to the apprentice’s professional registration; 6. Demonstrate reflection and critical evaluation of change/improvement in advanced practice; 7. Produce a robust action plan/strategy for the development of the proposed SIP activity, incorporating appropriate methodological, ethical and design issues and decisions; 8. Devise and apply an appropriate literature review strategy demonstrating critical evaluation skills; 9. Be prepared for undertaking the end point assessment. | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):   * lectures (D1); * seminars (D1, D2, D3, D4, D5, D6; * directed reading (D1, D2); * self-directed learning (D3, D4, D5); * work-based learning (D3, D4, D5, D6; * lectures (D7, D8); * seminars (D7, D9); * self-directed study (D7, D8, D9). | |
| Assessment strategies and methods (referring to numbered Intended Learning Outcomes):   * coursework essays (D1, D2); * end point assessment (D3, D4, D5, D6, D9); * project proposal and project report (D7, D8). | |

**Programme Skills Matrix**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Units** | | **Programme Intended Learning Outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **A**  **1** | **A**  **2** | **A**  **3** | **A**  **4** | **A**  **5** | **A**  **6** | **A**  **7** | **B**  **1** | **B**  **2** | **B**  **3** | **B**  **4** | **B**  **5** | **B**  **6** | **C**  **1** | **C**  **2** | **C**  **3** | **C**  **4** | **C**  **5** | **C**  **6** | **C**  **7** | **D**  **1** | **D**  **2** | **D**  **3** | **D**  **4** | **D**  **5** | **D**  **6** | **D**  **7** | **D**  **8** | **D**  **9** |
| **L**  **E**  **V**  **E**  **L**  **7** | Unit 1. Advanced Practice: Contextual Issues and Professional Development | \* | \* | \* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \* | \* |  | \* |  |  |  |  |  |
| Unit 2. History Taking and Physical Examination for Advancing Practice |  |  |  | \* |  |  |  |  |  |  |  |  |  |  |  | \* | \* |  |  |  |  |  |  |  |  |  |  |  |  |
| Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice |  |  |  |  |  |  |  | \* |  |  |  |  |  | \* | \* |  |  |  | \* |  |  |  | \* |  |  |  |  |  |  |
| Unit 4/5. Independent and Supplementary Prescribing |  |  |  |  | \* | \* |  |  | \* |  | \* |  |  |  | \* | \* |  | \* |  |  |  |  |  |  |  | \* |  |  |  |
| Unit 4/5a. Supplementary Prescribing |  |  |  |  | \* | \* |  |  | \* |  | \* |  |  |  | \* | \* |  | \* |  |  |  |  |  |  |  | \* |  |  |  |
| Unit 4a. Evidencing Professional Learning (1) |  |  |  |  | \* | \* |  |  | \* |  | \* |  |  |  | \* | \* |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Unit 5a. Evidencing Professional Learning (2) |  | \* |  |  |  |  |  |  |  | \* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | \* |  |  |  |
| Unit 6: Preparing for your Service Improvement Project. |  |  |  |  |  |  | \* |  |  |  |  | \* | \* |  |  |  |  |  |  | \* |  |  |  |  |  |  | \* | \* |  |
| Unit 7. Service Improvement Project |  |  |  |  |  |  | \* |  |  |  |  | \* | \* |  |  |  |  |  |  | \* |  |  |  |  |  |  |  |  |  |
| Unit 8. Advanced Clinical Practitioner End Point Assessment |  |  |  |  |  |  |  |  |  | \* |  |  |  |  |  |  |  |  |  |  |  |  | \* | \* | \* | \* |  |  | \* |
|  | Unit 9. Empowering Leadership and Preparation for ACP End Point Assessment |  |  |  |  |  |  |  |  |  | \* |  |  |  |  |  |  |  |  |  |  |  |  | \* | \* | \* | \* |  |  | \* |

**ADMISSION REGULATIONS**

The regulations for this programme are the University’s Standard Postgraduate Admission Regulations

with the following exceptions that applicants must:

* be able to evidence having a minimum of GCSE grade 4 or grade C in English and Mathematics or equivalent acceptable qualification from the [DfE list for level 3 apprenticeships](https://www.gov.uk/government/publications/english-and-maths-requirements-in-apprenticeship-standards-at-level-2-and-above)
* be a healthcare professional registered with the Nursing and Midwifery Council, Health and Care Professions Council or General Pharmaceutical Council
* have a minimum of three years post-registration experience
* have employer support based on service need for an Advanced Clinical Practitioner
* normally be employed for a minimum of 30 hours per week with [appropriate supervisory support in place](https://advanced-practice.hee.nhs.uk/our-work/supervision/minimum-standards-for-supervision/)
* be employed as an apprentice/trainee Advanced Clinical Practitioner for the duration of the programme and able to implement the requisite knowledge, skills and behaviours to complete the apprenticeship
* meet the [entry requirements for Independent & Supplementary Prescribing](https://www.applycpd.com/BU/courses/115940?courseId=115940&tabId=27) or [Supplementary Prescribing](https://www.applycpd.com/BU/courses/115938) if planning to undertake either unit

**Recognition of Prior Learning**

The BU policy 3P - Recognition of Prior Learning (RPL): Policy and Procedure applies. In line with the Education Skills and Funding Agency (ESFA) funding rules [[latest ESFA funding rules can be accessed via here](https://www.gov.uk/guidance/apprenticeship-funding-rules#the-latest-rules-2022-to-2023)], before an apprenticeship can begin there is an initial assessment to assess the applicant’s prior learning and experience. This is important to avoid an apprentice receiving training for knowledge, skills and behaviours already attained. This will include determining what previous Level 7 study the applicant has done and whether it is relevant to the knowledge, skills, and behaviours (KSBs) of the advanced clinical practitioner apprenticeship standard. Applicants will also be required to complete a skills scan which is a self-assessment endorsed by the applicant’s line manager, against the KSBs of the advanced clinical practitioner apprenticeship standard. The initial assessment will determine if, and by how much, the off-the-job training hours need to be reduced by, and ensure the applicant is eligible for the apprenticeship.

Applicants who have successfully completed a 40-credit ‘Independent and Supplementary Prescribing’ unit and/or 20-credit ‘History Taking and Physical Examination for Advancing Practice at *Level 6* either at BU or another higher education institution can be considered for recognition of prior learning (RPL) towards the Level 7 equivalent units if they have advanced their KSBs to Level 7 in their professional role. This will have to be demonstrated through an agreed RPL assessment process that evidences their practice at Level 7 and that their role supports the currency and appropriateness of implementing those KSBs. The assessment will normally include producing a ‘Level 7 top-up’ portfolio that is completed during the apprenticeship.

**PROGRESSION ROUTES**

To take advantage of exciting new approaches to learning and teaching, as well as developments in industry, the current, approved Articulation/Recognition/Progression route(s) for this programme may be subject to change. Where this happens apprentices will be informed and supported by the Faculty as early as possible.*’*

**ASSESSMENT REGULATIONS**

The regulations for this programme are the University’s [Standard Assessment](https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf)

[Regulations: Postgraduate Taught Programmes](https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-postgraduate.pdf) with the following approved exceptions:

**Pass mark**

Where units are assessed by a combination of formally defined separate elements of assessment a pass will only be awarded where the student achieves a mark of at least 50% or a pass for each element of the assessment.

To pass Unit 2: **History taking and Physical Examination for Advancing Practice’**:

* the student must pass ALL elements (which are assessed on a Pass / Fail basis). If a student fails more than one body system in the modified Objective Structured Clinical Examination (mOSCE), no overall pass can be given, and the learner will therefore fail the assessment.
* If a learner is required to make a second attempt at the mOSCE it will be necessary to undertake the whole summative assessment.
* The overall outcome is Pass or Fail  
  **Provision for failed candidates**
* The History Taking and Physical Examination for Advancing Practice must be passed before the learner will be permitted to progress to Unit 3: Assessment, Critical Reasoning and Decision Making for Advancing Practice.

To pass Unit 4/5: ‘**Independent and Supplementary Prescribing’** (or Unit 4/5a **Supplementary Prescribing**), the following elements must all be passed as follows:

* Pharmacology Examination - The pass mark for the examination will be 80% (Pass/Fail)).
* Numeracy exam - The pass mark for the numeracy test will be 100% (Pass/Fail)
* Coursework – Portfolio - a pass will be awarded where the overall element mark is at least 50% (Pass/Fail)
* The overall outcome is Pass or Fail
* **Provision for failed candidates**
* If a learner in any element of assessment fails to correctly answer any question that may result in direct harm to a patient/client or within written submissions in the prescribing portfolio recommends treatment which may result in direct harm to a patient/client, the learner will fail that element and the overall outcome will be Fail. If this occurs where a learner is being reassessed, the learner will be required to re-register and do the whole unit from the beginning.
* **Attendance**
* The PSRB (NMC, HCPC, GPhC) requirement is that all taught sessions must be attended. Learners who miss one day will be required to undertake work to demonstrate they have met the learning outcomes for the sessions they have missed. This may also involve them having to attend the session they have missed with another intake.
* Learners who miss two days will be required to discuss with the programme leader and their line manager their withdrawal or deferment from the unit.

For all other units on the programme the pass mark will be 50% and a numerical grade is awarded.

**Compensation**

Compensation does not apply to any units.

**BU OFF-THE-JOB TRAINING DELIVERY**

Off-job training will be delivered by day release. This will be a combination of scheduled taught content via defined units and guidance on application of knowledge in practice. Learners doing the full 36-month part-time MSc apprenticeship working 30 hours/week will be expected to complete a minimum of 766 hours of off-the-job training based on the recording at least 6 hours OTJ on average per week. It is the learner’s responsibility to record and maintain evidence of off-job training hours completed. Apprentices will be supported in this through apprenticeship compliance software, [Bud](https://bud.co.uk/). At defined milestones each learner’s logged hours will be checked against expected amount by that point of the programme. Those learners not achieving this expected amount will be contacted and supported.

**CAREERS SUPPORT**

[CareersBU](https://www.bournemouth.ac.uk/students/help-advice/looking-support/careersbu-support) have committed to hosting workshops to support career progression which will be made available to apprentices on the programme. From the very first unit apprentice are supported to reflect on their transition from mono-healthcare discipline to multidisciplinary advanced clinical practitioner, their career journey thus far and where they want to go. Apprentices will always be encouraged, typically at progress reviews, to take opportunities to spend time in other clinical areas away from their usual workplace to further develop their KSBs and create exposure to additional career opportunities.

**APPROVED SUB-CONTRACTORS**

Not applicable.